

Los Banos Unified School District ENGLISH LEARNER MASTER PLAN

A English Learner Program Overview



Board Approved 09/14/2023

LOS BANOS UNIFIED SCHOOL DISTRICT

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The *English Learner Master Plan Playbook* proposes **four essential goals for LEAs English Learner Master Plans**:

1. Create **equitable, coherent, and sustainable systems** of EL services
2. Develop **equity-driven processes** to build LEA-wide capacity to **deliver evidence-based programs and practices** that leverage EL students' assets and address their specific needs
3. Establish **effective family-community engagement** systems to foster collaborative partnerships
4. Implement a local **accountability model that ensures EL students' success**

The *English Learner Master Plan Playbook* supports the development of a local policy document that addresses **ten components** that correspond to these four goals (see Figure 1). These **components can be further developed into EL Master Plan chapters**, or grouped together by goal area as LEAs develop their EL Master Plan content.

Figure 1. English Learner Master Plan Goals and Components



EQUITABLE, COHERENT, AND SUSTAINABLE SYSTEMS

COMPONENT #1 – COMMITMENT AND PURPOSE

Rationale: An English Learner Master Plan provides clarity, direction and coherence to an LBUSD educating ELs. The commitment and purpose component serves to provide the system with clear rationale and guidance for: 1) who is being serviced, 2) what those services are, 3) why they are provided, 4) how the EL Master Plan serves to ensure [equity](#) for English learners, and 5) assurances for adherence to federal and state mandates.

CONTENT OVERVIEW

- Rationale for the English Learner Master Plan
- Superintendent's message
- LBUSD's vision, mission, values and beliefs inclusive of English learners
- LBUSD's overview of its diverse populations, including English learners by typologies and programs (i.e., Dual Language)
- Federal and state requirements for services to English learners

The commitment and purpose component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Commitment and Purpose	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	1A. Language and Culture as Assets 1B. English Learner Profiles 1C. School Climate 1D. Family and School Partnerships 2C. High Expectations 2G. Programmatic Choices 3A. Leadership 4A. Alignment and Articulation 4C. Coherency

Rationale for the English Learner Master Plan

The Los Banos Unified School District Master Plan for English Learners (ELs) lays out the District's vision for educating our culturally and linguistically diverse students. The District has undertaken groundbreaking efforts to design a plan that explicitly addresses the educational success of English Language Learners and that builds on English Learner's languages, cultures, experiences, skills, and resources to graduate them College, Career, and 21st Century ready.

Los Banos Unified School District has a long-time commitment to providing programs which encourage all students to maximize their potential and allow for quality education for all students enrolled in the district. As we continually strive to improve the curriculum offered district-wide, we are also resolved to continue refining and improving the curriculum and instructional delivery offered to English Learners (ELs). The District has undertaken groundbreaking efforts to design a plan that explicitly addresses the educational success of English Language Learners and that builds on English Learner's languages, cultures, experiences, skills, and resources to graduate them College, Career, and 21st Century ready.

It is our philosophy that all students enrolled in this district will reach high levels of academic achievement. The focus of this plan is to articulate an organized plan that ensures that English Learners (ELs) are taught effectively while retaining students' confidence necessary to become proficient in the English language and successful members of our society. It is the position of this district that it is the school/district's responsibility to provide each student with the essential skills to succeed academically by meeting the California state standards as established by the state and succeed in a global, 21st century environment. The Master Plan provides: (1) guiding principles that underlie and set the foundation for the content in the chapters; (2) discussion of topics relevant to understanding, supporting, and educating ELs; (3) details on the programming available for ELs; (4) resources for teachers and administrators implementing the curriculum and assessment for those programs; (5) ideas for family engagement; and, (6) selected resources for further information and assistance. The content included in the Master Plan reflects and serves to fulfill the District's mission: embracing our diversity to educate L.B. 's youth, ensure academic achievement, and empower tomorrow's leaders. We are Los Banos Unified.

Guiding Principles for Educating English Learners

1. Develop the listening, speaking, reading, writing and comprehension skills in English for those students whose primary language is other than English.

2. Enhance students' self-esteem.
3. Promote cross-cultural understanding.
4. Provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary.

LBUSD Master Plan is in place to ensure a commitment from all personnel to provide the best possible educational services for English Learner (EL) students and aligned to the California EL Roadmap SBE Policy, which states:

1. The passage of the California Education for a Global Economy Initiative (CA Ed.G.E. Initiative), Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC) sections 300, 305–306, 310–311, 320, 335.
2. The implementation of the State content standards and curriculum frameworks featuring evidence-based practices and exemplary services for English learners as described in the SBE adopted documents.
3. The implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP).
4. Changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

GOAL

Identified EL students will have equal access to curriculum and instruction provided to all students. These students will learn English; make progress based upon their individual needs through academic instruction; and experience success. The fundamental goal of the program is that students will function successfully in the English language, and be college and career ready – equipped with 21st century skills.

Superintendent's Message

Dear LBUSD Families,

As the superintendent of our esteemed school district, I am honored to highlight the positive educational philosophy we embrace and our commitment to promoting multilingualism within our diverse community.

At our district, we firmly believe in the principles set forth by the California English Learner (EL) Roadmap, which serves as a guiding beacon for our educational practices. The four key principles that guide our approach include: an assets-oriented and student responsive schools, a commitment to intellectual rigor and meaningful access to curriculum, a system that creates conditions that support effectiveness, and an alignment and articulation within and across systems. Together, these principles contribute to the holistic development of our students, fostering their linguistic and cognitive growth while celebrating their cultural diversity.

LBUSD's Vision, Mission, Values and Beliefs Inclusive of English Learners

Mission

Embracing our diversity to educate Los Banos, ensure academic achievement, and empower tomorrow's leaders.

Vision

Los Banos Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

The Mission and Vision for Language Education in Los Banos Unified is proud to provide the 2023 Master Plan for English Learners (ELs). Los Banos Unified is committed to increasing personalized learning experiences that begin with students' linguistic and cultural strengths. Through the expansion of school pathways, students acquire the academic language necessary to be college and career ready. This plan lays out the District's vision and mission for educating our culturally and linguistically diverse students to provide opportunities for all students in the District to become bilingual and biliterate.

A Common Vision for Educating English Learners:

The Vision: English learners fully and meaningfully access and participate in a twenty-first 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.

The 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

The Principles:

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions that Support Effectiveness
- Alignment and Articulation Within and Across Systems

LBUSD's Overview of our Diverse Populations

Los Banos Unified School District is located in the western side of the San Joaquin Valley in Merced County and has a current enrollment of 10,928 students. The District serves

students in grades TK – 12 at 16 different schools. There are 9 K-6 elementary schools, 2 junior high schools, 2 comprehensive high schools, 1 continuation high school, 1 alternative education center and a Transitional Kindergarten center. The 3 main student groups are socioeconomic disadvantaged (74%), English Learner (27%) and Foster Youth (.4%).

The Los Banos Unified School District Master Plan for English Learners (ELs) lays out the District's vision for educating our culturally and linguistically diverse students. Los Banos Unified School District has a long-time commitment to providing programs which encourage all students to maximize their potential and allow for quality education for all students enrolled in the district. As we continually strive to improve the curriculum offered district-wide, we are also resolved to continue refining and improving the curriculum and instructional delivery offered to English Learners (ELs). The District has undertaken groundbreaking efforts to design a plan that explicitly addresses the educational success of English Language Learners and builds on English Learner's languages, cultures, experiences, skills, and resources to graduate College, Career, and 21st Century ready.

It is our philosophy that all students enrolled in this district will reach high levels of academic achievement. The focus of this plan is to articulate an organized plan that ensures that English Learners (ELs) are taught effectively while retaining students' confidence necessary to become proficient in *multiple languages* including English language . It is the position of this district that it is the school/district's responsibility to provide each student with the essential skills to succeed academically by meeting the California state standards as established by the state and succeed in a global, 21st century environment.

The content included in the Master Plan reflects and serves to fulfill the District's mission: embracing our diversity to educate L.B.'s youth, ensure academic achievement, and empower tomorrow's leaders. We are Los Banos Unified.

ENGLISH LEARNER STUDENT TYPOLOGIES

Each student brings a unique set of strengths to our district. “The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities” (CA EL Roadmap, Principle 1-A). These assets must be valued and built upon in culturally responsive ways.

New enrollees to California sometimes include newcomers or immigrant families who have recently arrived to the United States. Some of these families have little to no English proficiency and may be missing transcripts. However, many of our highly-motivated, multilingual immigrants have had extensive schooling and will continue to succeed academically with little to no support, including foreign exchange students.

Although there is no single EL profile, leadership and staff must be responsive to the various academic and social-emotional needs of each EL typology:

- Newcomer/Immigrant
- Well-Educated Newcomer/Immigrant
- Under-Schooled
- Long-Term English Learner (LTEL)
- At-Risk of becoming Long-Term English learner (At-Risk)
- Over-age for grade level
- Fluent English Proficient, but struggling academically
- English learners with disabilities (IEP = Individualized Education Plan)

To learn more about the characteristics of these typologies, review [Figure 1.0 \(EL Toolkit of Strategies\)](#).

Communication with new families is key to building strong partnerships. New students should be greeted by name and offered a tour of their new school. Families can be personally invited to school events and other educational partner meetings or connected with staff members who speak their home language.

A thorough review of enrollment paperwork, assessment data, previous records, overall strengths, and student needs must be completed in order to determine appropriate placement and services.

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)
Charleston Elementary	350	69.7%	2.6%	22.6%	5.1%
Creekside Junior High	817	47.4%	1.5%	20.0%	31.2%
Crossroads Alternative Education Center	141	61.0%	0.0%	9.2%	29.8%
District Office	17	64.7%	0.0%	23.5%	11.8%
Grasslands Elementary	892	54.3%	2.8%	29.9%	13.0%
Henry Miller Elementary	712	42.0%	2.1%	47.1%	8.7%
Lorena Falasco Elementary	727	44.7%	4.1%	35.5%	15.7%
Los Banos Elementary	441	50.6%	2.7%	38.1%	8.6%
Los Banos High	1,617	46.1%	1.9%	12.1%	40.0%
Los Banos Junior High	862	41.1%	1.5%	27.3%	30.0%
Mercey Springs Elementary	651	56.4%	3.8%	25.2%	14.6%
Nonpublic, Nonsectarian Schools	1	100.0%	0.0%	0.0%	0.0%
Pacheco High	1,799	37.1%	1.6%	15.2%	46.1%
R. M. Miano Elementary	803	44.6%	2.7%	42.1%	10.6%
San Luis High (Continuation)	86	30.2%	0.0%	17.4%	52.3%
Transitional Kindergarten Center	108	65.7%	0.0%	34.3%	0.0%
Volta Elementary	411	56.9%	2.2%	29.0%	11.9%
Westside Union Elementary	585	63.8%	3.2%	21.2%	11.6%

Federal and State Requirements for Services to English Learners

This plan details legal and compliance requirements relevant to ELs. It reviews the landmark cases and legal mandates that have shaped the education of these students. Federal and state laws are listed to give the reader background information and perspective regarding how the District implements these laws, including funding, teacher authorizations for ELs, and program monitoring.

LBUSD is committed to ensuring that leaders and educators across all levels of the school

system are provided integrated professional development, share responsibility for educating and monitoring the progress of language learners, striving to implement all components of the California English Learner Roadmap and are accountable and responsive to the needs of diverse learners, and ensure fiscal investments are equity-oriented and research-based as detailed in the Local Control and Accountability Plan (LCAP) and the LCAP Federal Addendum.

We thank the students, parents, guardians, teachers, school administrators, District English Advisory Committee, Merced County Office of Education, and Community Based Organizations who took the time to share their expertise and ideas for the 2022-2025 Master Plan for English Learners and Standard English Learners.

It is with sincere and deep appreciation that we acknowledge the many individuals who enthusiastically gave their time and insight to the development of the Los Banos Unified School District's English Learner Master Plan. The experiences, culture and essential perspectives of this extensive and diverse group of parents, teachers, resource specialists, and principals from all areas of Los Banos Unified have been pivotal to this work. Their wealth of knowledge and commitment to this plan is greatly appreciated. In closing, we are extremely grateful to the dedicated work of these individuals.

The process map below outlines the procedures to develop and refine the LBUSD EL Master Plan using Improvement Science Practices.

COMPONENT #2 – RESPONDING TO DIVERSE LEARNERS

Rationale: A welcoming and affirming educational system ensures that Multilingual/English learners and their families are introduced to a system with clearly articulated and consistent practices for initial assessment and program placement, including considerations for English learners with Disabilities. These processes include multilingual communication with parents and/or guardians regarding initial assessment outcomes, program options, and pathways to biliteracy and reclassification as essential facets of college and career readiness.

CONTENT OVERVIEW

- Initial Identification Assessment Criteria
- Initial Identification Assessment Tool and Procedures
- Primary Language Assessment/Transcript Review
- Parental Rights, Notification, Program Options and Selection Processes
- Reclassification Criteria and Processes
- Considerations for Diverse Learners, including dually-identified students

The Responding to Diverse Learners' component is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Responding to Diverse Learners (Identification, Placement, Reclassification)	<ul style="list-style-type: none">▪ Principle 1: Assets-Oriented and Needs-Responsive Schools▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access▪ Principle 4: Alignment and Articulation within and Across Systems	IA. Language and Culture as Assets IB. English Learner Profiles 1D. Family and School Partnerships 1E. English Learners with Disabilities 2G. Programmatic Choice 4A. Alignment and Articulation

Initial Identification Assessment Criteria

Los Banos Unified School District recognizes the importance of proper identification and assessment of language proficiency and academic skills in providing an educational program which will effectively meet the needs of English Learners (ELs). The following steps are taken to ensure proper identification and assessment.

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts administer a state test of ELP to eligible students in Transitional Kindergarten through grade twelve. The California Department of Education (CDE) transitioned to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

1. One for the initial identification of students as English learners (ELs).
2. One for the annual summative assessment to measure a student's progress in learning English and to identify the student level of ELP.

Initial ELPAC Assessment

The Home Language Survey (HLS) is to be completed by a parent or guardian when the student initially enrolls in a California school. If applicable, LBUSD staff collects the HLS and assessment information from the student's previous program. If a LBUSD school is the first California school in which a student has enrolled, then the HLS will be administered by school staff. The following steps are used to identify Initial ELPAC eligible students upon receipt of the HLS:

1. HLS identifies a language other than English or American Sign Language.
2. Student has not previously been tested with the English Language Proficiency Assessments of California (ELPAC)
 - a. Student does not already have an English Language Acquisition Score (ELAS) of English Learner (EL), Initial Fluent English Proficient (IFEP), or Reclassified as Fluent English Proficient (RFEP) in California Longitudinal Pupil Achievement Data System (CALPADS).
 - b. Student has no scores for the ELPAC in CALPADS and in the Local Scoring

Tool (LST) for Initial ELPAC scores.

- c. Student's cumulative file does not contain ELPAC scores.

Initial Identification Assessment Tool and Procedures

The Initial ELPAC is given to students in grades TK–12 whose primary language is not English to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their individualized education plan.

The Initial ELPAC is an online, linear (nonadaptive), grade-level assessment for students in grades TK-12 whose primary language is not English and with an English Acquisition Status of To Be Determined in the California Longitudinal Pupil Achievement Data System (CALPADS).

The Initial ELPAC is designed for one-on-one administration between a single student and a test examiner for grades TK-2 and for one-on-one or group administration for grades 3-12 with the exception of the speaking domain—one-on-one administration for all grade levels and the option of group administration for the writing domain for grade two. The Initial ELPAC administration window is open annually from July 1 through June 30.

The Initial ELPAC measures the ELP in the four domains of listening, speaking, reading, and writing; and is used to identify students as being either fluent in English (IFEP) or an English Learner (Intermediate or Novice). It is administered only once during a student's time in the California public school system and locally scored results are a student's official score.

The following definitions apply:

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

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

Bridging: Students at this level continue to learn and apply a range of high level English

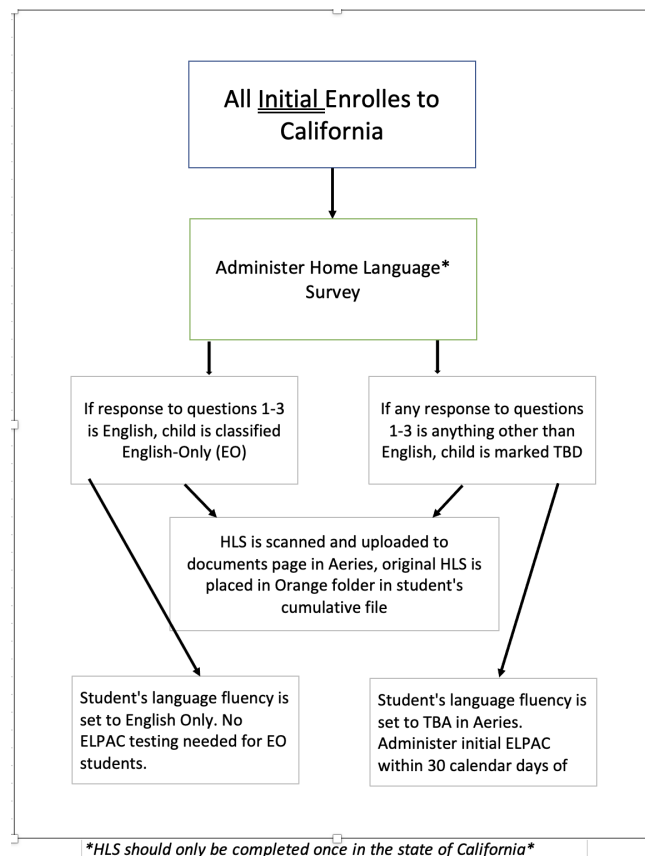
language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

LBUSD Initial ELPAC Assessment Process

Upon a student’s first enrollment in the Los Banos Unified School District, staff will:

1. Administer a home language survey (HLS) if this is the students’ first California enrollment.
 - a) If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the process stops.
 - b) If the HLS indicates a language other than English as the primary/native language, the student’s language fluency is entered as To Be Determined (TBD) and the student must take the Initial ELPAC.
2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.
3. Administer the Initial ELPAC by a trained ELPAC test examiner within 30 days of enrollment.
4. Score and enter scores:
 - a) The Speaking domain for all grades will be scored locally and in-the-moment by test examiners and entered in the Data Entry Interface (DEI)
 - b) The Writing domain
 - i). grades K-2 students’ responses in the Writing Answer Book will be scored by trained test examiners using the rubrics provided in the DFA and then scores will be entered in the DEI
 - ii). grades 3-12 entered in the test delivery system will be locally scored by trained test examiners in the Teacher Hand Scoring System (THSS)
 - c) Listening and Reading domain responses are scored in the test delivery system
5. Print the Initial ELPAC Student Score Report (SSR) from Aeries after it has been processed by TOMS.

6. Submit a classification of English Learner (EL) or initial fluent English proficient (IFEP) Into AERIES, which automatically feeds CALPADS.
7. Notify the parent/guardian, in writing, of Initial ELPAC results.
8. If the student is classified as IFEP, the ELPAC administration process stops.
9. Conduct a classification review if requested. Notify the parent/guardian of results. Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP).



Summative ELPAC Assessment Process

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English

Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as an English Learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports as needed to do well in school.

The Summative Assessment is given only to students in grades TK–12 who have been identified as English Learners. These students will take the assessment during the testing window every year until they are reclassified as Fluent English Proficient. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations may take an alternate ELPAC or exempt the domains, as noted in their individualized education plan. <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>

The Summative ELPAC is administered in grade spans—TK, K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In TK, kindergarten, and grades 1–2, all domains are administered individually, except the writing domain may be given in a group administration to grade 2. In grades 3–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one at all grade levels.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org>. The Summative ELPAC administration window is open from February 1 through May 31.

EL Student Folders

An orange EL folder is maintained for each EL. An EL folder should be established as initial testing is completed. The purpose of the folder is to assist the teacher, parent, school, and district administrators with program placement and development, student monitoring, and reclassification.

The following items are placed in the EL folder:

- The Home Language Survey (a copy of the initial survey if available) or Home Language
- Data Assessment Sheet
- Student Score Reports (SSRs) from initial and annual ELPAC assessments (if available)
- Copies of the parent notification letters about the results of assessments (as available)
- At the time of reclassification, the reclassification form, and reclassification worksheet if

applicable, will also be in each student folder.

Primary Language Assessments

Students whose home language is Spanish will take the Spanish IDEA Proficiency Tests (IPT) Language exam within 90 days (E.C. 62002). If a student's primary language is a language other than Spanish, during enrollment parents will complete an academic survey that inquires levels of academic competency in the student's primary language. The California Home Language Survey is on file for each student in the student's permanent file.

Home Language Survey Petitions

The information provided on each student's earliest HLS prevails. Parents have a right to petition in writing the Home Language Survey they completed for their child only prior to initial testing. ELPAC test site coordinators must gather adequate evidence that the student in question is fluent in English, by coordinating with the classroom teacher and administration. If the student in question is fluent in English, the evidence and parent letter to the HLS, and change his language fluency to English Only. If the student is not a fluent English speaker, the petition will be denied and the student's parents will be contacted by the ELPAC test coordinator.

Special Education Students

Students in special education that are also English learners may take an alternative language assessment (yearly) if determined to be appropriate by the IEP team.

NOTE** **All students** meeting the EL identification criteria listed below must be given the Initial ELPAC if no ELPAC scores are located within the 30-day window.

Level 1	Emerging
Level 2	Expanding- low Expanding-mid
Level 3	Expanding- upper Bridge-low
Level 4	Bridge-upper

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 California English Language Development Standards, Kindergarten Through Grade 12 (2012 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 lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 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 mid- to low-range of the “Expanding” proficiency level, as described in the 2012 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 2012 ELD Standards.

Parental Rights, Notification, Program Options and Selection Processes

Parent Notification

Parents are sent annual notifications of ELPAC results, through the district developed form/letter. The form includes ELPAC results, and program placement. As per ELPAC recommendation, the notification form has a supplemental guide highlighting the results in their home language when available. [See Form in Appendix—Parent Notification] As Initial ELPAC results are received at each site the forms are forwarded to the parents of the student tested.

Staff Notification

Teachers, principals and counselors are notified of test results. A master list of student designation and test results are kept by the district and at the school sites to aid in program planning and facilitating follow-up testing. Test scheduling and assessment is done by administration and support staff who attend state and local trainings. Records of students as they transition to junior high school and high school are reviewed by district and site administration to ensure that proper identification and assessment has occurred. Every two weeks, the Home Language Survey Report is forwarded to the Educational Services Office to be entered in the district database for monitoring, which is consistent with state guidelines on assessment. [See Appendix—Home Language Survey Report Form]

Program Placement

Los Banos has established a district-wide accountability system that holds each school accountable for making gains in student achievement every year through instructional programs provided for English Learners. All ELL students will have full access to the types of high quality curriculum and instruction called for by the California State Standards for ELA/Literacy and other State Board of Education (SBE) adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development (Integrated ELD). Designated ELD-Designated English Language Development (ELD) will be provided as protected time during the regular school day for all ELL students. Designated ELD teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. The California ELD Standards (adopted 2012) will drive the instruction during the Designated ELD period, with support from the students' specific

California State Content Standards for each of their specific topics. Integrated ELD- All EL students will receive Integrated ELD instruction, with the focus on their specific California State Content Standards and support from the California ELD Standards.

Transfer of Students

When students transfer in or out of LBUUSD Programs:

- All relevant data regarding the student's English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school.
- Students newly entering the program will have the relevant assessment, academic progress, and placement information entered into the student data system.
- When the site receives the student information packet from the former school/program, the record will be reviewed by the counseling staff or site principal to check for any relevant data pertaining to English Learner status and/or services provided in the former program.

Parent Notification

Parents receive a written explanation, in English and the primary language, of the district's Structured English Immersion (SEI) programs for English Learners, along with parent notifications for assessment results.

There are several areas in which the District has a responsibility to inform the parent(s). These areas include parent notification of:

1. English and Primary Language Assessment results
2. Description of instructional programs and materials for ELs
3. Reclassification of ELs
4. Waiver process for alternative course of study for ELs
5. Placement for ELs
6. At-Risk of Retention Forms

Notification is written in English and in the primary language of the student and communicated orally whenever possible when school personnel have reason to believe that a written notice will not be understood by the parent(s). See pages and in the Appendix.

Diagnostic Assessment After Placement

Diagnostic assessments must be given in the areas of reading, language arts, and math. Additional assessment of academic skills in English and/or Spanish are used to design the instructional program appropriate to the needs of the EL.

- In grades K- 12 Ellevation is used to monitor our ELs necessary data needed to complete the site Comprehensive Student Review Forms (CSR) must be attained.
- In Grades 1 - 12 all EL students are assessed in Reading and Math through summative benchmark assessments, formative assessments, and/or informal classroom assessments.

Reclassification Criteria and Processes

The purpose of the reclassification process is to document when an English learner has demonstrated sufficient proficiency to be redesignated as fluent English proficient (RFEP). The ultimate goal of our EL program is for all English learners to reach or exceed the level of proficiency and basic skills compared to their native English-speaking peers.

Reclassification (exit) is the process that determines whether an English learner should be Reclassified as a Fluent English Proficient (R-FEP). California Department of Education reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English in the district and is achieving and sustaining a level of academic achievement with students whose native language is English. The California Department of Education Code reads as follows:

10.0 Each LEA must reclassify English learners to proficient in English by using a process and criteria that includes, but is not limited to the following:

- (a) Assessment of ELP (EC Section 313[f][1]; 5 CCR Section 11303[a])
SD criteria to be considered for reclassification

Students identified as English Learners are labeled EL in the district's Aeries database. EL students are considered reclassified to RFEP only through meeting district established reclassification criteria. This procedure must be documented and a copy of the reclassification form and notification to parents is placed in students' CUME and on file with the district.

To be reclassified as fluent English proficient), each English learner must meet multiple criteria, including, but not limited to the following:

- (b) Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement

decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])

(c) Opportunities for parent opinion, consultation, and involvement during the reclassification process. (EC Section 313[f][3]; 5 CCR Section 11303[c])

(d) Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (EC Section 313[f][4]; 5 CCR sections 11302, 11303[d])

Los Banos Unified School District reclassification policies and procedures outline multiple criteria that must be met to establish that the student is ready to be reclassified. Students must meet ALL LBUD requirements.

****At the end of every grading period Site Admin overseeing ELL services will look at reclassification for previous ELPAC scores and re-evaluate. In addition, incoming students shall be evaluated by site administrators overseeing ELL services.**

Grades K-3

- A. Overall score of 4 on the Summative English Language Proficiency Assessments of California (ELPAC)
- B. Teacher evaluation of English Proficiency and Academic Achievement: the student's grades of Satisfactory or higher in ELA on the most recent report card.
- C. Comparison of Performance in Basic Skills: At or above grade level in reading using one of the following assessments: MAP or (ESGI-kinder) on the most current MAP assessment score assessments. (see EL Reclassification Criteria table for RIT)*see appendix
- D. Parents opinion and consultation: Parents are notified of their child's impending reclassification. Provisions are made for their input and comments.

Grades 4-6

- A. Overall score of 4 on the Summative English Language Proficiency Assessments of California (ELPAC)

- B. Students meeting grade-level standards with a “C” in English and ELD courses, according to the most recent report card.
- C. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age: Most current SBAC ELA score of Standards Nearly Met or above; the most current MAP assessment score assessments. (see EL Reclassification Criteria table for RIT)*see appendix
- D. Parents opinion and consultation: Parent opinion and consultation is sought about their child's impending reclassification. Provisions are made for their input and comments.

Grades 7-12

- A. Overall score of 4 on the Summative English Language Proficiency Assessments of California (ELPAC)
- B. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age: Most current SBAC ELA score of Standards Nearly Met or above; or most current MAP assessments (see EL Reclassification Criteria table for RTI)*see appendix or MAP assessments given within the current school year. (see EL Reclassification Criteria table for RIT)*see appendix
- C. Students meeting grade-level standards with a “C” in English and ELD courses, according to the most recent report card.
- D. Parents opinion and consultation: Parent opinion and consultation is sought about their child's impending reclassification. Provisions are made for their input and comments. (High school students will be consulted.)

The process of reclassification begins when an EL scores a level 4 on the summative ELPAC and is performing academically as well as native speakers of English in the same grade. When students are reclassified, they no longer receive EL services. The district will monitor the student for academic growth by quarterly/trimester for four years. The District, school administrators, support staff, teachers and parents are all part of the reclassification process.

Students Meeting Reclassification Criteria

The progress of students, who have met the criteria and have been reclassified, is then

tracked for four years to ensure that students are continuing to achieve academically at a level comparable to that which existed when they were reclassified.

State and federal laws require LEAs to monitor students who have exited EL status for a period of four years after they have RFEP status (20 United States Code Section 6841[a][4][5]; Title 5 California Code of Regulations [5 CCR] Section 11304).

This is accomplished through ELlevation platform. Counselors, Resource Teachers and/or principal designees track student progress through district local quarterly/ trimester assessments (MAP), yearly CAASPP results, in addition to quarterly/trimester grades assigned to each student. Student's core teachers will fill out a monitoring form (on ELlevation) for each of their reclassified students on a quarterly/trimester basis. Should staff determine that a student is struggling, conversations with the teacher(s) of record will commence. These conversations will include an expansion of the data reviewed to include local assessments and class work. If it is decided that an intervention is called for, the reclassified student will be enrolled in an intervention best determined to meet the student's needs.

STUDENTS WITH DISABILITIES RECEIVING SPECIAL EDUCATION SERVICES RFEP

Students with disabilities who have an IEP and receive special education services will have their progress monitored by the IEP team. For at-risk RFEP students with disabilities, the EL Designee will join the IEP Team to review student data and collaboratively develop IEP goals that will support the students' linguistic and academic progress. It is not the function of SST to review the progress of ELs with IEP.

Considerations for Diverse Learners, including Dually-Identified Students

Placement of Dually Identified Students and Services

ELs have access to Special Education services just as all other students in the district. Parents/guardians can request a special education evaluation at any time, or a recommendation may come from the Student Study Team (SST) process. The SST team carefully reviews all referrals as the first step in its process. This review includes SST Referral forms, modifications, and interventions, review of student records, verification of current hearing and vision tests, a parent interview as well as an interview with the student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country, and growth being made. When it is determined that an

EL needs to be assessed, whether it be for speech, academics, or cognition, testing will be initiated upon a parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status must be completely individualized and described in the IEP. When students qualify for Special Education services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. To the extent that the student's ELD program relates to the student's need for Special Education services, the IEP must document the provision of these services. ELs in grades K-12 with an IEP, as reflected on ELPAC sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and instruction in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class (SDC) staff, will receive the same training as general education staff in working with ELs. In SDC classes, the Special Education staff provides ELD instruction to the EL. Bilingual Paraprofessionals may be assigned to the program to provide direct support to ELs with an IEP. The Special Education department and the site will work together with the parent to ensure parental requests and educational goals are met. In addition, the Special Education department and site will ensure that translations are provided during IEP meetings and that IEP documents are made available to parents in their primary language as required

Reclassification Provision of ELs with IEPs

Pathways to Reclassification for Students with Disabilities

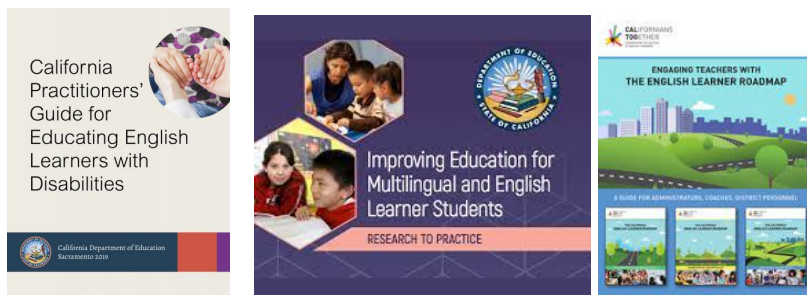
The Council of Chief State School Officers (CCSSO) recently published a Framework for Exiting English Learners with Disabilities from English Learner Status. In this national-level resource, the authors describe three broad pathways for English learner students with disabilities to exit English learner status:

Pathway 1: English learners with disabilities who are able to demonstrate English language proficiency in all four domains (listening, speaking, reading, writing) with or without accommodations.

Pathway 2: English learners with significant cognitive impairments who are assessed using an alternate ELP assessment process.

Pathway 3: English learners with disabilities whose disabilities preclude assessment in one or more domains on the English language proficiency assessment and there are no appropriate accommodations for the affected domain(s).

RESOURCES:



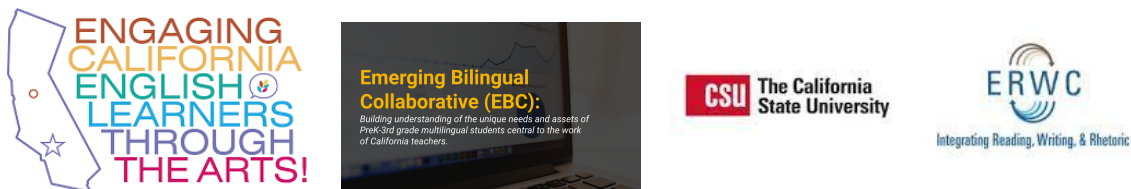
California Practitioners' Guide for Educating English Learners with Disabilities

<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

Improving Education for Multilingual and English Learner Students RESEARCH TO PRACTICE <https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf>

California English Learner Roadmap <https://www.cde.ca.gov/sp/el/rm/>

Supplemental Support Programs for Multilingual Learners at LBUSD



Engaging California English Learners through the Arts (ECELA) Grant 2022-2026

[Emerging Bilingual Collaborative \(EBC\) Grant 2022-2023](#)

A-G Designated ELD grades 9-12 with Expository Reading and Writing Curriculum (ERWC)

COMPONENT #3 – PROGRAM OPTIONS

Rationale: A welcoming and affirming educational system provides evidence-based program options for students and their parents, recognizing that varied typologies of students have diverse needs. The [Global California 2030](#) initiative aspires to ensure students are ready to live and compete in a diverse, multilingual world; Dual language programs serve to prepare students to achieve this vision.

CONTENT OVERVIEW

- Description of programs being offered to English learners
- Benefits and alignment to typologies for each program being offered
- Dual language program models available for multilingual learners
- Expected progress through each program/modeled
- Parent rights, options and selection processes

The Program Options component is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Options	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems 	IA. Language and Culture as Assets IB. English Learner Profiles 1D. Family and School Partnerships 1E. English learners with Disabilities 2E. Use of Students' Home Languages 2G. Programmatic Choice 4A. Alignment and Articulation 4C. Coherency

Language Acquisition Program Options

The following section describes the district educational programs for English learners. All of the instructional programs designed for EL students include a well-articulated English Language Development (ELD) component. Each program has been developed to meet the language and academic needs of our English Learner student population.

LBUSD must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC Section 305[a][2]). SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305[a][2], 306[c][3])

Elementary Grades (K-6):

LBUSD currently offers the following two Language Acquisition Programs (LAPs) for elementary grades (K-5):

Los Banos Unified currently offers the following LAPs

- **Structured English Immersion (SEI) Program:** Provides “[nearly all classroom instruction in English](#)”, with curriculum and strategies designed to support ELs. Students are offered comprehensive ELD, using “[the state-adopted academic content and ELD standards through Integrated and Designated ELD](#).” This includes designated and integrated ELD. LBUSD makes SEI available in all schools. Primary language support may be provided when feasible for students in the Emerging and Expanding proficiency levels. All English Learners are placed in the Structured English Immersion language acquisition program unless parents request enrollment in a dual immersion program and space is available. * ++
- **Dual-Language Immersion (DLI) Program:** Dual Language is currently only offered at the Elementary level and provides “[integrated language learning and academic instruction for native speakers of English and native speakers of another language](#).” A Dual Immersion program is a language acquisition program which provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. LBUSD offers a District Dual Language Immersion Spanish/ English instructional program. The program follows a research-based instructional model and is designed to promote bilingualism, biliteracy, multiculturalism, and college and career readiness for all students. * ++
**(Available 2023-2024 school year for Kindergarten through 1st grade)*

++Expected progress through the SEI Program and the Dual-Language Immersion Program is a minimum of one year's growth in English Language Development and in academic achievement.

Middle School (7th-8th):

LBUSD currently offers the following two LAPs for grades 7-8*.

Structured English Immersion (SEI) Program: A language acquisition program for ELs in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. Every LBUSD junior high school provides an SEI program with designated ELD and integrated ELD, providing access to grade level academic subject matter content.

Newcomers Program:

An instructional program designed for English learners, who are new to the country, with less than 12 months of schooling in the United States. Instruction and/or support may be provided in the students' native language.

- Grades 7-8 Students in the Newcomers program are supported to meet the goals through dual language instruction: EDGE/Inside the USA by National Geographic
- daily English Language Development content-based ELD
- state and district standards are used as the source to select the essential concepts within the content area curriculum
- instruction in English is delivered using integrated ELD
- Primary Language Instruction to Transition into Structured English Immersion
- Instructional Components, GLAD
- Imagine Learning Technology Program

++Expected progress through the SEI Program and the Newcomers Program is a minimum of one year's growth in English Language Development and in academic achievement.

High School (9th-12th):

Structured English Immersion (SEI) Program: A language acquisition program for ELs in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. Every LBUSD high school provides an SEI program with designated ELD and integrated ELD, providing access to grade level academic subject matter content.++

++Expected progress through the SEI Program and the Newcomers Program is a minimum of one year's growth in English Language Development and in academic achievement.

Special Education Services

All students, including ELs, have access to Special Education Services. When careful review by the Student Study Team (SST) indicates that student performance and behavior are related to expected patterns of second language acquisition and substantiated by appropriate assessment, instructional decisions related to the student's language acquisition status must be described in the Individualized Education Plan (IEP). The IEP must include goals that are linguistically appropriate. ELs in grades TK-12 with an IEP continue to receive ELD and SDAIE instruction from authorized teachers. Special Education staff, including Special Day staff, will receive the same training as general education staff in working with ELs.

Benefits and Alignment to Typologies for Each Program Being Offered

English Language Development (ELD) Standards

The ELD Standards adopted by the State Board of Education on November 7, 2012 (AB 124 ELD Standards Revision) provide guidelines for language acquisition.

The adopted ELD Standards are aligned with the California Common Core State Standards

- There are three levels – **Emerging, Expanding, and Bridging**
- They contain descriptions of ELs' abilities at the "early stage" and "exit from" each level
- The strands of listening, speaking, reading, and writing are integrated. Instead, they are articulated through three Domains:
 - Part 1 – Interacting in Meaningful Ways.
 - Part 2 – Learning How English Works; and
 - Part 3 – Using Foundational Literacy Skills
- The ELD Standards are structured by grade level

ELD Standards address second language acquisition, a required content area unique to ELs. These standards identify the linguistic competencies ELs must develop to achieve the proficiency in English, which native speakers already possess. ELD standards are not a substitute for content standards. They initially scaffold the Common Core State Standards-English Language Arts/Literacy (CCSS-ELA). Proficiency in the CCSS-ELA standards is the expected outcome for all students.

Comprehensive Approach to ELD: Designated and Integrated English Language Development

Los Banos Unified School District offers a comprehensive English Language Development program to all ELs "ELs at all proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD." (Ch.2, p. 119, California ELA/ELD Framework)

Designated ELD (dELD): ELs need to be taught the English language explicitly through Designated English Language Development. Per state guidance found in the state curricular framework on the teaching of literacy and the English language, dELD is a core subject area required for ELs:

“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. Designated ELD is not separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather is an opportunity during the regular school day to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. During this protected time, ELs are actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language.” (Ch. 2 p. 115, California ELA/ELD Framework)

Integrated ELD (iELD): means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. iELD includes specially designed academic instruction in English.” (California Education Code § 11300. Definitions)

“This framework uses the term integrated ELD to refer to ELD taught throughout the day and across disciplines. All teachers with ELs in their classrooms should use the CA ELD standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California schools should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of language as 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.” (Ch. 2 p. 108, California ELA/ELD Framework)

A comprehensive approach (see Figure 2.2) for English language development begins by exploring values for educating ELs. Effective ELD Programs ensure educators hold high expectations for ELs. Moreover, administrators and teachers must recognize

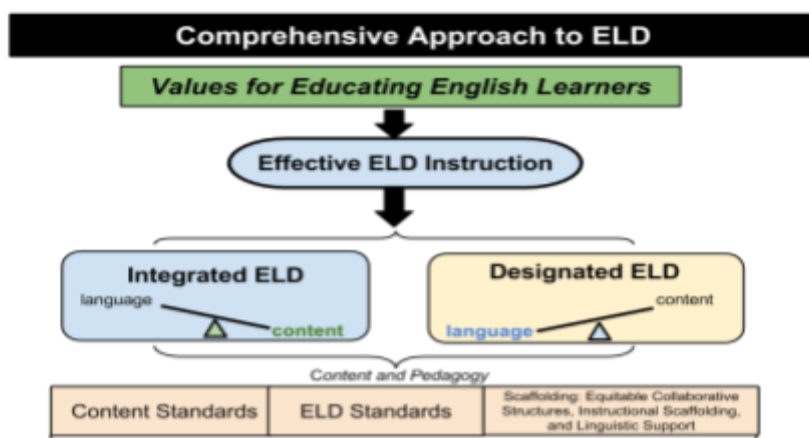


Figure 2.2

the strengths EL students bring, as well as their tremendous capacity to learn. ELD instruction should establish rigorous goals, aid student learning by celebrating successes and adjusting instructional practices per student data.

Successful English language development ensures that every EL routinely receives both iELD and dELD. During iELD, teachers emphasize the learning of content more than language, but still ensure students comprehend, participate, and learn the English language associated with each subject area. Meanwhile, ELs study the English language as a subject per se during dELD, prioritizing language over content.

With each type of ELD, teachers shift the focus between subject matter/content standards and ELD standards, depending on goals. Simultaneously, teachers ensure ELs are offered access and support through various kinds of assistance known as “scaffolding,” such as equitable collaborative structures to allow students to learn through effective cooperation, altering and adjusting instructional strategies, as well building lessons embedded with linguistic support (language aids).

Content and pedagogy through professional learning is key for powerful ELD instruction. Educators can turn to the state standards for ELD as well as other content areas standards for precision about what to teach. In addition, the state’s curricular guidance through the ELA/ELD Framework offers vignettes, lesson plan samples, and other useful tools for teachers. LBUSD classrooms and schools also have access to videos and model lesson plans through many sources including internal professional learning as well as support from the Merced County Office of Education.

Designated ELD Block: [Grades Tk -6](#)

Los Banos Unified School District strives to provide program options for English learners that are responsive to the strengths, needs, and identities of our students. This includes supporting the socio-emotional health, well-being, and cross-cultural understanding of our multilingual families.

We are proud to offer safe and affirming school climates that value and build upon the cultural and linguistic assets that our students bring to our classrooms as outlined in the CA EL Roadmap.

For students in grades TK and K, Designated ELD will be implemented via whole class instruction during a Designated ELD block utilizing the CA ELD standards and framework. Differentiated instruction will occur throughout the school day. Site administration will monitor implementation of the DELD program.

For students in grades 1-6, the implementation of the Designated ELD deployment models

is a school based decision with consideration of EL numbers and staffing at each individual site. All EL students will deploy according to grade span identified in the Designated ELD deployment models and English proficiency level (1-2, 2-3 or 3-4). Student groups will be deployed to receive Designated ELD focusing on the CA ELD standards and framework. (The two option models are below.) The curriculum for DELD in the LBUSD Elementary programs are Journeys (1st -3rd grades) and English 3D (4th-6th grade). Site administration will monitor implementation of the DELD program.

DESIGNATED ELD Deployment Model Grades 1-6
30 Minutes Daily Required

Model 1	Model 2
ELA block (for all students)	ELA block (for all students)
ELD block (for all EL students) SEPARATE FROM THE ELA BLOCK Single grade level teams No more than two consecutive ELD levels English-only and RFEP – stay in the homeroom <u>or</u> deploy if numbers allow	ELD block (for all EL students) SEPARATE FROM THE ELA BLOCK Two adjacent grade level teams One ELD level only English-only and RFEP – stay in the homeroom <u>or</u> deploy if numbers allow
Content is grade-level ELD standards	Content is grade-level ELD standards for <u>both</u> grade-levels

All teachers will receive ongoing training on systematic effective and research based ELD strategies to teach the CA ELD standards. Strategies may include, but are not limited to:

- English Learner ToolKit of Strategies
- Webb’s Depth of Knowledge
- Strategies for English Language Learners
- Guided Language Acquisition Design (GLAD)
- Scaffolds for differentiation
- Cooperative Learning- Using Kagan structures
- Content Area Standards ELD Standards for Designated and Integrated ELD
- Culturally and Linguistically Responsive Pedagogy
- Sobrato Early Academic Literacy Strategies (SEAL)

Designated ELD Period Grades 7-12 :

In Los Banos Unified School District, we are committed to ensuring that our English learners experience a coherent, articulated, and aligned set of practices and pathways. The leaders, coaches, and teachers at our secondary sites are knowledgeable of and responsive to the strengths and needs of our English learners and multilingual families.

Through collaboration and consultancy, our Secondary ELD teams have been working on aligning their programs and services and continuously improving their systems, schedules, and courses to better serve our English learners. Principles 3 and 4 of the California EL Roadmap have provided sites with actionable steps and research-based considerations:

- Systematic focus on continuous improvement and progress, especially for 9th grade ELs.
- Investing in adequate resources to support & address English learner needs.
- Exploring and creating a system of valid & reliable assessments for adolescent ELs.
- Collecting & analyzing English learner data to inform instruction & next steps.
- Building capacity at all levels, including leadership development & training for staff.
- Identifying instructional barriers & strategically selecting ELD strategies to address them.
- Cross-site collaborating & planning during Secondary ELD PLC meetings
- Providing extra support & time on campus for English learners

7th and 8th Newcomers

Multilingual Learners will receive a double blocked intensive course of communicative and academic English language development and acquisition through reading instruction and intervention. Due to the content and pacing of these courses, these two courses must be taken concurrently. The courses are designed for students identified as English Language Learners (ELLs) at the Beginning-Early Intermediate levels of oral, reading and writing in English. Students may have varying levels of academic proficiency in their primary languages. The goals and objectives are based on the California ELD Standards: Grades 7 -8, Early Intermediate Level. The California ELD Standards follow a linguistic pathway towards proficiency in the English Language Arts Standards including those assessed on the Common Core/Smarter Balance tests.

7th and 8th Level 1-4

Multilingual students will receive a class period of Designated ELD each day utilizing English 3D curriculum.

9-12 Level 1-2

Multilingual Learners will receive a class period of Designated ELD each day focusing on the Edge Curriculum. The students will craft SMART Goals focusing on reclassification criteria, have data chats regarding their status in the reclassification process, and apply for the Merced County Seal of Biliteracy (when eligible).

9-12 Level 3-4 and Long Term English Learners

Multilingual learners will receive a class period of Designated ELD each day focusing on Expository Reading and Writing Curriculum for College and Career Readiness. The students will craft SMART Goals focusing on reclassification criteria, have data chats regarding their status in the reclassification process, and apply for the Merced County Seal of Biliteracy (when eligible). The DELD class at the high school is an A-G approved course of instruction ensuring a rigorous and intensive language development.

Seal of Biliteracy and plan for biliteracy pathway awards.

The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Language Learners in the secondary schools apply for the Merced County Seal of Biliteracy. Currently there are two biliteracy pathways open to students at LBUSD in addition to the SSB and the MCOE Seal of Biliteracy.

- **Biliteracy Program Participation Recognition**

The Biliteracy Program Participation Recognition is available to students enrolled in programs leading to biliteracy in preschool, kindergarten, elementary, and middle school. As a participation recognition, this award is provided to all students enrolled in the program and is not based on the student's proficiency. This recognition is an entry on the path to biliteracy or multiliteracy.

- **Home Language Development Recognition**

The Home Language Development Recognition is available to emergent bilingual students with a home language other than English in preschool, kindergarten, elementary, and middle school. This recognition is provided to students who demonstrate that they are continuing to develop the home language by engaging in age-appropriate activities in the home language. This recognition is an entry on the path to biliteracy or multiliteracy.

COMPONENT #4 – STAFFING

Rationale: Appropriately credentialed personnel, committed to equitable educational programs and learning environments for the advancement of English learners is key to the successful implementation of an EL Master Plan. The process for recruiting, hiring, nurturing, maintaining and monitoring the right personnel who serve the English learner community is part and parcel of a coherent vision for English learners.

CONTENT OVERVIEW

- Options for staffing EL programs, including recruitment and retention plans
- Rationale for staffing based on state requirements
- LBUSD's prioritization process for assigning qualified personnel

The staffing component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Staffing	<ul style="list-style-type: none">▪ Principle 3: System Conditions that Support Effectiveness▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3B. Adequate Resources 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency

Options for Staffing EL programs, including Recruitment and Retention Plans

- **Staffing for District Programs**

ELD Courses and Instruction

All teachers must be appropriately certificated with one of the following: LDS, CLAD, SB 1969, SB 395, AB 2913, CTEL, BCLAD, or BCC.

Mainstream Classrooms

All teachers working with English learners must be appropriately certificated with one of the following: LDS, CLAD, SB 1969, SB 395, AB 2913, CTEL, BCLAD, or BCC.

- **District-Sponsored Supported Teacher Training (Recruitment)**

The district provides the opportunity for teachers to enroll in classes offered by the district, County Office of Education, Bilingual Teacher Training Project, and other research-based workshops and in-service opportunities in the areas of: methodology and Spanish language. Teachers are encouraged to take training in SDAIE, English learners and Special Education, literacy development, instructional differentiation, classroom management and more.

Topics of Professional Learning include (The CA ELA/ELD Framework will be embedded throughout all sessions):

- Integrated and Designated ELD
- Student Engagement for Diverse Learners
- Writing Across Content Areas
- Academic Language in English, Spanish and other targeted languages
- Collaborative Conversations
- Text Complexity and Close Reading
- Guided Language Acquisition Design (GLAD)
- Long Term English Language Learners
- Equity
- Sobrato Early Academic Literacy
- Expository Reading and Writing

Rationale for Staffing Based on State Requirements

Criteria for Designating Teachers to Implement Programs for English Language Learners

The following defines the criteria and process for district assignment of qualified teachers who are implementing instructional programs for ELs:

- A. English Language Development instruction (ELD)
- B. Specialized English Instruction in Academic Areas (SDAIE)

Criteria for assignment consist of:


- A. Credential or certificate authorizing to work with English learners.
- B. Participation in the district approved training program,
- C. Observable application of appropriate methodologies in the classroom
- D. Passing the State approved test leading to certification by the Commission on Teacher Credentialing.

Teachers hired with the contingency to obtain an EL authorization must make annual satisfactory progress to meet their stated credential authorization.

- A. Satisfactory progress is six units minimum of appropriate academic coursework

BILINGUAL METHODOLOGY

Each teacher identified to be a district assigned bilingual teacher must hold the appropriate credential or participate in a district approved bilingual methodology training program. This training focuses on the following areas: language acquisition, a balanced reading approach, TPR, ELD, the writing process, comprehensible input, differentiating instruction, cooperative learning and other bilingual methods identified by the district.

- A. Training is provided through use of the following:
 - 1. MCOE
 - 2. California Department of Education
 - 3. Research-Based pedagogically sound EL trainings
 - B. Criteria for assessing successful progress in the above methodology training programs:
 - 1. Observable application of EL teaching methodologies in the classroom.
-  ELD Walkthrough form MULTILINGUAL LEARNER OBSERVATION PROTOCO...

2. Passing grade in the methodology class offered by the district through an Institute of Higher Learning (i.e. local universities and colleges)

Teachers may enroll/participate in any of the programs listed below to acquire the cultural awareness to successfully work with ELs and their parents.

- A. A course on the target cultural group at a college or university.
- B. District sponsored workshop
- C. District approved conferences
- D. Any other program with district approval. Criteria for assessing successful progress in cultural awareness programs:
 1. Passing grade in a culture course offered by a college or university.
 2. Attendance at district sponsored workshops or conferences.
 3. Successful completion of the culture portion of the test to acquire a BCLAD.
 4. Successful completion of the culture component of the coursework for the BCLAD.

The Teacher is not required to meet the above criteria for language proficiency. He/she must demonstrate proficiency only in methodology and culture and have the following:

- A. Holds appropriate credential issued by a college or university. The official certificate must be filed with the district office.
- B. A teacher holds a single subject credential with English Learner authorization

LBUSD Prioritization Process for Assigning Qualified Personnel

Criteria for Identifying Instructional Aides to Implement Programs for English Language Learners

The role of the Bilingual Aides is to assist teachers who are not fluent in the target language, but are responsible to provide instruction to ELs. Under the supervision of the teacher, Bilingual Aides provide primary language support and translation to facilitate the comprehension of content.

Training Program for Instructional Aides

The bilingual aides participate in training at each school site. This training includes staff development opportunities offered by the district for certificated staff, county schools, statewide education in-services, and conferences. Classes offered by the district:

- Supporting with the primary language
- Cooperative Learning
- Integrated and Designated ELD
- Literacy Development
- Guided Language Acquisition Design
- Academic Language in English
- Writing Across Content Areas
- Collaborative Conversations
- Sobrato Early Academic Literacy

Staffing and Recruitment of Teachers

Los Banos Unified School District hires highly qualified teachers who hold appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CTC). The California Education Code (EC) requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. The pertinent statutes include EC Section 44001, EC Section 44830(a), EC Section 44831, and particularly EC Section 44253.1, which reads:

“ . . . For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development,

specially designed content instruction delivered in English, and content instruction delivered in the pupils' primary languages . . .”

The California CTC is responsible for establishing the teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to ELs.

All staff members working with ELs will continue to receive ongoing professional development to ensure best teaching practices for EL students.

Teachers who provide primary language instruction through the Dual Language program are required to hold a Bilingual Cross-Cultural Academic Development (BCLAD) or equivalent certification in the language of instruction (Spanish).

Year to year staffing decisions are made with careful consideration of student needs, with emphasis on ELs. All staffing decisions comply with the collective bargaining agreement of the Los Banos Teachers Association.

Administrators who oversee the English Learner Services are used at all schools in Los Banos Unified School District. Their role is to support site staff with the implementation and articulation of the EL Master Plan for EL Instructional Programs in grades TK-12. Their responsibilities include:

- Support the site with the ELPAC assessment process (i.e., schedules)
- Assist the administration and staff with the EL & RFEP monitoring process
- Meet regularly with site administration to ensure the implementation of ELD program, with special attention to Integrated ELD and Designated ELD
- Attend professional development and regular district meetings related to ELD
- Serve as a resource and support teachers with specific ELD strategies and effective ELD pedagogy in alignment with the ELD Standards, EL Roadmap, and the ELA/ELD Framework

EQUITY-DRIVEN PROCESSES, EVIDENCE-BASED PROGRAMS AND PRACTICES

COMPONENT #5 – ACCESS TO CORE CURRICULUM

Rationale: LBUSD's vision and mission for equity and excellence in English Learner education is reflected by system-wide evidence of how ELs experience access, enrollment, and success in all core curricular classes, including Advanced Placement , honors, or gifted courses. This component of an EL Master Plan provides an opportunity for LBUSD to affirm our commitment to instructional practices, including Integrated English Language Development, as foundational to the path to equity.

CONTENT OVERVIEW

- Rationale for access to the core curriculum
- Expectations for rigorous standards-based instruction
- Integrated ELD's role in accessing the core curriculum
- Role of primary language
- ELs' access to advanced placement, honors, gifted and talented, college and career, etc.

The access to core curriculum component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Access to Core Curriculum	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems 	1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2A. Integrated and Designated English Language Development 2B. Intellectually Rich, Standards-based Curriculum 2C. High Expectations 2D. Access to the Full Curriculum 2E. Use of Students' Home Language 2F. Rigorous Instructional Materials 4A. Alignment and Articulation 4C. Coherency

Rationale for Access to the Core Curriculum

LBUSD Master Plan is in place to ensure a commitment from all personnel to provide the best possible educational services for English Learner (EL) students and aligned to the California EL Roadmap SBE Policy, which states:

1. The passage of the California Education for a Global Economy Initiative (CA Ed.G.E. Initiative), Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC) sections 300, 305–306, 310–311, 320, 335.
2. The implementation of the State content standards and curriculum frameworks featuring evidence-based practices and exemplary services for English learners as described in the SBE adopted documents.
3. The implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP).
4. Changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

GOAL

Identified EL students will have equal access to curriculum and instruction provided to all students. These students will learn English; make progress based upon their individual needs through academic instruction; and experience success. The fundamental goal of the program is that students will function successfully in the English language, and be college and career ready – equipped with 21st century skills.

English Language Learners:

No junior high and high school student who are English learner shall be denied enrollment in any of the following: (Education Code Section 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet state and local high school graduation requirements, or courses required for junior high school grade promotion
2. However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program

- within a reasonable length of time after the student enters the school system.
3. A full course load of courses specified in item #1 above
 4. Other courses that meet the "a-g" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner

Designated and Integrated English Language Development

To provide all English learner students full access to the core curriculum to achieve the Academic Content Standards, each class with English learners will include a block of time that is set aside to teach the English Language Development (ELD) Standards. "Designated English Language Development (dELD)" instructional time is defined as:

- A. TK through grade 6 - a thirty (30) minute daily block.*
- B. Grades 7-12, a minimum of a one (1) period daily block.

***DESIGNATED ELD Deployment Model Grades 1-6**

30 Minutes Daily Required

Model 1	Model 2
ELA block (for all students)	ELA block (for all students)
ELD block (for all EL students) SEPARATE FROM THE ELA BLOCK Single grade level teams No more than two consecutive ELD levels English-only and RFEP – stay in the homeroom <u>or</u> deploy if numbers allow	ELD block (for all EL students) SEPARATE FROM THE ELA BLOCK Two adjacent grade level teams One ELD level only English-only and RFEP – stay in the homeroom <u>or</u> deploy if numbers allow
Content is grade-level ELD standards	Content is grade-level ELD standards for <u>both</u> grade-levels

In addition, it is intended that English learners are provided meaningful access to the core academic content using instructional strategies supported by scientifically-based research evidence.

"Integrated English Language Development" is defined as:

1. Frontloading language for content and comprehensible content instruction (e.g.,

Sheltered English Instruction).

2. Scaffolding content and developing language skills in all academic subjects. English learners identified as “Emerging (L1)” or “Expanding (L2)” shall be provided with intervention services as needed. (cf. BP 400.29 – Academic Standards)

Tier 1 Best teaching practices for all students	<p>District/sites will provide Professional Development in Tier 1 intervention strategies and systematic effective and research based ELD strategies to support ELstudents, LTEL students, and those at risk of becoming LTELs.</p> <p>In addition to high quality instruction and supplemental support provided for all students, special considerations for Tier 1 instruction for ELs must include:</p> <ol style="list-style-type: none">1. Appropriately scaffolded for students' linguistic and academic needs2. Culturally relevant principles applied to instruction and assessment3. Meaningful opportunities for students to practice the four language domains (listening, speaking, reading, and writing)
Tier 2 Additional support utilizing the ELD standards to address an identified area of need to support master of all content standards.	<p>When an EL (including but not limited to LTELS) falls behind their "true peers", a problem-solving protocol should be used by the classroom teacher and appropriate personnel <u>collaboratively</u> to determine potential barriers. Students will be monitored on an ongoing basis.</p> <p>Tier 2 supports may include, but not limited to:</p> <ol style="list-style-type: none">1. Use of additional materials in Tier 1 core instruction to meet grade-level standards. <u>Tier 2 interventions cannot replace ELD core instruction.</u>2. Small group instruction such as reading intervention, after-school tutoring, FEV tutoring before, during, and after school, as well as at home, and LEAP support small group instruction/ pull out for LTELs and at risk3. Instruction must be scaffolded, taking into consideration students' language proficiency levels and cultural backgrounds.4. High school designated intervention time (LBHS Pride Time and PHS Panther Flex)

<p>Tier 3</p> <p>Intensive, individualized support utilizing the ELD standards.</p>	<p>ELs who have received Tier 2 research-based interventions without demonstrating significant gains require a team-based problem-solving approach, such as an SST. Students will be monitored on an ongoing basis.</p> <p>A designated time frame will be established to monitor progress. Results of the SST provide the next steps needed to ensure the academic and linguistic success of the student.</p> <p>The academic plan must be monitored until progress is made and maintained.</p>
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All English Learners are placed in the Structured English Immersion language acquisition program unless parents request enrollment in a dual immersion program and space is available.

Expectations for Rigorous Standards-Based Instruction **Integrated ELD's Role in Accessing the Core Curriculum**

Comprehensive Approach to ELD: Designated and Integrated English Language Development

Los Banos Unified School District offers a comprehensive English Language Development program to all ELs “ELs at all proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.” (Ch.2, p. 119, California ELA/ELD Framework)

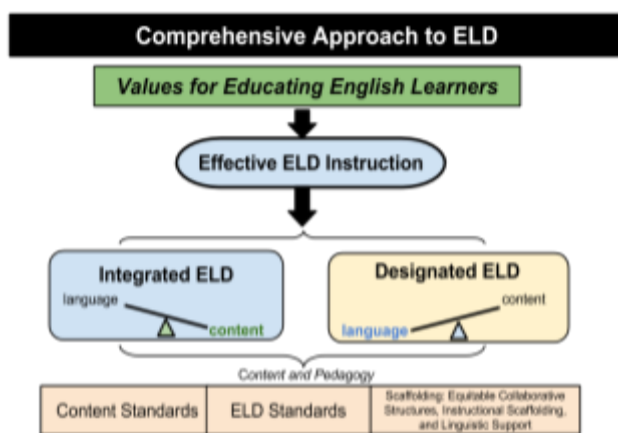
Designated ELD (dELD): ELs need to be taught the English language explicitly through Designated English Language Development. Per state guidance found in the state curricular framework on the teaching of literacy and the English language, dELD is a core subject area required for ELs:

“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. Designated ELD is not separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather is an opportunity during the regular school day to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. During

this protected time, ELs are actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language.” (Ch. 2 p. 115, California ELA/ELD Framework)

Integrated ELD (iELD): means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. iELD includes specially designed academic instruction in English.” (California Education Code § 11300. Definitions)

“This framework uses the term integrated ELD to refer to ELD taught throughout the day and across disciplines. All teachers with ELs in their classrooms should use the CA ELD standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California schools should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of language as 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.” (Ch. 2 p. 108, California ELA/ELD Framework)



English Language Development

A comprehensive English Language Development (ELD) Program enables students to progress from the very beginning levels of English to proficient level according to ELPAC results in all domains (listening, speaking, reading, and writing) of the English language.

ELD Goals:

Students need to be provided rigorous ELD instruction that:

- Provides them a systematic and consistent, standards-based program that moves them through the initial phases of English language acquisition to full literacy in the target language.
- Uses appropriate materials designed to facilitate and develop academic English.
- Enables ELs to function using English in the mainstream instructional courses. Develops higher order thinking skills and strategic learning strategies.
- Enables students to be Reclassified Fluent English Proficient.

Instructional Rigor through Sound ELD Pedagogy:

The adopted ELD Standards, the Journeys Program, and the English 3-D will guide the instruction that develops proficiency as rapidly and effectively as possible and documents progress.

- Students must participate in teacher-directed and student-centered activities, which stimulate the authentic use of the language by English Learners.
- Instruction at the higher levels of language development must focus on academic language, vocabulary and grammar, and the attainment through a content-based language learning approach.
- Assessment of achievement must be authentic and closely aligned with the district EL Plan, state ELD standards, and curricular goals.

Instructional Delivery Grades TK- 12:

EL students will receive Designated ELD for a minimum of 30 minutes a day. EL groupings consist of no more than 2 adjacent ELPAC leveled groups (i.e. 1-2, 2-3, 3-4). Program designs leveled groups by exchanging students and/or as part of the instructional day in a self-contained (TK-K) classroom. Materials used are selected from the state adoption list. Teacher training is offered to teachers providing ELD. Since language is acquired through social interaction, a classroom that provides ample opportunity for face-to-face discussion is most conducive for language development. Language learners also benefit from a variety of demonstrations of oral and written language, both by peers and fully proficient adult models.

DESIGNATED ELD Deployment Model Grades 1-6

30 Minutes Daily Required

Model 1	Model 2
ELA block (for all students)	ELA block (for all students)
ELD block (for all EL students) SEPARATE FROM THE ELA BLOCK Single grade level teams No more than two consecutive ELD levels English-only and RFEP – stay in the homeroom <u>or</u> deploy if numbers allow	ELD block (for all EL students) SEPARATE FROM THE ELA BLOCK Two adjacent grade level teams One ELD level only English-only and RFEP – stay in the homeroom <u>or</u> deploy if numbers allow
Content is grade-level ELD standards	Content is grade-level ELD standards for <u>both</u> grade-levels

It is important that instruction begin with the end goal in mind. Essential standards (ES) are noted in WestEd's Map of Standards for English Learners at the level described for each grade level in the English Language Arts (ELA) Standards, and the Houghton Mifflin ELD program materials. It is necessary to consult the different proficiency levels of the students to design instruction and measure progress.

COMPONENT #6 – ENGLISH LANGUAGE DEVELOPMENT

Rationale: English learners expand their linguistic repertoires by building on their primary language to learn English as an additional language. The California English Language Arts/English Language Development Framework (CDE, 2015) defines Designated English Language Development (d-ELD) as a dedicated time during the regular school day when specialized instruction is provided to English learners based on the English Language Development Standards, students' English language proficiency levels, and their English language learning needs. It includes developing English learners' oral language proficiency, discourse practices, reading, and writing abilities necessary for successful participation in academic tasks in all content areas. LBUSD provides clear guidelines and expectations for d-ELD to provide EL student opportunities to learn English, its forms and functions, new vocabulary, idiomatic expressions and other nuances that will ensure language mastery and successful pathways to biliteracy and reclassification.

CONTENT OVERVIEW

- Purpose of ELD
- Expectations for ELD instruction and minimum number of daily minutes
- Strategies and practices for ELD, including district prioritized strategies/practices
- Expected ELD progress and monitoring

The ELD component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
English Language Development	<ul style="list-style-type: none">▪ Principle 1: Assets-Oriented and Needs-Responsive Schools▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access▪ Principle 4: Alignment and Articulation within and Across Systems	IB. English Learner Profiles 1E. English learners with Disabilities 2A. Integrated and Designated English Language Development 4A. Alignment and Articulation 4C. Coherency

Principle One: 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 ELs. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships

Element A. The languages and cultures ELs bring to their education are assets for their own learning and are important contributions to 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.

Element B. Recognizing that there is no universal EL profile and no one-size-fits-all approach that works for all ELs, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten have different needs than students entering in later grades. The needs of long term ELs are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

Element E. Schools and districts develop a collaborative framework for identifying ELs with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to ELs. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

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

Element A. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per the ELA/ELD Framework pages 891–892).

Element B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

Element C. Teaching and learning emphasize engagement, interaction, discourse,

inquiry, and critical thinking with the same high expectations for ELs as for all students in each of the content areas.

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

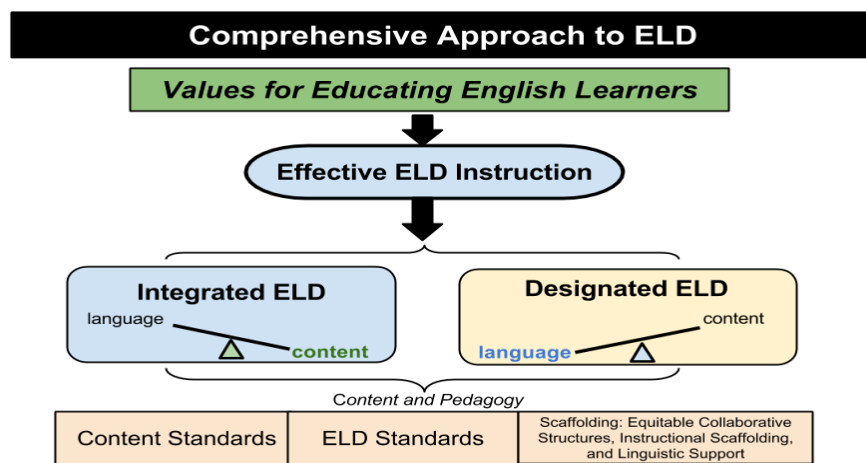
Element E. Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

Element F. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by ELs at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

Element G. ELs 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 language barriers and provide access to the curriculum.

Purpose of ELD

The ELD standards define the levels of proficiency required for an English learner to move through the levels of English- language development. The standards are designed to move all students, regardless of their instructional program, into the main- stream English–language arts curriculum.



Expectations for ELD Instruction and Minimum Number of Daily Minutes

Instructional Delivery Grades TK- 6:

EL students will receive Designated ELD for a minimum of 30 minutes a day. EL groupings consist of no more than 2 adjacent ELPAC leveled groups (i.e. 1-2, 2-3, 3-4). Program designs leveled groups by exchanging students and/or as part of the instructional day in a self-contained (TK-K) classroom. Materials used are selected from the state adoption list. Teacher training is offered to teachers providing ELD. Since language is acquired through social interaction, a classroom that provides ample opportunity for face-to-face discussion is most conducive for language development. Language learners also benefit from a variety of demonstrations of oral and written language, both by peers and fully proficient adult models.

DESIGNATED ELD Deployment Model Grades 1-6**30 Minutes Daily Required**

Model 1	Model 2
ELA block (for all students)	ELA block (for all students)
ELD block (for all EL students) SEPARATE FROM THE ELA BLOCK <u>Single grade</u> level teams No more than <u>two consecutive</u> ELD levels English-only and RFEP – stay in the homeroom <u>or</u> deploy if numbers allow	ELD block (for all EL students) SEPARATE FROM THE ELA BLOCK <u>Two adjacent</u> grade level teams <u>One</u> ELD level only English-only and RFEP – stay in the homeroom <u>or</u> deploy if numbers allow
Content is grade-level ELD standards	Content is grade-level ELD standards for <u>both</u> grade-levels

It is important that instruction begin with the end goal in mind. Essential standards (ES) are noted in WestEd's Map of Standards for English Learners at the level described for each grade level in the English Language Arts (ELA) Standards, and the Houghton Mifflin ELD program materials. It is necessary to consult the different proficiency levels of the students to design instruction and measure progress.

Role of Primary Language

Instructional Delivery Grades 7-12:

Multilingual learners will receive a class period of Designated ELD each day focusing on Expository Reading and Writing Curriculum for College and Career Readiness. The students will craft SMART Goals focusing on reclassification criteria, have data chats regarding their status in the reclassification process, and apply for the Merced County Seal of Biliteracy

(when eligible). The DELD class at the high school is an A-G approved course of instruction ensuring a rigorous and intensive language development.

Strategies and Practices for ELD, including LEA Prioritized Strategies/Practices

Instructional Components for Programs Curriculum:

Student Level	K-3rd	4 th Grade	5 th Grade	6 th Grade	7 TH	8 TH	9 th – 12 th
EL Student (3-4) LTEL Students (1-2) will be placed in ERWC	Journeys	Course A Volume 1 Issues 1-4	Course A Volume 1 Issues 5-6 Course A Volume 2 Issues 1-2	Course A Volume 2 Issues 3-6	Course B Volume 1	Course B Volume 2	ERWC units (A-G approved)
Newcomers (1-2)	Journeys	Language Launch Vol 1 Language Launch Vol 2	Language Launch Vol 1 Language Launch Vol 2	Language Launch Vol 1 Language Launch Vol 2			Edge

Instructional Components for Programs TK-12:

Evidence-based practices and pedagogies for implementing designated English Language Development (ELD) using the following instructional strategies/components include:

Systematic Designated ELD: This approach focuses on providing explicit and systematic instruction in English language skills, such as vocabulary development, grammar, listening, speaking, reading, and writing. It follows a structured curriculum that targets the specific language needs of English language learners (ELLs).

English Learner Toolkit of Strategies: This toolkit includes a variety of instructional strategies tailored to support ELLs in language acquisition. It may include techniques such as explicit language modeling, visual aids, graphic organizers, cooperative learning, and explicit teaching of language structures.

Webb's Depth of Knowledge: Webb's Depth of Knowledge framework helps teachers design instructional tasks that engage students in higher-order thinking and language use. It involves progressively complex tasks, moving from simple recall to more advanced cognitive processes like analysis, synthesis, and evaluation. Teachers can

scaffold instruction to support ELLs at different language proficiency levels.

Strategies for ELL: Teachers can employ specific strategies to support ELLs, such as using visuals and realia to provide context, pre-teaching vocabulary, providing sentence stems or frames, and promoting language production through dialogue and discussion.

Scaffolds for Differentiation: Differentiated instruction involves tailoring instruction to meet the diverse needs of students. For ELLs, this can include providing bilingual glossaries, simplified texts, or sentence starters to support comprehension and language production.

Cooperative Learning Strategies and Kagan Structures: Cooperative learning promotes peer interaction and collaboration, which can enhance language development for ELLs. Kagan Structures, such as Think-Pair-Share or Round Robin, provide structured opportunities for ELLs to practice and use language in a supportive, small group setting.

Writing Portfolios: Writing portfolios allow ELLs to collect and showcase their written work over time. They provide opportunities for self-reflection, goal-setting, and targeted feedback, which supports language development and writing skills.

Content Area Standards: Integrating language development with content area standards helps ELLs access grade-level curriculum while developing language proficiency. Teachers can explicitly teach academic language and provide language supports to facilitate understanding and participation.

Culturally and Linguistically Responsive Pedagogy: This approach recognizes and values the cultural and linguistic backgrounds of ELLs. It involves creating a culturally inclusive and affirming classroom environment, using culturally relevant materials, and integrating students' experiences and languages into instruction.

Research-based Best Practices for ELL: These practices are supported by research and have shown effectiveness in promoting language development for ELLs. They include strategies such as sheltered instruction, explicit vocabulary instruction, peer tutoring, and incorporating authentic and meaningful language experiences.

Primary Language Support: Recognizing and respecting students' primary languages can contribute to their overall language development. Providing opportunities for students to use their first language alongside English can support comprehension, vocabulary development, and transfer of skills between languages.

GLAD (Guided Language Acquisition Design) Strategies: GLAD is an instructional model

that combines language and content instruction. It incorporates visual aids, gestures, and explicit language instruction to promote language acquisition and content learning for ELLs.

Implementing a combination of these evidence-based practices and pedagogies creates a comprehensive and effective instructional approach for designated English Language Development, supporting the language growth and academic success of ELLs.

Newcomers Program

An instructional program designed for English learners, who are new to the country, with less than 12 months of schooling in the United States. Instruction and/or support may be provided in the students' native language.

Systematic Designated-English Language Development (dELD)

English Learner ToolKit of Strategies

Integrated –ELD Webb's Depth of Knowledge Strategies for English Language Learners, Guided Language Acquisition Design (GLAD) Scaffolds for differentiation Cooperative Learning- Using Kagan structures Writing Portfolios Content Area Standards ELD Standards for Designated and Integrated ELD Culturally and Linguistically Responsive Pedagogy Formative Assessment Language and Literacy Tool.

Expected ELD Progress and Monitoring

Progress monitoring is used to assess students' academic performance, qualify their rates of improvement and/or progress toward goals and determine how they are responding to instruction.

The function of PLC, and/or Grade Level and EL Team is to ensure that English Learners receive and participate in an effective instructional program. To ensure this, LBUSD must regularly assess the quality of the school's EL program and monitor progress at least once each grading period to prevent language and academic deficits for grade levels, classes and groups, and for individual ELL students.

- First, classroom interventions are put in place to best meet the needs in the least restrictive environment.
- If classroom interventions do not provide sufficient support site interventions are accessed.
- When site interventions fall short in supporting a student's academic success an SST is requested.

All districts/sites have an obligation to address the Special Education and English learner requirements of these students. (CA EL Roadmap Element 1.E: English Learners with Disabilities: Los Banos develops a collaborative framework for identifying English learners with disabilities and use valid assessment practices.) All staff should understand the specific needs of students who are at the same time ELs and qualify for Special Education services. It is extremely important that substantial screening of the needs of ELs and the student's history be reviewed before referring the student to Special Education services. Consider the questions below as part of the screening:

1. *What type of difficulty is the student experiencing?*
 - a. academic (reading, writing, mathematics)
 - b. linguistic (listening, speaking, social, academic)
2. *What is the student's current educational environment?*
 - a. consistent and systematic Designated and Integrated ELD
 - b. access to the core with appropriate scaffolding,
3. *What kind of assessment has already taken place?*
 - a. performance-based
 - b. portfolio
 - c. standardized
4. *What type of prior schooling opportunities did the student have?*
 - a. regular attendance
 - b. appropriate services and curriculum
 - c. quality program implemented by trained professional

Key questions to consider during monitoring include:

- How do we know that we are providing an effective instructional program for English Learners?
- Are ELs making adequate progress in ELD and ELA (and primary language when in a SEI)?
- How do we know?
- Are ELs mastering the grade-level learning standards in all areas of the curriculum? How do we know?
- Are students meeting the reclassification criteria within 6 years?
- How can we reduce the number of Long-Term ELs (LTELS) at the school? What patterns and trends can we see in EL student data?
- What should our next steps be?

Key issues to consider when deciding on next steps include:

- The rationale for student grouping for instruction.
- Is the Master Plan followed?

- The quality and quantity of appropriate instructional materials
- The training and support available to teachers of ELs Differentiation, accommodations, and/or interventions and their purposes (for SEI programs consider the language of the intervention)
- Communication between school staff and families

Student growth requires monitoring in English language proficiency and academic progress.

Each Reporting Period

During each reporting period, the EL Progress Monitoring Roster is generated by an assigned member (EL Coordinator/administrative designee) and is compared with the Minimum Progress Expectations, as outlined in the EL Master Plan to identify students who may be falling behind in language and /or core content areas. The ELD Progress Monitoring Form/Profile will be used to aid in comparing an EL student's progress compared to Minimum Progress Expectations. The PLC / Grade Level/EL Team should meet to examine the results by grade levels, classes, and groups, keeping in mind overall Tier I instruction as well as identifying individual ELs who are falling behind. For more information on Tier I instruction for ELs, refer to the English Learner Toolkit of Strategies and LBUSD Master Plan for English Learners Appendix A. This document explains ELD/Specially Designed Academic Instruction in English (SDAIE) strategies and differentiated instruction for ELs.

When the progress of a specific student is much slower than the student's "true peers" (similar language proficiencies-ELPAC and ELD levels, cultural and experiential background, such as school instructional program), the student requires in class intervention and/or intervention during or outside of the school day.

The achievement of the student must be compared with "true peers" to determine if s/he is progressing adequately. If several "true peers" are struggling, this indicates that the Tier I or core instruction is less than optimal for the subgroup of students. When this is occurring, frequent walkthroughs by the EL Coordinator, administrator and/or support staff for use of instructional strategies and outcomes are necessary in ELD and other core subjects.

English Language Proficiency

Students will be assessed annually on the English Language Proficiency Assessment for California or subsequent test, as determined by the California Department of Education.

Students will be expected to make a minimum of one (1) year's growth by moving up one Overall Performance level.

Student's progress will be anticipated to occur as follows on the annual measurement on the ELPAC test:

Factors to also be considered, if a student is to attain year-to-year progress are:

- Prior education to entrance into English-speaking schools
- Attendance in excess of 75 percent of days enrolled each school year
- School site administrator, EL Director, and teachers should also review CASSPP/CAA scores in ELA, NWEA (MAP) as well as ELPAC scores, when they become available. These scores may represent opportunities for ELs to reclassify. New test scores also provide insight on the appropriateness of class placement and grouping.

If a student fails to make yearly growth, he/she is considered "At-risk."

Interim Benchmarks:

Interim benchmarks are established for each functioning level of English Language Development as measured by the ELPAC and noted on the ELL Progress Monitoring Form.

If a student does not achieve 25% of the functional level objectives listed on the grade span EL Progress Monitoring Form by the first trimester/semester assessment, he/she is considered "At-risk."

By the second academic assessment/trimester, an EL must have mastered at least 50% of the functional level objectives listed on the grade span EL Progress Monitoring Form to not be considered "At-risk."

At the secondary level the EL Progress Monitoring Form is completed by the EL student's grade level teachers.

Academic Progress

By Groups, Grade Levels, and Classes of Students When most ELs are making adequate progress, individual strategies and interventions may not be necessary. However, if many "true peers" (similar language proficiencies, cultural and experiential background) are struggling, instructional program and classroom strategies must be examined. Observations may be conducted using the English Learner Toolkit of Strategies. Teachers may self-assess using the English Learner Roadmap for Teachers.

By Student

When the progress of a specific student is much slower than the student's "true peers", the student may require in-class intervention and/or intervention during or outside of the school

day. The classroom teacher, the administrator or their designee, should initiate the SST Prereferral process.

Using the ELD for Reading Language Arts/Mathematics shown below, EL Students are assessed each trimester/semester to determine if they are making satisfactory academic progress. Students who are not making the established goal for the trimester/semester are designated as “at-risk” and scheduled for intervention.

EL students at the elementary grades are assessed each trimester using such assessments as: MAP, Fontus and Pinnel, Student Checklists, District ELA and Math Benchmark Assessments, Running Records, Accelerated Reader and Accelerated Math tests to determine if the student is making normal progress. EL students at the secondary level are assessed each semester using such assessments as: Student Progress Monitoring Form and/ or District created benchmark assessments are used to determine if the student is making adequate progress. At the secondary level the EL Progress Monitoring Form is completed by the Core subject EL students’ teacher.

EL students who do not make the annual growth expectancy on the CAASPP are identified as At-Risk and scheduled for interventions in addition to the interim checkpoints.

EL students shall be provided with fair and equal access to special services (i.e., Special Education, Title I, Career and Alternative Education Services, and extracurricular activities).

- All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected
- Parents may request an assessment in writing
- IEP teams must determine whether an EL student meets the eligibility criteria for special education and requires special education and related services in order to benefit from this educational program
- Determination that the learning difficulty is not the result of cultural or linguistic diversity is made
- Students should not be referred for special education solely on the basis that they do not understand, or are limited in their ability to understand English. IEP or Section 504 teams must determine which services are appropriate for ELs, based on their particular disabilities and level of English Proficiency. ELs with IEPs or 504 Plans must also receive ELD instruction.

End of Year

When students fail to meet the minimum expected progress benchmarks, interventions are provided to accelerate learning. Parents are notified in writing of the student’s specific areas of need as well as the intervention(s) that are being provided.

Annual Assessments:

English Learners in second through eleventh grade are assessed annually using the grade level appropriate SBAC for English Language Arts and Mathematics.

All EL students are assessed on the following annually:

1. CAASPP – English Language Arts (grades 3-8 and 11)
2. CAASPP – Mathematics (grades 3-8 and 11)
3. MAP 3 times per year
4. Math Periodic Assessments (grades 1 - 6)
5. Weekly skills tests (grades 1 – 6) 4x per year
6. EL Progress Monitoring Form
7. Academic Progress –Grades 3-6
8. ELPAC

Progress Monitoring for EL Students

Students identified as ELs are monitored throughout the year using various measures and at different levels within LBUSD. EL students will be monitored at the semester/trimester mark throughout the year. The data is collected to determine if a student is making adequate progress in language development and academic growth. This information is gathered in Ellevation which includes assessment results, teacher observation and the interventions that may be provided as part of Response to Intervention (RTI). Further analysis of the data will be conducted to determine the effectiveness of the interventions and whether additional targeted or intensive support (Tier 2 or Tier 3) is needed. (See MTSS and RTI section below and Appendix 3.2)

Progress Monitoring for Reclassified Students

Students who have been reclassified as RFEP will receive follow-up monitoring for a minimum of four years after reclassification. Follow-up occurs at the semester/trimester mark throughout the school year after the student was reclassified. This information is gathered in Ellevation which includes assessment results, teacher observation and the interventions that may be provided as part of Response to Intervention as needed (Appendix). *Reclassified students having difficulty in the core curriculum will have access to the support services and interventions offered at the site to all students who are not meeting academic standards. Those support services are outlined in the School Plan for Student Achievement and will be reviewed with parents at the time of the parent conference or scheduled meeting. If the student's grades fall below grade level or the student is not making adequate progress in any academic class, the site administrator or designee will conduct a task analysis meeting (conferences with classroom teacher(s) and others as needed) to evaluate the student's progress between monitoring rounds to determine if progress is being made with the implementation of strategies/interventions.*

For EL and RFEP students whose monitoring demonstrates they are not making adequate progress, there may be intervention measures, which may include but are not limited to any of the following:

- Student/teacher/parent conference
- Tutoring
- Reading, writing or mathematics intervention
- Placement in reading, writing or mathematics support class

Tiered Intervention Matrix

<p style="text-align: center;">Tier 1</p> <p style="text-align: center;">Best teaching practices for all students</p>	<p>District/sites will provide Professional Development in Tier 1 intervention strategies and systematic effective and research based ELD strategies to support ELstudents, LTEL students, and those at risk of becoming LTELs.</p> <p>In addition to high quality instruction and supplemental support provided for all students, special considerations for Tier 1 instruction for ELs must include:</p> <ol style="list-style-type: none"> 4. Appropriately scaffolded for students' linguistic and academic needs 5. Culturally relevant principles applied to instruction and assessment 6. Meaningful opportunities for students to practice the four language domains (listening, speaking, reading, and writing)
<p style="text-align: center;">Tier 2</p> <p style="text-align: center;">Additional support utilizing the ELD standards to address an identified area of need to support master of all content standards.</p>	<p>When an EL (including but not limited to LTELS) falls behind their "true peers", a problem-solving protocol should be used by the classroom teacher and appropriate personnel <u>collaboratively</u> to determine potential barriers. Students will be monitored on an ongoing basis.</p> <p>Tier 2 supports may include, but not limited to:</p> <ol style="list-style-type: none"> 5. Use of additional materials in Tier 1 core instruction to meet grade-level standards. <u>Tier 2 interventions cannot replace ELD core instruction.</u> 6. Small group instruction such as reading intervention, after-school tutoring, FEV tutoring before, during, and after school, as well as at home, and LEAP support small group instruction/ pull out for LTELs and at risk 7. Instruction must be scaffolded, taking into consideration students' language proficiency levels and cultural backgrounds. 8. High school designated intervention time (LBHS Pride Time and PHS Panther Flex)

<p>Tier 3</p> <p>Intensive, individualized support utilizing the ELD standards.</p>	<p>ELs who have received Tier 2 research-based interventions without demonstrating significant gains require a team-based problem-solving approach, such as an SST. Students will be monitored on an ongoing basis.</p> <p>A designated time frame will be established to monitor progress. Results of the SST provide the next steps needed to ensure the academic and linguistic success of the student.</p> <p>The academic plan must be monitored until progress is made and maintained.</p>
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The progress of ELs and Reclassified students will be examined annually in comparison with the data of the average native English speaker. A process of evaluating the effectiveness of program elements will be used to examine the impact of programs on student learning.

Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI)

Tier I in-class interventions for EL students, LTELs, and those at risk of becoming LTELs in grades 4-6 may include, but not limited to:

- Front-loading vocabulary can be done in many ways: a mini lesson defining words or students completing independent practice to search for their own definitions. If students are defining vocabulary on their own, they can be offered resources that allow them access to audio to hear how words are pronounced. This can be done through Guided Language Acquisition Design (GLAD) strategies, or on computers or iPads and search for dictionaries or Google. Ensuring students have the right definitions needed to access the content is crucial.
- Sentence frames or sentence starters are critical for EL support. This helps students grasp what is expected of them and offers a simple starting place. It is important to encourage students to depend less on the provided sentence frames when they feel comfortable and competent. It is helpful to create sentence-starter posters for responding to texts and questions.
- Providing valuable feedback to support students must be present. This is especially important for students to reflect on their progress and growth as writers. Valuable feedback must focus on concepts, ideas, and content. Opportunities to conference with ELs should be taken. LBUSD wants to make sure our ELs not only get the extra support they need, but that they feel supported.

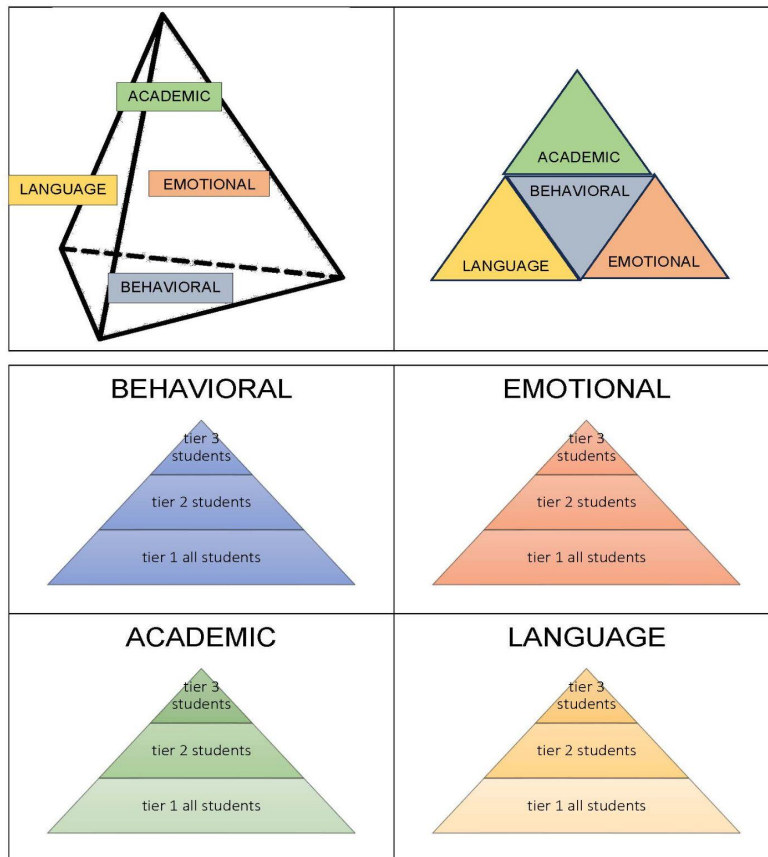
Students at Tier 2 and/or Tier 3 of instruction and intervention may be considered for SST conversations. The SST can consist of the parents, general education teacher(s), other grade

level teachers, administrators, and specialists who determine collaboratively possible next steps. SST conversations can include discussions on what other factors may be impeding progress, what interventions have been implemented, for how long and have they been consistent. Interventions should be either developed specifically for ELs or determined appropriate for ELs. Interventions should include foundational skills such as phonological awareness, decoding, in addition to other literacy and language skills, such as listening comprehension, fluency, reading comprehension. Interventions include small group intervention in class, before or after school tutoring with ELD teachers, supplemental programs which are being used for ELs at their ELD levels. After school programs can be included in the intervention to prioritize services for ELs.

EL students who do not achieve the desired expectations and level of progress in response to the targeted instruction and interventions at Tier 2 or Tier 3, may be considered for a comprehensive evaluation and possible eligibility for special education services under the Individuals with Disabilities Education and Improvement Act of 2004 (IDEA 2004).

One of the components in the MTSS and progress monitoring of ELs, is to collect and analyze data. Using a collaborative approach through data meetings(PLC), the district collects various data in order to inform decisions for each tier of service. One method of collecting data is through the completion of monitoring forms accessible to sites and teachers through an online tool, called ELlevation. The district continually seeks to refine and implement appropriate research-based interventions to improve student learning.

THE FOUR SIDES OF MTSS



COMPONENT #7 – PROFESSIONAL LEARNING

Rationale: Doctors, lawyers, engineers, accountants and others in varied professions participate in professional learning to keep abreast of: current research, changes in their field, or updated technology and resources that will support them in meeting the changing needs of their clients. Professional learning is essential for educators, not only for the reasons other professionals engage in building capabilities, but also because the students and families we serve have needs that are not only diverse, but constantly changing based on their context. Among other researchers, Linda Darling Hammond emphasizes the potential of high-quality PD to improve student outcomes. An EL Master Plan is an advocacy document intending to bring forth practices that will lead to equity for English learners. Professional learning is key in ensuring that educators and leaders are equipped to improve student outcomes.

CONTENT OVERVIEW

- Rationale for professional learning to build and sustain the capacity of English learners
- Foundational knowledge expectations for teachers of ELs
- Clarity around responsibilities of LEA and site for coherent and aligned professional learning
- Connectedness between professional learning for EL educators and LEA's educational plans

The professional learning component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Professional Learning	<ul style="list-style-type: none">▪ Principle 3: System Conditions that Support Effectiveness▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency

Rationale for Professional Learning to Build and Sustain the Capacity of English Learners

The district provides the opportunity for teachers to enroll in classes offered by the district, County Office of Education, Bilingual Teacher Training Project, and other research-based workshops and in-service opportunities in the areas of: methodology and Spanish language. Teachers are encouraged to take training in Language Development and Special Education, literacy development, instructional differentiation, classroom management and more.

Topics of Professional Learning include (The CA ELA/ELD Framework will be embedded throughout all sessions):

- Integrated and Designated ELD
- Student Engagement for Diverse Learners
- Writing Across Content Areas
- Academic Language in English, Spanish and other targeted languages
- Collaborative Conversations
- Text Complexity and Close Reading
- Guided Language Acquisition Device (GLAD)
- Long Term English Language Learners
- Equity
- Sobrato Early Academic Language (SEAL)
- ERWC for DELD 9-12
- CA EL Roadmap Implementation Guide and Toolkit for Administrators

Professional Learning Opportunities

Los Banos Unified School District will continue the current ELD Comprehensive PD Plan 23-2024.

In order to increase and improve the language acquisition and language proficiency levels for all students identified as English Learners, the district will continue to provide targeted professional learning opportunities on research-based instructional strategies for teachers to deepen their understanding of levels of proficiency of students, different needs and capacities of each EL student, differentiation by student typology, and student language development supports needed across all content areas.

During the 2023-2024 school year, Professional Development for Certificated and Administration may include, but is not limited to:

- English Language Development-dELD and iELD
- Typologies of Students, Proficiency levels, Getting to Know Your Students

- An overview of English Learner Toolkit of Strategies
- Three Toolkit Strategies for Districtwide Implementation
- Best practices for implementing research-based instructional strategies
- Use of core curriculum for designated ELD
- High-leverage strategies for increasing language acquisition
- K- 3rd (Journeys) Coaching and support (Toolkit strategy and a Thinking Map)
- 4th – 8th (English 3D) Coaching and support (Toolkit strategy and a Thinking Map)
- 9th 12th - (ERWC) Coaching and support (Toolkit strategy and a Thinking Map)
- California EL Roadmap
- Reclassification: why reclassification and criteria
- ELlevation- progress monitoring
- Understanding the ELPAC and proficiency levels
- ELD standards

Professional Development for School Administrators and Specialists:

Focus: EL Roadmap (required by the CDE)

- ❖ Advocating for ELs
- ❖ ELD Requirements, ELD Standards- The why?
- ❖ Designated & Integrated ELD
- ❖ Understand Proficiency level descriptors
- ❖ ELA/ELD Framework: ELD connection to core
- ❖ Elements of ELD Lessons/Essential Features of ELD lessons
- ❖ Understanding language acquisition theory and methodology
- ❖ Best practices for leading school sites in implementing research-based instructional strategies
- ❖ Best practices for site program design
- ❖ High-leverage strategies for increasing language acquisition

Foundational Knowledge Expectations for Teachers of EL

For instruction to be effective, teachers need to understand where English Learners have a breakdown of language and what specific skills they are struggling with in order to select an appropriate strategy to help the student face the challenge of academic language. “It is critical for ELs to have a command of the forms and functions of academic language to gain access to challenging academic content and to express their knowledge of subject matter in the content areas” (Fenner & Snyder, 2017). A language function refers to what students do with the language as they engage with content and interact with others (ex. describe, analyze, compare). Language forms are the grammatical features, sentence structure, and vocabulary used to support those functions. The Academic Language Checklist and the strategies within this toolkit are intended to help teachers guide students in acquiring academic language. It is recommended that novice teachers collaborate with other teachers as they plan instruction

Clarity Around Responsibilities of LEA and Site for Coherent and Aligned Professional learning

Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. An understanding of the language acquisition process and levels will help teachers tailor instruction to meet the needs of a diverse group of learners. Students will benefit from everything teachers do to support the development of their language skills while teaching them grade level content. LBUSD is committed to ensuring professional development (PD) is coherent and aligned district wide in order to have a rigorous, responsive and quality learning for English language learners.

Administrator(s) (or Superintendent designee)	<ul style="list-style-type: none"> <input type="checkbox"/> Meets regularly with administrators and Admin overseeing EL Services to get feedback, update, and monitor the implementation of the EL Master Plan <input type="checkbox"/> Coordinates and implements district professional development for administrators and teachers <input type="checkbox"/> Meets regularly with Admin overseeing EL Services to administer support and possible professional development to sites <input type="checkbox"/> Conduct classroom walkthroughs/visits and utilize the walkthrough form
Site Principal	<ul style="list-style-type: none"> <input type="checkbox"/> Meet regularly with district administration to ensure the implementation of EL Master Plan <input type="checkbox"/> Monitors and evaluates programs for ELs at their site <input type="checkbox"/> Conduct classroom walkthroughs/visits and utilize the walkthrough form <input type="checkbox"/> Collaborates to determine the training needs for ELs at their site
Administrator overseeing site EL Services	<ul style="list-style-type: none"> <input type="checkbox"/> Meet regularly with site administration to ensure the implementation of EL Master Plan <input type="checkbox"/> Attend professional development and regular district meetings related to ELD <input type="checkbox"/> Conduct classroom walkthroughs/visits and utilize the walkthrough form <input type="checkbox"/> Serve as a resource, provides training and support to teachers with specific ELD strategies and effective ELD pedagogy in alignment with the ELD Standards, EL Roadmap, and the ELA/ELD Framework

The Educational Services department engages in designing a professional development plan for the administrative team of TK-12 schools, as well as TK-12 teachers of English language learners. This professional development plan is divided into two parts: professional development sessions for administrators and teachers and professional development sessions for the Administrators overseeing the EL Services at each school. This plan provides ongoing professional development with regards to the legal requirements and district procedures related to the understanding and implementation of the Master Plan. LBUSD provides professional development (PD) specific to the effective implementation of programs for ELs. (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011–1013)

Professional Development Goals and Recommended Topics

Professional development is ongoing at the district and site levels and is:

- (a) designed to improve the instruction and assessment of ELs
- (b) designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs
- (c) designed to increase awareness and sensitivity to the cultural and linguistic diversities of the student population, as well as services necessary to ensure equal access of all students to the total curriculum
- (d) effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation using an ELD walkthrough form.
- (e) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom. (20 U.S.C. Section 6825[c][2] [A–D])
 - ❖ **Kindergarten teachers** will receive training and coaching sessions on SEAL-Sabrato Early Academic Language.
 - ❖ **1 through 6th grade teachers** will receive training and coaching sessions on the district adopted curriculum.

- ❖ **7th through 12th grade ELD teachers** will receive training and coaching session on the district adopted curriculum.

Recommended Professional Development Topics

- English Language Development (ELD) Standards
- Proficiency Level Descriptors (PLDs)
- ELA/ELD Framework
- California EL Roadmap
- LBUSD EL Master Plan
- ELPAC Training
- English Language Advisory Committee (ELAC & DELAC) training and support
- Integrated & Designated ELD and lesson design
- Universal Design for Learning
- Equity, Empowerment & Collaboration
- Multi-Tiered Systems of Support
- Curriculum Training
- Effective Instruction & Best Teaching Practices
- Reclassification
- Federal Program Monitoring
- Dual Language Immersion Training
- Newcomer Training
- Monitoring English Language Learners
- Data Analysis-Improvement Science protocols

FAMILY-COMMUNITY ENGAGEMENT

COMPONENT #8 – FAMILY-SCHOOL PARTNERSHIPS

Rationale: The original Elementary and Secondary Act (ESEA 1964) emphasized the essential role families play in the educational success of their children. Since then, substantial research continues to provide evidence that “effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels.” Hattie’s meta-analysis study on student learning identified parental engagement as a strategy that can contribute to more than one year’s growth in student learning. Implementing a dual capacity building framework can also support parent leadership development. Engaged EL families and the communities they represent are an LBUSD partner in ensuring equity for their children.

CONTENT OVERVIEW

- Role of families in the education of ELs
- Expectations and systems for EL families, including students, to engage in LEA activities/education
- Forms and purpose of communicating with families
- Primary language communication/translation
- Role of advisory committees.
- Rights of parents/families
- Capacity building for families and community

The family-school partnerships component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Family – School Partnerships	<ul style="list-style-type: none">▪ Principle 1: Assets-Oriented and Needs-Responsive Schools▪ Principle 3: System Conditions that Support Effectiveness▪ Principle 4: Alignment and Articulation within and Across Systems	1D. Family and School Partnerships 3A. Leadership 4A. Alignment and Articulation 4C. Coherency

Role of Families in the Education of ELs

LBUSD recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. LBUSD seeks to nurture partnerships with and empower the community through open, two-way communication and participation in parent advisory committees through ELAC and DELAC. Effective design of program services occurs when the needs of diverse students and the community are solicited through needs assessment determination tools and forums within parent advisory committees. At each committee level, parents of ELs have the opportunity to be involved in their child's education, collaborate with site and district staff, look at and provide feedback and recommendations with regards to instructional services and programs.

Los Banos Unified School District is committed to establishing and maintaining strong, collaborative relationships with families. LBUSD believes that families, as the child's first teachers, are essential partners and assets in the overall educational achievement of their children. The active involvement of family and community members in the work of the schools is essential to high achievement for all students, especially English learners (ELs).

Federal Program Requirements and Monitoring (FPM)

EL 01: EL Advisory Committee (ELAC)

EL 02: District EL Advisory Committee (DELAC)

English Learner Advisory Committee ([English Learner 2023–24 Program Instrument](#))

According to the California *Education Code*, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision-making councils, nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs. The ELAC should help ensure that the site and district's EL program is well-planned, effectively implemented, and ultimately successful in achieving its goals for ELs.

In LBUSD, the site principal or designee is responsible for ensuring that a committee is established every school year prior to October 1.

Director of EL Services and Migrant Education Program (or Superintendent designee)	<input type="checkbox"/> Provides assistance and support in the implementation of site ELAC <input type="checkbox"/> Provides yearly training for ELAC members
Principal (or designee)	<input type="checkbox"/> Facilitates site EL Advisory Committee (ELAC) <input type="checkbox"/> Is invited to attend District EL Advisory Committee (DELAC) <input type="checkbox"/> Provides opportunities for parent education and involvement
Parents/Guardians	<input type="checkbox"/> Lead and participate in all ELAC meetings <input type="checkbox"/> Advises Principal on EL program needs

Implementation of the Site ELAC

- The site principal or designee is responsible for establishing the ELAC. The principal or designee and ELAC officers plan the meeting and build the agenda
- The principal or designee ensures appropriate communication/ documentation between the site and the department of EL Services.
- All of LBUSD's ELACs are ideally made up of at least three parent members
- Elected officers/members conduct the meetings
- Elections for ELAC are conducted at the school site by October of each year. Parents of ELs constitute at least the same percentage of the committee membership as their children
- Parents on the ELAC are elected by EL parents.
- Maintain an ELAC Verification digital binder that contains evidence of the successful implementation of the federal requirements for establishing and maintaining an ELAC including, but not limited to election procedures, roster, agendas, and minutes (that reflect required tasks being completed) and sign - ins for each meeting
- ELAC follows Roberts' Rules of Order for conducting meetings, and the Brown Act for timely meeting notifications. For example, meeting notification/agenda should be available to the members and the public at least 72 hours before the site ELAC meeting.

- Election procedures, meeting requirements, sample agendas and communication suggestions can be found in the ELAC/DELAC Administrator Handbook provided to the schools by the Multilingual Education Department. Sites should refer to their Bylaws for additional details regarding memberships terms, election procedures, etc.

ELAC Roles and Responsibilities

- Director of EL Services will provide training on the establishment of an ELAC to site administrators/site personnel in August/September.
- The principal or designee assists with planning the ELAC meetings, attends the meetings, and arranges an agenda planning session with the ELAC officers prior to each meeting.
- Meeting dates are determined collaboratively between the school and ELAC committee and publicized in writing in English and other languages in advance. There will be a minimum of 4 meetings per year, more are recommended.
- The ELAC conducts formal advisory meetings, with agendas and minutes.
- Childcare and refreshments should be provided.
- Copies of ELAC minutes and its membership information are to be maintained at the site and shared with the Director of EL Services and Migrant Education Program as needed/requested
- The ELAC will develop, revise and/or adopt by-laws and elect officers every year (or 2 - as described in site's bylaws)
- During the first meeting of the year, the ELAC elects one representative and one alternate to the District EL Advisory Committee (DELAC).

ELAC Required Tasks:

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

system of proportional or regional representation.

ELAC Required Topics:

- Review of School Site Plan (EL section)
- EL Parent Survey
- School Attendance
- Reclassification Process
- District English Learner Master Plan

ELAC Recommended Topics:

- Training for parents on how to help their child succeed in school
- Interpreting ELPAC Scores
- Parent guidance on identification and assessment of English learners
- Parent/Teacher conferences
- Preparing students for the SBAC
- ELL program and supports that exist on your site
- Community organizations
- Mental Health
- At Risk Behavior
- Gangs and drugs related topics

DELAC

Since there are 51 or more ELs in LBUSD, there is a functioning *District EL Advisory Committee* (DELAC). The purpose of this committee will be to advise the Los Banos Unified School District (LBUSD) on the programs for ELs in matters relating to the development, cooperation, and coordination of resources in the community necessary for the administration of the EL program. The DELAC will be composed of one representative from each EL Advisory Committee in the district. The majority of the members will be parents of ELstudents who are not district employees. Ideally, DELAC members will serve for two years.

LBUSD Roles and Responsibilities for DELAC

Director of EL Services and Migrant Education Program (or Superintendent)	<ul style="list-style-type: none">❑ Facilitates the DELAC alongside DELAC President❑ Provides opportunities for parent education and involvement at a district level❑ Assists with the agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
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designee)	<ul style="list-style-type: none"> <input type="checkbox"/> District staff and DELAC board members will plan the yearly meeting schedule in order to meet district and EL parent needs. <input type="checkbox"/> Provides assistance and support in the implementation of DELAC <input type="checkbox"/> Provides all DELAC members with appropriate training (yearly and in consultation with members), materials, and information needed to carry out their responsibilities and duties. <input type="checkbox"/> Maintain evidence of the establishment of DELAC, including, but not limited to election procedures, roster, agendas and minutes in English and Spanish (that reflect tasks being completed) and sign-ins for each meeting.
DELAC Members	<ul style="list-style-type: none"> <input type="checkbox"/> Lead and participate in all DELAC meetings <input type="checkbox"/> Advise district on EL program needs <input type="checkbox"/> Act as a liaison between the DELAC and ELAC. Each site's DELAC representative will present information received at the DELAC to their ELAC.

DELAC Requirements

- The DELAC will meet a minimum of 8 times per year (more meetings can be added upon request by the DELAC board) and will operate under norms of professional behavior and conduct set by the committee on the first official meeting of each school year.
- All DELAC meetings will follow the agendas set prior to the meeting. The DELAC president will preside at meetings and sign all letters, reports, and other committee communications, with prior approval of the membership.
- In the president's absence, resignation, or inability to perform the duties, the vice president will assume these duties.

DELAC Required Tasks:

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

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting a district wide needs assessment on a school-by-school basis.

3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).*

In addition, the consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees. (*EC* Section 64000[d])

DELAC Implementation

- The DELAC meets at least 8 times per year.
- The DELAC operates according to guidelines contained in its by-laws.
- The DELAC nominates and selects a President, Vice-President, 1 Secretaries and other officers as noted in its by-laws.
- The DELAC will communicate their recommendations to the Superintendent and governing Board of Education via the EL director.
- The DELAC President presides at meetings and signs all letters, reports, and other committee communications with prior approval of the membership. In the President's absence, or in the event of resignation or the inability to perform the duties, the Vice-President assumes these duties.
- A Spanish/English interpreter will be available as needed at each meeting.
- DELAC follows Roberts' Rules of Order for conducting meetings, and the Brown Act for timely meeting notifications. For example, meeting notification/agenda should be available to the members and the public at least 72 hours before the DELAC meeting.

Parent Participation

A. District English Learners Advisory Committee/DELAC

According to the California State Department of Education Coordinated Compliance Monitoring Review Manual, whenever there are 51 or more ELs enrolled in a district, there will be a functioning district EL advisory committee or subcommittee of an existing committee that has met ALL of the following:

1. Has had the opportunity to review and advice on specific items to the District School Board regarding:
 - a. The District Education Plan for English Language Learners
 - b. A district-wide needs assessment on a school-by-school basis
 - c. The program evaluation through the analysis of data
2. Has a majority membership of ELs' parents not employed by the district. In the event an existing committee is used for these purposes, the membership of parents of ELs is made up of at least the same percentage as that of the ELs in the district.
3. Has received training and training materials which are appropriate to assist parent members in carrying out their responsibilities.

B. According to the California State Department of Education's Federal Program Monitoring, whenever there are 21 or more ELs at a school site, there is a functioning English Learners' Advisory Committee (ELAC) that has met ALL of the following:

1. Has had the opportunity to advise the principal and school site council/staff on specific items relating to the school's:
 - a. Plan for ELs
 - b. Needs assessment
 - c. Efforts to make parents aware of the importance of regular school attendance
2. Has a membership of EL parents in at least the same percentage as there are EL students at the school.
3. Has had an election of members in which all parents of ELs have had an opportunity to vote.
4. Has had the opportunity to elect at least one member of the District English Learners' Advisory Committee (DELAC).
5. Has received training and training materials which are appropriate to assist parent members in carrying out their responsibilities.

General Parent Education

The school site administrator in conjunction with the staff should plan parent meetings each year which address the following: (Translation/Interpretation is provided)

- Philosophy and goals of its program for ELs
- Language acquisition
- School curriculum
- Educational support at home
- Parent rights and responsibilities
- Parenting skills/Family Engagement Strategies
- Health and auxiliary services
- ESSA
- Partnerships
- Community Partnerships

Parent and Community Involvement

Los Banos Unified is committed to building a positive and collaborative partnership with parents to ensure that the learning process is equally supported at home and school. It is the goal of the Los Banos Unified School District that parents of ELs at all schools will participate meaningfully in the education of their children. The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive:

Translation and Interpretation

- LBUSD ensures that the translation and interpretation services are performed by a highly qualified staff who have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- When 15% or more of the students enrolled at the school site speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English *and* the primary language. Written translation will be provided for any other requested language to the extent practicable.
- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST, suspensions and expulsion conferences and hearings, and for all due process actions held at the

district level.

- Site administrators will plan for and provide for primary language through the use of district approved interpreters and translators or other qualified bilingual staff. The district has a number of approved bilingual staff that support district wide interpreting and translating. They are available to interpret or translate documents for all sites based on, competency, availability, and funding.
- A list of qualified bilingual staff is available by contacting Classified Human Relations.
- The district has two district translators/ interpreters to assist with department and parent communication in relation to district-level services. All requests for translations and interpretations must be submitted via a work order process. School sites may assign a staff member and alternate to provide parental support at site-level and/or may employ a bilingual parent liaison. Special Education related interpretation or translation requests must be submitted to the Special Education Translation and Interpretation Services department.

Meetings and Activities

- Parent meetings should be parent friendly: held at convenient meeting times, with childcare and translation services provided.
- Parent training sessions shall be provided on parental rights. Parents should be supported, in a variety of ways, to access these rights. Training on school advocacy may be provided. Such training can include informational sessions on school operations and who to go to for assistance related to problems or concerns.
- The school encourages parent volunteerism by providing opportunities for parents to volunteer and by providing training on how parents can effectively participate in school.
- The district and sites provide ongoing staff development to all school staff on how to work with parents, including communication skills, respect, and sensitivity to their cultural backgrounds, needs, and concerns.
- School sites will review the EL Program with parents at the beginning of each school year. The following topics will be reviewed: Program Placement, Reclassification, and Monitoring of student language and academic progress.
- Additionally, ELAC and DELAC parent representatives receive on-going training and have opportunities to provide feedback on the Master Plan for EL Instructional Programs.

Required Parent Notifications

The district provides written notification to parents of all EL students concerning the following:

- Initial identification
- Program options for ELs
- Program placement for students
- Progress expectations for each grade level
- Annual ELPAC level and other district assessments

- Reclassification criteria
- Graduation requirements

Forms and Purpose of Communicating with Families

Parent Notification

Parents are sent annual notifications of ELPAC results, through the district developed form/letter. The form includes ELPAC results, and program placement. As per ELPAC recommendation, the notification form has a supplemental guide highlighting the results in their home language when available. [See Form in Appendix—Parent Notification] As Initial ELPAC results are received at each site the forms are forwarded to the parents of the student tested.

PARENT INVOLVEMENT

Parent Notification

There are several areas in which the District has a responsibility to inform the parent(s). These areas include parent notification of:

1. English and Primary Language Assessment results
2. Description of instructional programs and materials for ELs
3. Reclassification of ELs
4. Placement for ELs
5. At-Risk of Retention Forms

Notification is written in English and in the primary language of the student and communicated orally whenever possible when school personnel have reason to believe that a written notice will not be understood by the parent(s). See Appendix.

General Parent Education

The school site administrator in conjunction with the staff should plan parent meetings each year which address the following: (Translation/Interpretation is provided) ·
Philosophy and goals of its program for ELs

- Language acquisition
- School curriculum
- Educational support at home

- Parent rights and responsibilities
- Parenting skills/Family Engagement Strategies
- Health and auxiliary services
- ESSA
- Partnerships
- Community Partnerships

Capacity Building for Families and Community

Parents and families are an integral part of the educational partnership that includes students, staff, and community members. Los Banos Unified School District values and strives to build strong family, community, and school partnerships.

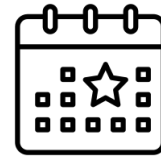
It is important that parents of English learners stay informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for our students. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

There are numerous parent & community activities available in Los Banos Unified School District:

- Parent Committees
 - o English Learner Advisory Committee (ELAC)
 - o District English Learner Advisory Committee (DELAC)
 - o School Site Council (SSC)
 - o Parent Clubs/Booster Clubs
 - o Parent Advisory Committee (PAC) → Migrant Services
 - o LCAP Guidance Committee
 - o Other councils or committees
- Parent Education
 - o District & School Parent Meetings (in-person or virtual)
 - o Family Literacy Programs & Literacy Events
 - o Parents as Partners
 - o College Knowledge Academy



- Parent University
 - Parent Leadership Team Institute(PLTI)
 - Parenting Partners
- School, District, & Community Events
 - Back-to-School, Carnivals, Open House & Family Nights
 - Parent/Teacher Conferences & site or district meetings
 - Awards, Celebrations & Holiday Events
 - Sports, Games & Competitions
 - Community Activities
- Community, School, and/or Classroom Volunteer
 - Contact site principal or teacher for volunteer opportunities



ACCOUNTABILITY

COMPONENT #9 – ASSESSMENT AND STUDENT MONITORING

Rationale: A comprehensive assessment program includes both formative and summative language and content area assessments, as well as a system for educators to monitor individual student progress. Summative English language proficiency and content standards assessments give us a snapshot of how students are performing in relation to the ELD and grade-level standards, once a year. Language assessments give us significant data that allows us to evaluate student progress in the development of a second language, given the expectation of a minimum of one level of growth per year.

Content standards summative assessments provide data to compare subgroups, thus analyzing whether gaps among student groups are widening, decreasing or maintaining. However, these summative assessments do not provide the type of information that formative assessments can offer, namely the opportunity to plan, act and intervene in a timely manner to improve student learning. The EL Master Plan is a guiding document that clarifies and systematizes the way EL student learning is monitored and addressed.

CONTENT OVERVIEW

- Comprehensive assessment program
- Purpose/time for each assessment
- ELD assessments to measure progress in speaking, listening, reading and writing
- Structures and systems to intervene based on student progress

The assessment and student monitoring chapter of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Assessment and Student Monitoring	<ul style="list-style-type: none">▪ Principle 3: System Conditions that Support Effectiveness▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3C. Assessments 4A. Alignment and Articulation 4C. Coherency

Comprehensive Assessment Program

Los Banos Unified School District recognizes the importance of proper identification and assessment of language proficiency and academic skills in providing an educational program which will effectively meet the needs of English Learners (ELs). The following steps are taken to ensure proper identification and assessment.

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts administer a state test of ELP to eligible students in kindergarten through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

1. One for the initial identification of students as English learners (ELs).
2. One for the annual summative assessment to measure a student's progress in learning English and to identify the student level of ELP.

Initial ELPAC Assessment

The Home Language Survey (HLS) is to be completed by a parent or guardian when the student initially enrolls in a California school. If applicable, LBUSD counseling staff collects the HLS and assessment information from the student's previous program. If a LBUSD school is the first California school in which a student has enrolled, then the HLS will be administered by school counselors. The following steps are used to identify Initial ELPAC eligible students upon receipt of the HLS:

1. HLS identifies a language other than English or American Sign Language.
2. Student has not previously been tested with the English Language Proficiency Assessments of California (ELPAC)
 - a. Student does not already have an English Language Acquisition Score (ELAS) of English Learner (EL), Initial Fluent English Proficient (IFEP), or Reclassified as Fluent English Proficient (RFEP) in California Longitudinal Pupil Achievement Data System (CALPADS).
 - b. Student has no scores for the ELPAC in CALPADS and in the Local Scoring Tool (LST) for Initial ELPAC scores.
 - c. Student's cumulative file does not contain ELPAC scores.

The Initial ELPAC is given to students in grades K–12 whose primary language is not

English to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their individualized education plan. The Initial ELPAC is an online, linear (nonadaptive), grade-level assessment for students in grades K-12 whose primary language is not English and with an English Acquisition Status of To Be Determined in the California Longitudinal Pupil Achievement Data System (CALPADS).

The Initial ELPAC is designed for one-on-one administration between a single student and a test examiner for grades K-2 and for one-on-one or group administration for grades 3-12 with the exception of the speaking domain—one-on-one administration for all grade levels and the option of group administration for the writing domain for grade two. The Initial ELPAC administration window is open annually from July 1 through June 30.

The Initial ELPAC measures the ELP in the four domains of listening, speaking, reading, and writing; and is used to identify students as being either fluent in English (IFEP) or an English Learner (Intermediate or Novice). It is administered only once during a student's time in the California public school system and locally scored results are a student's official score.

The following definitions apply:

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

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

Bridging: Students at this level continue to learn and apply a range of highlevel English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

LBUSD Initial ELPAC Assessment Process

Upon a student's first enrollment in the Los Banos Unified School District, staff will:

1. Administer a home language survey (HLS) if this is the students' first California enrollment.
 - a. If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the process stops.
 - b. If the HLS indicates a language other than English as the primary/native language, the student's language fluency is entered as To Be Determined (TBD) and the student must take the Initial ELPAC.
2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.
3. Administer the Initial ELPAC by a trained ELPAC test examiner.
4. Score and enter scores:
 - a. The Speaking domain for all grades will be scored locally and in-the-moment by test examiners and entered in the Data Entry Interface (DEI)
 - b. The Writing domain
 - i. grades K-2 students' responses in the Writing Answer Book will be scored by trained test examiners using the rubrics provided in the DFA and then scores will be entered in the DEI
 - ii. grades 3-12 entered in the test delivery system will be locally scored by trained test examiners in the Teacher Hand Scoring System (THSS)
 - c. Listening and Reading domain responses are scored in the test delivery system after a test is submitted
5. Print the Initial ELPAC Student Score Report (SSR) from Aeries after it has been processed by TOMS.
6. Submit a classification of English Learner (EL) or initial fluent English proficient (IFEP) Into AERIES, which automatically feeds CALPADS.
7. Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.
8. If the student is classified as IFEP, the ELPAC administration process stops.
9. Conduct a classification review if requested. Notify the parent/guardian of results. Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP).

Summative ELPAC Assessment Process

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening,

Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as an English Learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to do well in school. The Summative Assessment is given only to students in grades TK–12 who have been identified as English Learners. These students will take the assessment every year until they are reclassified as Fluent English Proficient. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations may take an alternate assessment(s), as noted in their individualized education plan.

The Summative ELPAC is a Computer Based Assessment (CBA) administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In TK, kindergarten and grades 1–2, all domains are administered individually, except the writing domain may be given in a group administration to grade 2. In grades 3–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one at all grade levels.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org>. The Summative ELPAC administration window is open from February 1 through May 31.

EL Student Folders

An orange EL folder is maintained for each EL. An EL folder should be established as initial testing is completed. The purpose of the folder is to assist the teacher, parent, school, and district administrators with program placement and development, student monitoring, and reclassification.

The following items are placed in the EL folder:

- The Home Language Survey (a copy of the initial survey if available) or Home Language Data Assessment Sheet
- Student Score Reports (SSRs) from initial and annual ELPAC assessments (if available)
- Copies of the parent notification letters about the results of assessments (as available)

- At the time of reclassification, the reclassification form, and reclassification worksheet if applicable, will also be in each student folder.

Primary Language Assessments

Students whose home language is Spanish will take the Spanish IDEA Proficiency Tests (IPT) Language exam within 90 days (E.C. 62002). If a student's primary language is a language other than Spanish, during enrollment parents will complete an academic survey that inquires levels of academic competency in the student's primary language. The California Home Language Survey is on file for each student in the student's permanent file.

Home Language Survey Petitions

The information provided on each student's earliest HLS prevails. Parents have a right to petition in writing the Home Language Survey they completed for their child only prior to initial testing. ELPAC test site coordinators must gather adequate evidence that the student in question is fluent in English, by coordinating with the classroom teacher and administration. If the student in question is fluent in English, the evidence and parent letter to the HLS, and change his language fluency to English Only. If the student is not a fluent English speaker, the petition will be denied and the student's parents will be contacted by the ELPAC test coordinator.

Special Education Students

Students in special education that are also English learners may take an Alternate ELPAC if determined to be appropriate by the IEP team.

NOTE All students** meeting the EL identification criteria listed below must be given the Initial ELPAC if no ELPAC scores are located within the 30-day window.

Los Banos Unified School District testing timelines are adjusted every year based on recommended periods for testing based on federal, state and the district mandated guidelines. Below is the timeline for the 2023-2024 school year.

ELPAC:

Initial ELPAC / Alternate Initial ELPAC – window open July 5, 2023 – June 30, 2024
Students must be tested and scores reported to parents in the first 30 calendar days of enrollment

Summative ELPAC / Alternate ELPAC – window open February 1, 2024 – May 31, 2024

Summative State Testing:

CAASPP – April 15 – May 31, 2024
CAA ELA and Math – April 15 – May 31, 2024
CAST – April 15 – May 31, 2024
CAA Science – window open September 1, 2023 – May 31, 2024

Students assigned CAA Science should be completing the performance tasks throughout the year after the standard has been taught in class

Physical Fitness Test

PFT – window open February 1 – May 31, 2024

NWEA MAP

Fall MAP window – August 21 – September 8, 2023
Winter MAP window – November 27 – December 15, 2023
Spring MAP window – March 4 – 22, 2024

Structures and Systems to Intervene Based on Student Progress

- Include structures (e.g., Language Appraisal Team), systems, appropriate timelines and processes for convening and intervening when English learners, based on typology, are not making adequate progress.
 - Structures include teams of knowledgeable educators and parents such as: principal, bilingual coordinator, EL teacher, parent, counselor, special education specialist, etc.
 - The processes for convening and intervening clearly delineate what data, artifacts and evidence needs to be considered in the decision-making process.

COMPONENT #10 – PROGRAM MONITORING AND EVALUATION

Rationale: LEA and school leaders are responsible for evaluating the effectiveness of language acquisition, academic and other programs for ELs. The EL Master Plan provides an opportunity to define and describe the types of programs available, as well as the full range of access. LEAs must also meaningfully engage educational partners in addressing research, federal and state policies to inform the processes for analyzing the effectiveness and improvement of comprehensive programs for ELs, including how to equitably allocate resources as required by the Local Control Funding Formula and the Local Control and Accountability Plans.

CONTENT OVERVIEW

- Plan for English Learner program evaluation
- Federal, state and LEA requirements and evaluation processes
- Success criteria for ELs linguistic and academic outcomes
- Core base program vs. supplemental supports
- Evaluation of base/supplemental funding

The program monitoring and evaluation component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Monitoring and Evaluation	<ul style="list-style-type: none">▪ Principle 3: System Conditions that Support Effectiveness▪ Principle 4: Alignment and Articulation within and Across Systems	3A. Leadership 3B. Adequate Resources 3C. Assessments 4A. Alignment and Articulation 4C. Coherency

Plan for English Learner Program Evaluation

Include English Learner program evaluation questions and criteria to support continuous monitoring and improvement processes.

English Learners Program Evaluation

A. District Level

1. An evaluation of the district program is conducted with the collaboration of the DELAC annually.
 - a. End of the year evaluation of the Master Plan (DELAC minutes sent to Board and Superintendent)
 - 1) Report submitted to the Superintendent and Board of Trustee
 - 2) Report sent to School Site Councils
 - 3) Report registered with the District English Learners Advisory Committee (DELAC).
 - b. Student progress is evaluated annually using disaggregated data. (AYP Data Disaggregation)
 1. Report submitted to Superintendent and Board of Trustees
 2. Report sent to School Sites 3) Report sent to the DELAC.
 - c. District level analysis and comparison of ELs and RFEP students and English only student progress. (AYP Data Disaggregation)
 1. Report submitted to Superintendent and Board of Trustees
 2. Report sent to School Site Councils
 3. Report sent to the DELAC.
2. Ongoing evaluation of program components at committee meetings, school meetings, etc. (School Site Council and ELAC meeting)
 - a. Recommendations for modification or change in programs are made as appropriate
 - b. Recommendations are to be approved by District Curriculum Committee, DELAC, Superintendent and the Board of Trustees

B. School Site

1. Principal and staff conduct evaluation of school program in collaboration with the ELAC and submit an annual report to the school board.
 - a. Student Assessment and Placement Procedures
 - 1) Student Assessment (Master Plan)
 - 2) English Learners Program Options and Placement (Master Plan)
 - 3) Student Progress (ELPAC Growth Report)
 - b. Staffing options, development, and meetings (Staff Master List, PLC)
 - c. Parent involvement, notification, and participation (ELAC Calendar, ELAC

Minutes, Parent Nights, District forms)

d. Curriculum and Instruction

- 1) Alternative (Bilingual) Program
 - 2) SEI Process (Through CSR, formal and informal grades/scores)
 - 3) Transition Instruction (Through CSR, formal and informal grades/scores)
 - 4) Mainstream Instruction (Through CSR, formal and informal grades/scores)
2. Site level analysis and comparison of ELs and English-only student progress. (CAASPP Growth Report, Goal Setting Forms and District Assessments)
 3. Ongoing monitoring of alternative dual program implementation and data collection. (CAASPP Growth Report, Goal Setting Forms and District Assessments)
 4. Recommendations for modification or change to programs are made to the District ELD Team, District Curriculum Committee, Superintendent, and the Board of Trustees.

C. Site English Learners Evaluation Committee

1. Site Evaluation Committees are formed only at schools having alternative programs.
2. The Site Evaluation Committee helps in reviewing specific cases to advise the classroom teacher as to the appropriate placement and timeline for transitioning. The Committee will check:
 - a. English Learner (EL) progress in - listening, speaking, reading, and writing, in English and academic growth - identify needs of individual student - a plan for placement and instruction
 - b. Uncertain language dominance
 - c. Special needs (i.e., lower performers, learning/speech disabilities, etc.)
 - d. Other concerns related to language of instruction
3. The Site Evaluation Committee consists of at least three of the following:
 - a. a teacher with either a BCLAD or BCC
 - b. CLAD/CTEL or equivalent authorization for teaching ELs
 - c. Bilingual paraprofessional
 - d. Site principal or designee
 - e. EL/Multilingual/Bilingual Coordinator
 - f. Inclusion Specialist or some other special education

Program Effectiveness:

- A. Are ELs acquiring English language proficiency? How long is it taking? English language development data is collected to determine:
 1. The extent ELs are progressing in ELD levels according to the ELPAC and

the Grade Span EL Checklist

2. The percentage of students reclassified from EL to RFEP each year according to district standards for achieving English language proficiency.
- B. Are ELs in alternative classrooms acquiring primary language proficiency?

Data is collected to determine:

1. The percentage of ELs receiving primary language instruction.
 2. The results of the primary language academic test for the students who participated in Spanish language instruction.
 3. Annual gains in primary language academic test scores among students tested the previous year .
- C. Are ELs and reclassified students making academic achievement progress in the core curriculum? Achievement data is collected to determine:
1. The percentage of ELs and reclassified students making normal progress toward graduation by accumulating grade-appropriate high school credits.
 2. The percentage of ELs and reclassified students meeting grade level standards in language arts and mathematics.
 3. The high school graduation rates of ELs and reclassified students.
 4. The percentage of ELs and reclassified students retained each year.
 5. Annual gains on the district's norm referenced test among ELs and reclassified students.
 6. Annual gains in the percentage of ELs and reclassified students meeting grade level standards as determined by the district multiple measures identified for each grade.
- D. To what extent do ELs and reclassified students participate in all district curricular programs? Data is collected to determine:
1. The percentage of ELs and reclassified students enrolled in Advanced Placement, and honors classes.
 2. The percentage of ELs and reclassified students enrolled in courses that satisfy admission requirements for the University of California.
 3. The percentage of ELs and reclassified students enrolled in Resource Specialist Programs and Special Day Classes.
 4. The percentage of ELs enrolled in continuation schools and independent study programs.
- E. Do LBUSD schools and curriculum promote cross-cultural understanding? What evidence is available? Data is collected to determine:
1. The percentage of ELs and reclassified students and English-only students that are receiving multicultural education lessons through the adopted language arts materials.
 2. The participation rates of ELs, reclassified students, and English-only

students in various extra-curricular activities.

Core Base Program vs. Supplemental Supports

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (EC Section 305[a][2]). **Structured English Immersion Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Curriculum Development

English Language Development

A comprehensive English Language Development (ELD) Program enables students to progress from the very beginning levels of English to proficient level according to ELPAC results in all domains (listening, speaking, reading, and writing) of the English language.

ELD Goals:

- Students need to be provided rigorous ELD instruction that:
- Provides them a systematic and consistent, standards-based program that moves them through the initial phases of English language acquisition to full literacy in the target language.
- Uses appropriate materials designed to facilitate and develop academic English.
- Enables ELs to function using English in the mainstream instructional courses. Develops higher order thinking skills and strategic learning strategies. • Enables students to be Reclassified Fluent English

Proficient.

Instructional Rigor through Sound ELD Pedagogy:

The adopted ELD Standards and the district adopted curriculum will guide the instruction that develops proficiency as rapidly and effectively as possible and documents progress.

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- Students must participate in teacher-directed and student-centered activities, which stimulate the authentic use of the language by English Learners.
- Instruction at the higher levels of language development must focus on academic language, vocabulary and grammar, and the attainment through a content-based language learning approach.
- Assessment of achievement must be authentic and closely aligned with the district EL Plan, state ELD standards, and curricular goals.

Instructional Delivery Grades K- 12:

EL students will receive Designated ELD for a minimum of 30 minutes a day or its equivalent weekly. EL groupings consist of no more than 2 adjacent ELPAC leveled groups. It is important that instruction begin with the end goal in mind. Essential standards (ES) are noted in WestEd's Map of Standards for English Learners at the level described for each grade level in the English Language Arts (ELA) Standards, and the Houghton Mifflin ELD program materials. It is necessary to consult the different proficiency levels of the students to design instruction and measure progress.

Mainstream

English learners, with the possible exception of some newcomers in their first year, are placed in grade-level English Language Arts courses. Students who have reached the Upper Bridging- Lower Bridging levels of English language are **approaching native speaker proficiency**. Nonetheless, their **written papers frequently evidence errors in grammar and syntax** which are particular to English learners. Teachers address the needs of English learners in these classes by **differentiating instruction** to target any remaining areas of weakness. This differentiation may take many forms--an individual conference and mini lesson, peer editing in pairs, individual monitoring, and use of interventions identified by the district/site plan.

Materials

Core texts and literature have been selected and adopted, as appropriate for ELD from the state adopted list of resources. English 3 D and Journeys. Additional support materials have been identified to address linguistic and academic needs.

RESOURCES

FEDERAL PROGRAM MONITORING (FPM) PROGRAMS- ENGLISH LEARNER
[EL Program Instrument - Compliance Monitoring \(CA Dept of Education\)](#)

CA ELD STANDARDS
[The California English Language Development Standards: Kindergarten Through Grade 12](#)

RECLASSIFICATION
[Reclassification Rainbow Presentation - English Learners \(CA Dept of Education\)](#)

APPENDIX

HOME LANGUAGE SURVEY

Los Banos Unified School District

Home Language Survey

Date of Student Enrollment: _____

Name of Student: _____

Grade: _____ Age: _____

Encuesta del Idioma del Hogar

Fecha de Matricula: _____

Nombre del Estudiante: _____

Grado: _____ Edad: _____

Directions to Parents and Guardians

The California Education Code contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

If a parent indicates a language other than English to any of the questions, the child will be tested for English proficiency using the ELPAC which is an assessment that has been mandated by the State of California.

1. What was the first language your child learned to speak?

2. What language does your child speak most often at home?

3. Which language do you (the parents or guardians) most frequently use when speaking with your child?

Instrucciones a seguir para los Padres y el Guardián

El código de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada alumno. Esta información es muy importante para que las escuelas puedan proporcionar los programas de enseñanza y servicios adecuados a todos los estudiantes.

Si el padre indica otro idioma que no es inglés en cualquiera de las preguntas, el estudiante tomara la prueba ELPAC para medir su nivel de proficiencia en Inglés. La prueba ELPAC es una evaluación obligatoria que el estado de California ha establecido.

1. ¿Cuál fue el idioma que su hijo/a aprendió primero cuando comenzó a hablar?

2. ¿Cuál idioma usa con más frecuencia su hijo/a cuando conversa en la casa?

3. ¿Cuál idioma usan Uds. (padre o guardián) con más frecuencia cuando hablan con su hijo/a?



Los Banos Unified School District ELD Walkthrough Form

School:	Date:	Subject/Grade Level:
Administrator:	Time in: Time Out:	<input type="checkbox"/> Designated ELD <input type="checkbox"/> Integrated ELD
Content Learning Target/Objective: _____		
Language Focus/Standard: _____		

Classroom Environment

Seating: <input type="checkbox"/> Individual <input type="checkbox"/> Pairs <input type="checkbox"/> Rows <input type="checkbox"/> Groups	Evidence of Scaffolds/Prior Learning Around Classroom (Anchor charts displayed and referred to) <input type="checkbox"/> Content <input type="checkbox"/> Language	
Part I: Interacting in Meaningful Ways Student Engagement: How students are actively participating in the lesson and motivated to learn. This includes student interaction, questioning techniques, and use of technology.		
A: Collaborative <input type="checkbox"/> 1. Exchanging information and ideas with others <input type="checkbox"/> 2. Interacting with others in written English <input type="checkbox"/> 3. Offering and supporting opinions and negotiating <input type="checkbox"/> 4. Adapting language choices	B: Interpretive <input type="checkbox"/> 5. Listening actively <input type="checkbox"/> 6. Reading and viewing closely literary and informational texts <input type="checkbox"/> 7. Evaluating how well writers and speakers use language to support ideas and opinions <input type="checkbox"/> 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes	C: Productive <input type="checkbox"/> 9. Expressing information and ideas <input type="checkbox"/> 10. Composing/writing literary and informational texts <input type="checkbox"/> 11. Supporting own opinions and evaluating others' opinions <input type="checkbox"/> 12. Selecting and applying varied and precise vocabulary and language structures
Part II - Learning About How English Works Language Development: How instruction supports the development of academic language skills, and provides opportunities to practice language in the four domains.		
A: Structuring Cohesive Texts <input type="checkbox"/> 1. Understanding text structure <input type="checkbox"/> 2. Understanding cohesion	B: Expanding and Enriching Ideas <input type="checkbox"/> 3. Using verbs and verb phrases <input type="checkbox"/> 4. Using nouns and noun phrases <input type="checkbox"/> 5. Modifying to add details	C: Connecting / Condensing Ideas <input type="checkbox"/> 6. Connecting ideas <input type="checkbox"/> 7. Condensing ideas
Notes:		

*This form is to be used for program evaluation only.



Annual Parent Notification Letter

Federal Title I or Title III and State Requirements

Dear Parent(s) or Guardian(s)

Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California Education Code [EC] Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][ii]).

Student Information

Student	[REDACTED]	Grade Level	[REDACTED]	School	[REDACTED]
EL Status:	EL	Student ID#	[REDACTED]	LTEL	No
At Risk of LTEL	No	Newcomer	Yes		

English Language Proficiency Tests

Test Name & Date	Results													
ELPAC Summative 4/18/2023	Overall				Listening			Speaking			Oral Language			
	1	2	3	4	1	2	3	1	2	3	1	2	3	4
	1				2			1			1			
	(1339)										(1363)			
	Reading				Writing			Written Language						
	1	2	3		1	2	3	1	2	3	4			
	1				1			1						
								(1284)						
ELPAC Initial 3/13/2023	Overall				Oral Language			Written Language						
	1	2	3		1	2	3	1	2	3				
	1				1			1						
	(267)													

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

While the rate of English language development (ELD) varies between students, many exit the ELD program in exitrate years.

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard	Text
------------------------	------------------------	------

Students who exit the program are monitored for academic success for 4 years.

Standardized Test Results

No Standardized Test Results available

Course Grades

No Course Grades available

Long-Term English Learner (LTEL)

Long-term English learner (LTEL) means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the California English Language Development Test (CELDT), English Language Proficiency Assessment for California (ELPAC) or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test, or any successor test.

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk")

English learner at risk of becoming a long-term English learner means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the CELDT, ELPAC or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts test of the California Standards Tests, or any successor test, he or she is identified as an English Learner at risk of becoming an LTEL.

Graduation Rate for English Learners 20 U.S.C. Section 6312[e][3][A][vi]

The expected rate of graduation for students in this program is percent percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]; EC Section 306[c]).

Language Acquisition Programs Offered

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]).

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]; EC Section 310[a]). Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Initial Parent Notification Letter

Federal Title I or Title III and State Requirements

Student Information

Student		Grade Level		School	
EL Status:	EL	Student ID#	5500500	LTEL	No
At Risk of LTEL	No	Newcomer	Yes		

Dear Parent(s) or Guardian(s)

A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal laws require us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California Education Code [EC] Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][iii]).

English Language Proficiency Tests

Test Name & Date	Results											
ELPAC Summative 4/18/2023	Overall				Listening			Speaking			Oral Language	
	1	2	3	4	1	2	3	1	2	3	1	2
	1				2			1			1	
	(1339)										(1363)	
ELPAC Initial 3/13/2023	Reading				Writing			Written Language				
	1	2	3		1	2	3	1	2	3	4	
	1				1			1				
								(1284)				
	Overall				Oral Language			Written Language				
	1	2	3		1	2	3	1	2	3		
	1				1			1				
	(267)											

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

While the rate of English language development (ELD) varies between students, many exit the ELD program in exitrate years.

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
------------------------	------------------------

Students who exit the program are monitored for academic success for 4 years.

Graduation Rate for English Learners 20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is percent percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

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