

English Learner Master Plan 2023-2026



Marysville Joint Unified School District

Message from the Superintendent

Marysville Joint Unified School District's (MJUSD) vision is to provide a world-class education for every child, every day. The district strives to ensure graduates have acquired the knowledge and skills to achieve career and educational goals. To do so, it is critical for all students to acquire academic English. MJUSD's goal is to improve the English language skills of English learner students, immigrant students, and migrant students while celebrating the diverse cultures and languages of our students. MJUSD prides itself in providing information to parents about services available in the district and community which will help them guide and support their students in accomplishing these goals.

The MJUSD English Learner Master Plan (2023-2026) is a guide to assist all schools in providing every English Learner an instructional program which includes daily English language development, access to the core curriculum, preparation for college and the world of work, and an opportunity for multicultural proficiency. It also demonstrates a collaborative effort among all departments to effectively serve English learners and a commitment to stakeholders through the Local Control Accountability Plan (LCAP). The LCAP has served as a vehicle for this extended learning community (employees, parents, students, and community partners) for MJUSD to continue to provide a dynamic educational program for English learners.

A special Thank You for support and guidance from the California Department of Education and the Sacramento County Office of Education.

Sincerely,

Fal Asrani EdD.
Superintendent

Executive Summary

The Marysville Joint Unified School District's vision is for our English learners (ELs) to thrive and cultivate resilience when culture, climate, and rigorous learning experiences challenge them to acquire an additional language. At MJUSD, English and Spanish are the top two languages spoken. Hmong, Farsi and Punjabi are the next most popular languages spoken by our families. In total, there are 29 different languages reported as spoken within our MJUSD community. Our English Learner Master Plan is a guide for students, parents/guardians, teachers, support staff, principals, district management and school board members to implement mandates and services provided to all ELs in the district. It is firmly grounded in the California English Learner Roadmap. **Chapter 1** focuses on Identification, Assessment, and Placement to identify the process for initial identification, parent notification, assessment and program placement of ELs. The initial identification and program placement of our English learners begins with a home language survey and an Initial English Language Proficiency Assessment for California (ELPAC). This allows district personnel to determine the most appropriate placement for ELs. A summative ELPAC is given each year to assess ELs progress towards English learner proficiency. Instruction for ELs is firmly grounded in the 2012 California English Language Development Standards with a focus on providing access to grade-level content through rich and rigorous integrated and designated instruction to promote English language proficiency. **Chapter 2** of the EL Master Plan focuses on parents' rights and making sure parents understand what the EL programs are and what placement their child will be in. The ultimate goal of each program option is for ELs to attain English proficiency and master grade-level standards. Specifically, each program option prepares students to participate fully in A-G courses and to graduate from high school ready for college and careers. **Chapter 3** of the EL Master Plan focuses on the Standards, Assessments, Monitoring and Reclassification. MJUSD is committed to embracing the assets that our English learners bring to our schools and meeting their diverse language development needs. We have the obligation to monitor and regularly assess the progress of our ELs in order to reach our goal of reclassifying students within 5 years of entering the EL Program. **Chapter 4** of the EL Master Plan focuses on hiring the best qualified teachers and supporting them with effective research-based professional development to prepare and empower our educators to support our English learners' growth and access to content-rich learning. **Chapter 5** of the EL Master Plan focuses on parent and community engagement and the many ways in which MJUSD involves the parents and guardians of our ELs in their educational pathways. This includes both school site English Learner Advisory Committees (ELAC) and the District English Learner Advisory Committee (DELAC). In order to ensure effective communication with our EL parents and guardians, the district provides translation and interpretation services. **Chapter 6** of the EL Master Plan focuses on the funding sources that support English learner and immigrant students. Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies. Categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's business office and by external auditors.

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Introduction

Marysville Joint Unified School District serves a student population of approximately 10,000 students with approximately 1,700 students whose first language is something other than English. Currently, we have 29 different languages spoken at MJUSD. Illustrated on page 7 data table titled English Learner Student by Language.

The purpose of this plan is to provide a framework of instruction for English Learners as well as to provide guidance for teachers, administrators, and parents with federal, state, and district policies as well as programs, resources, and staff/parent development opportunities. The Plan is to be reviewed and revised periodically, as needed, to reflect current state and federal regulations. The 2023-2026 revision of the EL Master Plan aligns with district policies as well as Federal Program Monitoring (FPM) requirements issued by the California Department of Education (CDE), U.S. Department of Education, Office of Civil Rights and the U.S. Department of Justice, and the English Learner Road Map. This Plan also incorporates changes or modification in local policies and regulations as described in the Local Educational Agency (LEA) Plan and Local Accountability Plan (LCAP)

MJUSD personnel at the district and school level: teachers, counselors, classified personnel, and administrators, are expected to follow the procedures established in the English Learner Master Plan. This plan describes how ELs are identified, the different program options, and the pathways to becoming proficient in English with full access to academic curriculum. It describes the process for monitoring student progress from the point of identification through their classification as Reclassified Fluent English Proficient (RFEP) status and the continued four-year monitoring process of RFEP students ensuring that they continue to achieve academically.

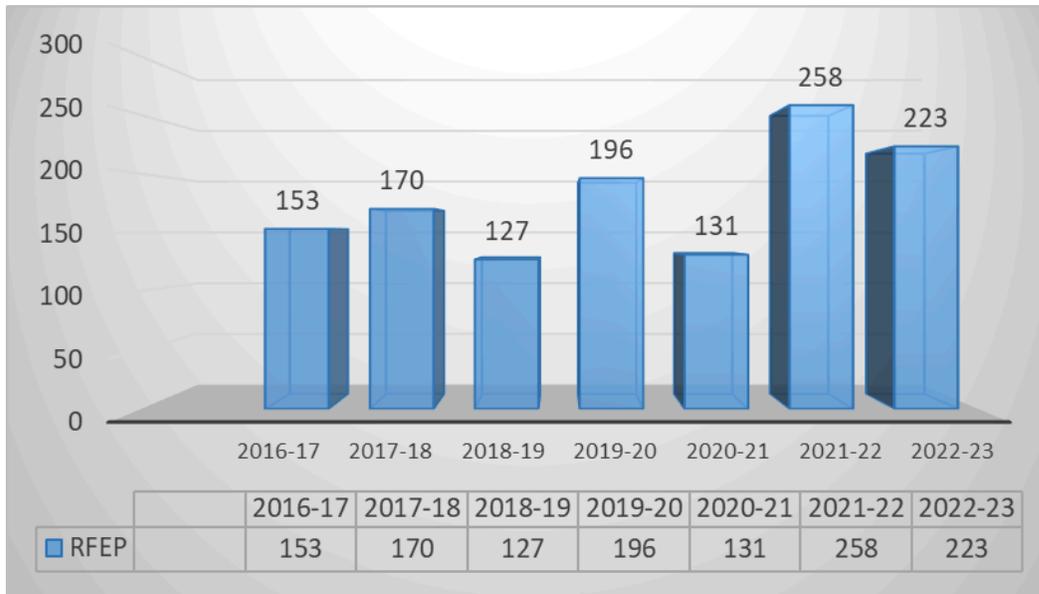
The English Learner Master Plan was developed with the following goals in mind:

- Develop English proficiency as quickly and efficiently as possible. MJUSD is committed to reclassify students within their first five years of entering our district
- Provide English Learners with a smooth transition into the core (a-g graduation requirements at the secondary level), standards-based curriculum, and ensure academic success by continuing to develop academic English
- Provide equal access to the core (a-g graduation requirements at secondary level) standards-based curriculum
- Establish standards-based instruction and evaluation procedures by aligning district programs with the California English Language Development Standards and benchmarks
- Achieve standardization of instructional programs for English Learners district-wide
- Provide staff and parents with standards-based professional development opportunities

EL 3 Year Data

Year	Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	Adult English Learner (ADEL)	To Be Determined (TBD)
2022-23	Marysville Joint Unified	10,377	70.10%	1.40%	18.00%	10.40%	0.00%	0.10%
	Yuba County	15,472	75.60%	1.50%	14.00%	8.90%	0.00%	0.10%
	State	5,852,544	60.10%	4.60%	19.00%	15.90%	0.20%	0.30%
2021-22	Marysville Joint Unified	10,103	69.10%	1.20%	19.40%	10.30%	0.00%	0.10%
	Yuba County	15,000	74.90%	1.30%	14.80%	9.00%	0.00%	0.10%
	State	5,892,240	59.60%	4.60%	19.10%	16.30%	0.10%	0.30%
2020-21	Marysville Joint Unified	9,930	68.40%	1.10%	20.70%	9.50%	0.00%	0.30%
	Yuba County	14,714	74.80%	1.00%	15.40%	8.50%	0.00%	0.30%
	State	6,002,523	59.00%	4.30%	17.70%	17.60%	0.10%	1.40%

Redesignated Fluent English Proficient



English Learner Progress

All Students State

Medium

45.4% making progress towards English language proficiency

Number of EL Students: 1,523

English Learner Progress

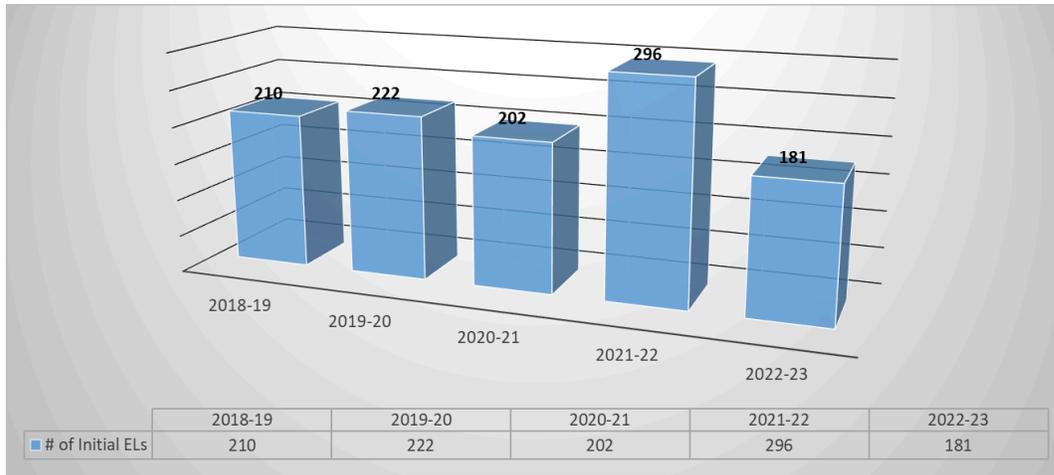
All Students State

Medium

50.3% making progress towards English language proficiency

Number of EL Students: 785,734

Initial EL Enrollment



English Learner Student by Language

Language Code	Language Name	Total	Percent of Total
1	Spanish	1500	80.87%
23	Hmong	250	13.40%
28	Punjabi	21	1.30%
99	Other non-English lanaguage	20	1.07%
10	Lao	11	0.59%
29	Russian	9	0.48%
16	Farsi (Persian)	8	0.43%
MJUSD	All Languages	1,866	

Source: Data Quest

EL Students by ELPAC Levels by Site

	Site	Enrollment	Total % of ELD students	# of ELS	ELPAC 1's	ELPAC 2's	ELPAC 3's	ELPAC 4's	LTEL	% LTEL
13	Ella	561	33.69%	189	65	73	51	0	41	21.69%
25	Olivehurst	451	32.15%	145	36	63	46	0	29	20.00%
5	Cedar Lane	517	30.95%	160	62	63	35	0	30	18.75%
15	Johnson	397	9.57%	38	38	45	23	0	25	65.79%
39	Yuba Gardens	767	26.73%	205	23	85	87	0	183	89.27%
19	Linda	629	21.78%	137	32	67	37	0	5	3.65%
801	ABE (P)	156	10.90%	17	8	4	3	0	2	11.76%
43	Lindhurst	1159	16.82%	195	31	55	101	0	6	3.08%
105	South Lindhurst	130	20.77%	27	1	17	9	0	1	3.70%
112	Edgewater	564	17.73%	100	24	39	31	1	4	4.00%
50	ABE (S)	334	8.08%	27	6	14	6	0	2	7.41%
9	Covillaud	516	13.76%	71	14	23	26	5	0	0.00%
7	Cordua	82	7.32%	6	1	3	2	0	0	0.00%
17	Kynoch	739	12.18%	90	28	37	23	0	0	0.00%
37	McKenney	551	10.53%	58	4	20	31	0	21	36.21%
1	Arboga	615	10.89%	67	7	15	27	3	4	5.97%
21	Loma Rica	99	5.05%	5	0	3	2	0	0	0.00%
45	MHS	992	5.14%	51	9	15	22	0	0	0.00%
42	MCAA	357	3.36%	12	1	3	7	1	6	50.00%
29	Yuba Feather	126	3.97%	5	3	1	1	0	0	0.00%
254	CDC	0	0	0	0	0	0	0	0	0
3	Browns	126	0.79%	1	0	1	0	0	0	0.00%
35	Foothill	223	2.24%	5	1	2	2	0	1	20.00%
11	Dobbins	49	4.08%	2	2	0	0	0	0	0%
Totals		10140	15.91%	1613	396	648	572	10	52	3.22%

Guiding Principles for Educating English Learners

The following guiding principles describe MJUSD’s beliefs and philosophies for educating English Language Learners:

- We believe that English Learner Students shall be provided equal access to all Core courses (a-g courses at the secondary level) and all programs. This ties to Principle Two & Three of the EL Road Map.
- We believe English Learner Students shall be held to the same rigorous expectations of learning established for all students. This ties to Principle Two, Three & Four of the EL Road Map.
- We believe the academic success of ELs is a responsibility shared by all educators, the family, and the community. This ties to Principle One, Three & Four of the EL Road Map.
- We believe that English Learner Students bring cultural and linguistic assets to our district. MJUSD will focus on assets-based education. This ties to Principle One & Two of the EL Road Map.
- The guiding principles for educating English Learners align with the MJUSD Graduate Profile. The guiding principles highlight important concepts that are integrated throughout the content of the Master Plan and help realize the vision for educating ELs at Marysville Joint Unified School District.

	<p>Personal Characteristics</p>	<p>Students demonstrate integrity and respect “I have integrity and I am a team player.”</p>
	<p>College & Career Ready</p>	<p>Students use feedback, reflection, and self advocacy to tackle the real world and changing workforce. “I have a plan for my future and I know how to reach my goal.”</p>
	<p>Engagement & Leadership</p>	<p>Students promote positive change and motivate themselves and others “I am a problem solver and I positively impact change.”</p>
	<p>Academic Competence</p>	<p>Students apply past knowledge, problem solve and make informed decisions to learn. “I am a scholar and I know how to learn.”</p>
	<p>Cultural & Global Competencies</p>	<p>Students are global-minded citizens. “I understand and respect others and I take action to make the world better.”</p>

Chapter 1: Governance and Administration

EL Identification, Assessment, and Placement

Section Overview

The process for initial identification, parent notification, assessment and program placement of English Learners (EL) for Marysville Joint Unified School District (MJUSD) is standardized for consistency and equity throughout the District. This is responsive to the educational needs of EL students. The process is described in this chapter and illustrated on the Figure 1.1: Process of Identification, Assessment, and Placement.

MJUSD is committed to meeting the needs of all students served through the District. Developed processes and protocols ensure appropriate placement of students into rigorous and engaging courses that prepare them with the skills identified as necessary for 21st century learners. MJUSD is committed to English Learners (ELs) having access to the same high levels of rigor and 21st century learning. As such, ELs are provided scaffolded instruction as appropriate and needed to support their academic success. MJUSD has embarked on the development of reclassifying EL students within their first five years of enrolling in an EL program. MJUSD's Curriculum meets the EL Road Map and the California Common Core State Standards.

MJUSD is committed to working closely with parents/guardians and school personnel so that ELs are afforded the best educational experience opportunities. The purpose of this section is to describe a standardized process for continuity and equity through the District.

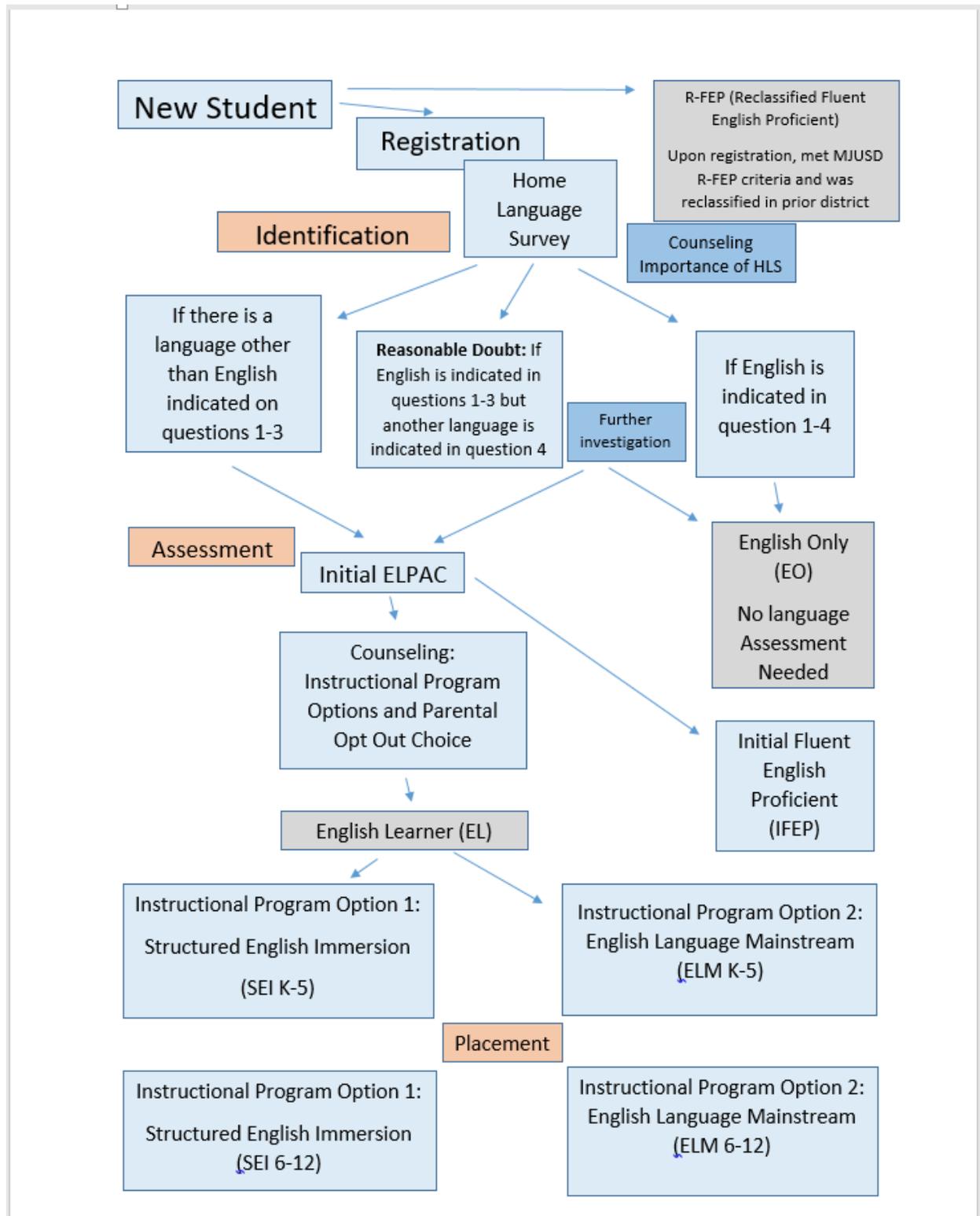
The MJUSD leadership and staff provide their expertise and support to ensure that the implementation of the plan accords with federal and state laws and follows best practice strategies. To ensure efficiency and effectiveness, an accountability guideline is included in this section. Table 1.2: Identification, Assessment and Placement Accountability Guidelines.

In the fall, all students receive a copy of the Information Handbook that includes an explanation of the Uniform Complaint Procedures to ensure that all parents understand how to address any potential concerns with staff. Extra copies are located in the office throughout the school year as well as on the district's website at the following link:

<https://www.mjUSD.com/documents/Staff/Uniform%20Complaint%20Procedures/Williams-complaint-forms.pdf>

Figure 1.1: Process of Identification, Assessment and Placement into instructional Program

Options for New English Learners



Identification Process

(EC §§ 313, 60810.)

The enrollment process begins when a parent or guardian takes his/her student to the neighborhood school. Each school office has a trained staff member available to provide consistent information about the instructional programs offered to EL students. Every effort is made to ensure the enrollment process is as convenient as possible for parents.

Identification Steps

1. A parent/guardian enrolls his/her child at a MJUSD school site will be provided a Home Language Survey (HLS).
2. Based on the HLS responses, the student may be further evaluated to determine eligibility for EL services. This evaluation is conducted through the MJUSD office.
3. Evaluation results determine the student's eligibility for identification as an EL.

Home Language Survey

(5 CCR §§ 11510[k], 11511[a].)

During the enrollment, parents will fill out a Home Language Survey (HLS). The HLS will only be used for students entering California school for the first time which includes kindergarten students as well as students from out of state or country. The HLS is available in English, Spanish, and Hmong. If the student has attended another school in California, the student's cumulative folder and California Longitudinal Pupil Achievement Data System (CALPADS) will confirm the language acquisition status. See Figure 1.2 MJUSD's Home Language Survey More information is noted in the *Transfer Student* section of this chapter.

Upon initial enrollment, parents complete the HLS in the school's Student Registration Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. HLS is not used to determine a student's language classification and/or immigration status. The parent or guardian completes the survey at the time of the student's initial enrollment in California schools. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys that may have been completed. The information provided on the HLS is maintained thereafter in the District's Student Information System (SIS) and the student's cumulative record.

The parent has the right to amend the HLS at any time. However, once the student is assessed on the English Language Proficiency Assessment for California (ELPAC) (Spanish) and is identified as an English Learner, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to ELPAC administration, the school shall honor the changes made.

Figure 1.2: MJUSD's Home Language Survey



Marysville Joint Unified School District Home Language Survey

ONE TIME ONLY: Home Language Survey to be completed by parent on date of initial enrollment only. DO NOT have parent fill this form out annually. Original HLS to remain in student's cumulative folder. If in doubt of location of original HLS, parent(s) may complete a new one. HOWEVER, original HLS should be acted upon once received.

NAME OF STUDENT _____ SSID Number _____
Last First Middle

DATE OF BIRTH _____ PLACE OF BIRTH _____ SEX _____

DATE OF ENROLLMENT _____ SCHOOL _____ TEACHER _____ GRADE _____

U.S. School Entry Date: _____ Previous Grade Attended: _____ Dates: _____
mm / dd / yyyy

CA School Entry Date: _____ Previous School Attended: _____
mm / dd / yyyy

City: _____ State: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. **The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested.** Once your child's English Proficiency Language has been assessed, the district will follow all state guidelines for EL learners for classification purposes (for student reclassification guidelines see the Reclassification form). This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

- Which language did your child learn when he or she first began to talk? _____
- What language does your child most frequently use at home? _____
- What language do you (the parents or guardians) use most frequently to speak to your child? _____
- Name the language most often spoken by the adults at home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

 Signature of Parent or Guardian Date

Questions 1-4 are used to determine a student's home language status as follows:

Transitional Kindergarten and Kindergarten Students

- If "English" is written on all 3 questions, the student is identified as English Only (EO). The student's primary language is determined to be English.
- If there is a language other than English for any of the 3 questions, the student's identification is To Be Determined (TBD).
- If question 1-3 is English and question 4 is a language other than English then the student may be tested at the LEA's discretion.*

*The additional indicators should also be noted and documented on the HLS to justify the need to give an English Language Proficiency Assessment. Additional indicators may include, but not limited to:

- Parent/Guardian requires an interpreter to communicate in English
- Parent/Guardian speaks to their student in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. inglés)
- Student initiates interaction with their parents/guardians in a language other than

English

- Student, after having been enrolled in the Mainstream English Program designed for students with Fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the student shall be administered the Initial English Language Proficiency Assessment of California (ELPAC) assessment. The parent shall be advised by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the student.

When reasonable doubt is established, the school shall annotate the HLS to document the reasons for the ELPAC administration. The school administrator/designee shall sign and date the annotations provided.

Enrolling Students during the School Year

If a student has been at a prior school, the student will be entered at the school with a language classification of TBD on the student's English Proficiency screen in the SIS, until the student's identification (EO, EL, IFEP or RFEP) can be verified by the student's cumulative folder or through CALPADS.

English Language Proficiency Assessment

(5 CCR §§ 11307[a], 11511.)

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level shall be assessed. Students will be assessed within 30 calendar days at the beginning of the school year. In addition, parents shall be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

In accordance with Education Code (EC), initially enrolled students identified by the HLS as potential EL students may not be exempt from taking the state-adopted English language proficiency assessment.

Initial ELPAC Testing Procedures

1. MJUSD administrator or certificated personnel determine through HLS that the Initial ELPAC assessment is warranted.
2. Initial assessments are administered within 30 days of initial enrollment by the EL Facilitator at each site or personnel from the district office.
3. The test is hand-scored immediately after the administration to determine appropriate placement for the student identified as EL.
4. Initial results are shared with the parent/legal guardian to explain the English proficiency results, program options, student recommended placement, and the waiver process for alternative programs.

5. The Director of EL and the EL Facilitator prepares the student's EL folder with all initial assessment results, placement recommendations, and parent notification forms.
6. The EL folder is sent to the school site where the student is enrolled.
7. Assessment results are entered for each student in the District's student information system (Aeries).
8. The EL Director, with the assistance of the EL Facilitator, compiles results as required and submits them to the California Department of Education (CDE).
9. By law, parent/legal guardian must be notified of the results within 30 calendar days of initial enrollment.
10. After the testing, the EL Facilitator enters the scores online, testing booklets for grades TK/k-2 grades are sent to the district office where the EL Director grades the writing and submits the scores online. 3-12 grades test online 100%. Scores are entered into the Test Operations Management System (TOMS).

Initial Language/Classification Status

The purpose of the English language proficiency assessment is to determine a student's language proficiency level in English or classification status. A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment. Based on the performance level, a student may be classified as follows:

English Learner (EL)

Before fall of 2018, the overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced but with skill area scores of Beginning or Early Intermediate in Listening and Speaking (Grades K and 1), or in Listening, Speaking, Reading or Writing (Grades 2-12).

In the fall of 2018, students began to be classified as English Learner if the initial ELPAC has an overall performance level of Intermediate English Learner or Novice English Learner. The overall score is based on a combination of Oral Language (Listening and Speaking) and Written Language (Reading and Writing).

Initial Fluent English Proficient (IFEP)

Before the fall of 2018, the overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school fluent in English or when the student has had minimal exposure to the other language(s) spoken in the home.

In the fall of 2018, students began to be classified Initial Fluent English Proficient (IFEP) if the initial ELPAC score on the combination of Oral Language (Listening and Speaking) and Written Language (Reading and Writing) is determined to be well developed. This test performance

corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 ELD Standard).

NOTE: Students classified as IFEP do not receive EL services and will receive grade-level instruction in an instructional program designed for native- English and Fluent-English speakers, often identified as English Only (EO).

MJUSD staff shall score initial ELPAC assessments and the language classification will be identified for each student assessed. This score is used to determine appropriate program placement for students identified as EL students. The overall proficiency level shall be communicated to the parent using the Initial Parent Notification Letter which includes language assessment results and program placement options within 30 calendar days of initial enrollment.

The Initial ELPAC scored by MJUSD staff is considered official results. MJUSD will be responsible to report annually the scores to the California Department of Education.

From this point forward in the EL Master Plan, all references to ELPAC will assume all requirements for CELDT in addition to all requirements for ELPAC.

Once a student is identified as an EL, the student shall be annually assessed during the annual assessment window with the state’s English Language Proficiency Assessment until the student meets the exit eligibility criteria and is reclassified to Fluent English Proficient (RFEP). A student must attain a ELPAC Overall Performance Level of 3 to be classified as Initial Fluent English Proficient (IFEP).

See Table 1.2 on page 28: Identification, Assessment and Placement Accountability Guidelines to see the procedures and documents MJUSD follows.

Initial ELPAC Performance Level Designations:

<p>Initial Fluent English Proficient (IFEP)</p>	<p>Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards).</p>
<p>Intermediate English Learner</p>	<p>Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards .</p>
<p>Novice English Learner</p>	<p>Students 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 .</p>

Source: [Initial ELPAC General PLDs - English Language Proficiency Assessments for California \(ELPAC\) \(CA Dept of Education\)](#)

NOTE: Students classified as IFEP do not receive EL services and will receive grade-level instruction in an instructional program designed for native- English and Fluent-English speakers, often identified as English Only (EO).

MJUSD staff shall score initial ELPAC assessments and the language classification will be

identified for each student assessed. This score is used to determine appropriate program placement for students identified as EL students. The overall proficiency level shall be communicated to the parent using the Initial Parent Notification Letter which includes language assessment results and program placement options within 30 calendar days of initial enrollment.

The Initial ELPAC scored by MJUSD staff is considered official results. MJUSD will be responsible to report annually the scores to the California Department of Education.

From this point forward in the EL Master Plan, all reference to ELPAC will assume all requirements for CELDT in addition to all requirements for ELPAC.

Once a student is identified as an EL, the student shall be annually assessed during the annual assessment window with the state's English Language Proficiency Assessment until the student meets the exit eligibility criteria and is reclassified to Fluent English Proficient (RFEP).

English Learner Students with Individualized Education Programs (IEP)

(5 CCR § 11516.5.)

All newly enrolled special education students must take the Initial ELPAC. Only when the Summative ELPAC is identified by the IEP team as not appropriate for the student due to the student's disabilities, an alternative assessment is used. EL students with disabilities may be tested using the California Department of Education (CDE)-approved Testing Variations, Accommodations, and Modifications, which is updated annually. The Individualized Education Program (IEP) team shall document in the student's IEP any accommodations or modifications used. All EL students with disabilities will be assessed with the ELPAC annually after they have been identified as EL students. EL students with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

Students with the most significant cognitive disabilities may be given the Summative Alternate ELPAC as the state has made the recommendation to use as the ELP with a Level 3 (Fluent English Proficient) as the Alternate ELP criterion.

The IEP team may designate an alternate assessment to the ELPAC for students receiving special education services. At this time, the CDE does not have an approved, recommended alternative assessment to ELPAC for students with moderate to severe disabilities that the IEP team determines may not be able to take ELPAC in order to identify their level of English proficiency.

If the IEP team determines that a student should take an alternate assessment to ELPAC, the team shall ensure that the student is assessed in all four domains of English proficiency: listening, speaking, reading, and writing.

Transfer Students

Transfers from Other California Public School Districts

Students transferring to the District from another public school district within California shall present documentation verifying enrollment. Ideally, student records such as the HLS, state assessment scores, including the ELPAC, and official language classification (EO, IFEP, EL, and RFEP) are presented at the time of enrollment. If these documents are available at the time of enrollment, the District does not need to follow the initial identification and assessment process. If the parent provides the student's records, staff will enter the information into the SIS and meet with the parent to discuss instructional program placement options. If the information is not available, staff shall contact the previous district to request the student's information. Until the school can confirm the language classification, the student will be marked TBD in the SIS.

Transfers from Out-of-State or from another Country

The initial identification and assessment process is to be used for students entering the District from another state or country.

Students enrolling in the District who were born in another country may have two different enrollment dates: (1) District enrollment date and (2) U.S. enrollment date.

- District Enrollment Date: The student's first day of attendance in MJUSD is the official enrollment date with the District.
- U.S. Enrollment Date: The student's first day of attendance in a U.S. school is the official U.S. enrollment date.

The student will be placed in the grade level that is aligned with the student's age and/or transcripts.

Students who initially attended a California public school, relocated out of state, and returned to attend a California public school again should have the initial identification and assessment information on file.

Immigrant Students

(20 U.S.C. § 6801 sec 3201[5][a][b][c].)

MJUSD will identify all immigrant students and youth (ages 3 through 21), who were not born in the United States and have not attended school in any state for more than 3 full academic years.

Transfers from Private Schools

The initial identification and assessment process is to be used for students entering the District from a private school. The student's district enrollment date is entered into the SIS as the date the student first enrolled in a California public school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts.

Newly Enrolled EL Students with existing IEP

If a new student classified as EL enrolls in school from another Special Education Local Plan Area (SELPA) with an IEP, the student shall be placed in an interim 30-day placement. The student is automatically eligible for special education services upon entry. An IEP meeting to determine if the placement and services are appropriate shall be held within the 30 days.

American Sign Language

For purposes of ELPAC testing and Title III services, American Sign Language (ASL), in and of itself, is not considered a “language other than English,” according to the U.S. Department of Education. Students who use ASL for communication and have not been exposed to any language other than English and should not be considered for ELPAC testing.

Parent Notification of Initial and Annual Assessment Results and Program Placement

Options

(5 CCR § 11511.5; EC §§ 313[a][b][c].); (5 CCR § 11511.5.); (5 CCR § 11511.5.)

Parents of EL students will be notified each year of their student’s current language classification along with the annual assessment results within 30 calendar days . Copies of the Initial and Annual Summative results as well as the notification letter are filed in the English Learner Folder found in the student’s cumulative folder. Figure 1.1 maps the process of identification, assessment, and placement of new ELs in various instructional programs available in the District. A student will remain an EL until he or she has met the criteria for reclassification.

Initial Language Assessment

(20 U.S.C. § 7012[a][2].); (20 U.S.C. § 7012[a][3].); (20 U.S.C. § 7012[a][6].); (20 U.S.C. § 7012[a][7].); (20 U.S.C. §§ 6312, 7012[6].)

Parents of students (EL and IFEP) who are administered the initial ELPAC shall receive official notification (Spanish) within 30 calendar days, informing them of their student’s:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional programs available

In addition to the above, parents also receive information regarding the following:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification or program exit criteria
- Instructional program for EL students with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for EL students

Parents of EL students and IFEP students are informed of the above information via the District’s Initial Parent Notification Letter that includes language assessment results and program placement options. Parents are advised to contact the student’s home school if they should need additional information.

Legal Citations:

§ 11518.5. Initial Assessment.

5 CCR § 11518.5, 5 CA ADC § 11518.5

Initial Assessment

(a) At or before the time of a pupil's initial California enrollment, an LEA shall conduct, in writing, a parent or guardian survey to identify whether the primary or native language of their pupil is a language other than English.

(b) If a parent or guardian survey response indicates English as the pupil's primary or native language, the pupil shall be classified English Only (EO).

(c) If a parent or guardian survey response indicates a primary or native language other than English, and the LEA determines the pupil is eligible for the initial assessment, the LEA shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that the LEA will administer the ELPAC initial assessment to the pupil in accordance with subdivision (d).

(d) The LEA shall administer the initial assessment, locally produce the official score for the initial assessment in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the pupil's date of initial California enrollment, or, if administered prior to the pupil's initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the pupil's initial enrollment. The notice shall include whether or not the pupil met the ELPAC initial assessment criterion for proficiency and the LEA's contact information for use if the pupil's parent or guardian has questions or concerns regarding the pupil's classification.

(e) If the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL.

(f) If the pupil meets the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as Initial Fluent English Proficient (IFEP).

(g) A pupil shall be administered the initial assessment only once over the course of the pupil's enrollment in the California public school system, as verified by the LEA through a review of the California Longitudinal Pupil Achievement Data System (CALPADS) data prior to administering the initial assessment to a pupil.

Source: Title 5. Education Division 1. California Department of Education Chapter 11. Special Programs Subchapter 7.6. English Language Proficiency Assessments for California (Elpac) Article 2. Administration for Pupils Other than Pupils with a Disability 5 CCR § 11518.5 § 11518.5. Initial Assessment.

Annual Language Assessment

(EC §§ 313, 60810; 5 CCR § 11306.); (EC §§ 313, 60810; 5 CCR § 11511[b].); (20 U.S.C. § 7012[a][2].) (20 U.S.C. § 7012 [a][2].); (20 U.S.C. § 7012[a][3].); (20 U.S.C. § 7012[a][6].); (20 U.S.C. § 7012[a][7].);

(20 U.S.C. §§ 6312, 7012[6].)

State and Federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California Education Code. MJUSD ensures that each EL student is assessed annually, and the assessment results and program options are communicated to parents in writing within 30 days of the start of school, using the Annual Parent Notification Letter (Spanish) that includes most recent ELPAC results and program placement options. All attempts are made to provide parents with the official ELPAC assessment results in a language they understand when the results become available from the test publisher. Parents may request a meeting to discuss the assessment results.

Parents of EL students who are administered the annual ELPAC shall receive official notification within 30 calendar days, informing them of their student's:

- Annual English language proficiency and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents shall also receive information regarding:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option and academic achievement
- Reclassification, or program exit criteria
- Instructional program for EL students with a disability (with an Individualized Education Program (IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for EL students

Parents of EL students are informed of the above information via the District's Annual Parent Notification Letter that includes the most recent ELPAC results (Spanish) and program placement options. Parents are advised to contact the student's home school if they should need additional information.

Summative Assessment

5 CCR § 11518.15 § 11518.15.

- An LEA shall administer the ELPAC summative assessment to all eligible pupils during the annual summative assessment window.
- The LEA shall notify each pupil's parent or guardian of the pupil's test contractor-scored summative assessment results within 30 calendar days following receipt of the test results from the test contractor. If the test results are received from the test contractor after the last day of instruction for the school year, the LEA shall notify each pupil's parent or guardian of the pupil's results

within 15 working days of the start of the next school year.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313, 60810 and 60900, Education Code; and 20 U.S.C. Sections 6311, 6312, 6823, 6825 and 6826.

Correction of Classification Errors

Started in the Fall of 2018, if a parent or school employee suspects that a student's language classification is in error, please contact Educational Service. Educational Services will work alongside the school and parents during the process of fact-finding and correction if needed.

The correction of classification applies to:

1. Students who are classified as EO but MJUSD has an indication that the pupil's primary or native language is not English and the student is unable to perform ordinary classroom work in English.
2. If MJUSD administers an initial or summative assessment to a student who is not eligible for the assessment.
3. Following the administration of the initial assessment to a student, but before the administration of the summative assessment MJUSD or parent has indicated that the pupil's classification may be in error.

EL Program Inclusion in Development of the Single Plan for Student Achievement (SPSA)

(EC § 64001[f].); (EC § 64001[g].); (20 U.S.C. § 6823[b][3][G], [4]; EC § 64001[h].); (EC § 64001[d].)

MJUSD annually reviews all Single Plan for Student Achievement (SPSA) to ensure that the EL program is included in the development of the plan. Each site SPSA will include the following:

- An analysis of academic performance and language development data to determine EL students and program needs.
- School goals to meet the identified academic and language proficiency needs of ELs.
- Activities to reach school goals to improve the academic performance of EL students.
- The means to annually evaluate the process of the programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ESs and those at risk of not meeting state academic content standards.

The local governing board reviews and approves the SPSA annually and if there are material changes to the plan. All SPSA are consistent with the district local plan. The LEA distributes Title III funds or services directly to schools to ensure that the Title III programs operate at the schools are included in SPSAs, administered in accordance with the LCAP addendum or other EL plan submitted to the California Department of Education, and adhere to all applicable statutes and regulations.

Implementation, Monitoring and Revision of the LEA Plan

(20 U.S.C. § 6825[c][1][A-B].); (20 U.S.C. § 6825[c][2][A-D].); (20 U.S.C. § 6825[c][3][A-B].); (20 U.S.C. § 6825[d][1].); (20 U.S.C. § 6825[d][2].); (20 U.S.C. § 6825[d][3].); (20 U.S.C. § 6825[d][4].); (20 U.S.C. § 6825[d][5].); (20 U.S.C. § 6825[d][6][A][B].); (20 U.S.C. § 6825[d][7][A].); (20 U.S.C. § 6825[d][7][B].); (20 U.S.C. § 6825[d][7][C].); (20 U.S.C. § 6825[d][8].)

MJUSD will annually update, implement, and monitor a Title III plan in the fall for the use of funds in a sub grant year. The Title III funds will be used to increase the English language proficiency of ELs by providing effective language instruction educational programs that demonstrate success in increasing English language proficiency and student academic performance.

In addition, MJUSD will provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel. All professional development will focus on improving instruction, assessment, curriculum, instructional strategies, research based, and aligned to a long-term plan to increase student's English language proficiency, increase subject matter knowledge and teaching knowledge and skills for educators. All professional development will have 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 teachers' performance in the classroom. The only exception is when an activity is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate.

MJUSD will provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which include parent, family, and community engagement activities and may include strategies that serve to coordinate and align related programs.

Title III funding is monitored to ensure that the funds are appropriately spent. The budget is reviewed annually to ensure that MJUSD continues to use the funds in the manner expected. This includes but not limited to:

- Upgrading effective EL instructional strategies
- Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures
- Providing to ELs tutorials and academic or career and technical education and intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators
- Effective preschool, elementary, or secondary language instruction programs coordinated with other relevant programs and services

- Improving the English language proficiency and academic achievement of ELs
- Providing community participation programs, family literacy services, parent and family outreach, and training activities to ELs and their families.
- Improving the instruction of ELs, which may include ELs with a disability, by providing the acquisition or development of educational technology or instructional materials, access to, and participation in, electronic networks for materials, training, and communication, and incorporation of resources into curricula and programs
- Early college high school or dual concurrent enrollment programs for ELs to achieve success in post-secondary.

Table 1.2: Identification, Assessment and Placement Accountability Guidelines

Procedures			
Name of Procedure	Person/s Responsible	Timeline	Importance
Registration – Home Language Survey (HLS)	School registrar and MJUSD staff	During registration of new student	Initial step in identifying ELs in order to begin the placement process

Initial ELPAC	EL Facilitator/teacher	Within 30 days of student enrollment	To officially determine a student's language proficiency level in English
Counseling of Instructional Program Options	Site staff/EL Facilitator/OCR	After Initial ELPAC Test	Provide details to parents regarding program options, goals and key elements of each program
Academic Course Placement	Principal/OCR	Annually	To place student in appropriate academic course
Annual Summative ELPAC	Teacher/EL Facilitator	Annually	To be used as annual assessment to determine the student's progress in acquiring English language proficiency
ELPAC Test Scheduling	District staff	Annually	To ensure that the student's language proficiency is gathered accurately and that the student is placed in the appropriate instructional program option and academic course
Documents			
Name of Document	Person/s Responsible	Timeline	Importance
Home Language Survey (HLS)	School registrar and MJUSD staff	During registration of new student	Initial step in identifying ELs in order to begin the placement process
Parent Notification & Student Placement Letter	EL Facilitator/OCR	Within 30 calendar days of Initial English assessment	To inform parents of instructional program options, educational strategies and materials, reclassification process, program exit criteria, and program expectations
Annual Parent Notification and Student Placement Letter	EL Facilitator	Within 30 calendar days of school start	To inform parents of instructional program options, educational strategies and materials, reclassifications, program exit criteria, and program expectations
Parent Confirmation of Program Placement	MJUSD staff, School Site, Parent	Within 30 calendar days of initial English assessment	To confirm that parents have receipt of assessment and placement. Questions or concerns will be discussed at that time

Chapter 2: Teaching and Learning

Access to Standard Instructional Program

Section Overview

Chapter 2 of the EL Master Plan focuses on parents' rights and making sure parents understand what the EL programs are and what placement their child will be in. The ultimate goal of each program option is for ELs to attain English proficiency and master grade-level standards. Specifically, each program option prepares students to participate fully in A-G courses and to graduate from high school ready for college and careers.

English Language Development

(20 U.S.C. §§ 1703 [f], 6825 [c][1][A]; EC §§ 300, 305, 306, 310; 5 CCR § 11302[a]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

In 2012, the California State Board of Education adopted the new *California English Language Development Standards*. The ELD standards guide teachers in supporting English learners in the acquisition of English needed for success in content areas. These ELD Standards are also aligned to the rigor of the California Common Core State Standards (CCSS) for English Language Arts (ELA/Literacy, Mathematics, Literacy in History/Social Studies, Science, and Technical subjects.) The new ELD standards amplify areas of English language development that research has shown are crucial for academic learning. They also correspond to the Mathematics and Science content standards. The ELD standards are designed to supplement the ELA content standards to ensure that English learners develop proficiency in both the English language and the concepts and skills contained in all content standards.

According to joint guidance provided in the [January 7, 2015 Dear Colleague Letter](#) from the U.S. Department of Justice and U.S. Department of Education, "...parents have the right to decline or opt their children out of a school district's EL program or out of particular EL services within an EL program." However, appropriate documentation of the parental choice is to be kept by the LEA. (34 C.F.R. § 100.3(b)(1), (2); 5 CCR § 11301 (b).). However, MJUSD still has an obligation to ensure that students receive ELD and access to other core content areas from teachers who are qualified to provide such instruction.

MJUSD has a variety of resources and instructional materials available to support ELD instruction provided through general funding. ELs must be provided standards-aligned instructional materials. For kindergarten through grade eight, these are state-adopted instructional materials in mathematics, science, reading/language arts, and history-social science that are consistent with the content and cycles of the curriculum frameworks and include universal design for learning features that address the needs of ELs. For grades nine through twelve, local governing boards should adopt standards-aligned materials for all students that include universal access features. More information is available on the [CDE Instructional Materials FAQ Web page](#). Title III may provide any additional supplemental materials funding as needed.

For grades nine through twelve, English 3D is used here as there are no state-adopted instructional materials. Local educational agency governing boards adopt instructional materials for use in their respective high schools. Guidance for making those implementation choices is provided on [CDE Instructional Materials Web page](#) under Implementation/Local Adoption.

This chapter describes the academic classes/courses of study that the Marysville Joint Unified School District (MJUSD) provides to address the language development needs of English Learners (ELs). This group of ELs includes newcomers, students enrolled five years or fewer, and Long-Term English Learners (LTELs). Chapter 3 elaborates on the instructional program options described in the preceding chapter by discussing the features of the academic courses/classes offered under these program options. Such programs include English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), mainstream courses, and LTEL support courses. ELD instruction provided at all grade levels is based on the students' English proficiency levels and years enrolled in MJUSD.

ELD instruction focuses on the acquisition of English language skills by ELs to prepare them for transition to English Language Arts (ELA) and mainstream content area instruction. To accomplish this goal, ELD instruction is designed to meet the needs of students at all levels of English proficiency and is aligned with the state's ELD Standards (2012) and ELA Common Core standards. ELD, in this view, is its own content area guided by both the ELD standards and mandated assessments. It focuses on features of academic English in order to support mainstream content courses. For students to develop a strong foundation in English, Designated ELD specifically emphasizes a range of language skills and functions, including the four domains of Listening, Reading, Speaking, and Writing. Additionally, Designated ELD is systematic and explicit instruction during the designated daily ELD time period.

The District is committed to providing ELs with effective and efficient instruction that develops fluency in English until students are identified as Reclassified Fluent English Proficient (RFEP). All ELD instruction is provided by authorized teachers using standards-based curriculum and materials specifically designed for the proficiency levels and grade levels of the students instructed. ELD teachers are provided with their students' most recent ELPAC scores in each language domain. In addition, SDAIE trainings are provided to all teachers and site administrators as detailed in Chapter 4.

Elementary ELs receive Designated ELD for a minimum of 30 minutes each day. At the secondary level, ELs receive designated ELD for newcomers, five or fewer years, and LTELs. In addition, grades 6-12 ELs receive integrated ELD in SDAIE and mainstream courses for other core subjects. The minimum expectation is that teachers at all grade levels will create language objectives paired with content objectives for instruction in all core content courses. ELs have full access to the core curriculum, along with primary language support as needed, through a variety of differentiation and modification techniques and strategies appropriate for mainstream core content classes. Instruction is appropriate to the students' levels of English proficiency. Placement outside of primary criteria, or using any alternate curricula requires MJUSD consultation and approval.

The Principal and/or designee administer, supervise, and evaluate the implementation of the courses of study described in the Master Plan. In addition, the Single Plan for Student Achievement (SPSA) includes information about the EL program. The District leadership and staff provide guidelines and support to ensure that implementation of the plan accords with laws and follows best practices and research-based strategies. In addition, the MJUSD office

provides resources for all ELD and LTEL courses and offers professional development activities for SDAIE and mainstream teachers. Guided Language Acquisition Design (GLAD) trainings have been available for all teachers.

Research on Second Language Learning

The course descriptions discussed in this chapter are informed by the following research findings on second language learning:

- There are two types of target language proficiency:
 - o Basic Interpersonal Communicative Skills (BICS) -
BICS (the conversational/social language of daily life) takes ELs approximately one to three years to develop.
 - o Cognitive Academic Language Proficiency (CALP) -
CALP is the academic language associated with content instruction. It is the language utilized in expository texts. CALP attainment is the major milestone ELs must achieve to experience academic success in standardized assessment situations. CALP evolves more slowly than BICS and requires at least five to seven years of instructional exposure (Cummins, 1981; Genesee et al., 2006).
- Comprehensible Input is an essential first step in Designated ELD. ELD teachers use a variety of instructional techniques to ensure input is accessible to ELs. Most effective comprehensible input is slightly beyond the learners' current level of competence. Sometimes this concept is referred to I+1 or the "zone of proximal development." This slight stretching to understand scaffolds language development (Goldenberg, 2008; Krashen, 1982; Vygotsky, 1978).
- Second language learning is a dynamic, creative process, developed through contextual, meaningful activities focusing on language use and combined with guidance from the teacher that involves a focus on language form (Saunders & Goldenberg, 2010; Snow, & Katz, 2010).
 - The extent of first language literacy significantly influences the extent of second language academic achievement. Reading and writing skills transfer from the native language to the second language (August & Shanahan, 2006, 2010; Dutro & Kinsella, 2010; Goldenberg, 2008).
 - Learning rates vary for all language learners. Factors that influence rates include age, attitudes, motivation, personality, literacy level, exposure, and educational background (Ellis, 2014).

In consideration of these research findings, MJUSD strives to implement the following guiding principles for EL instructional services:

- Instructional services for ELs address the affective, linguistic, and cognitive needs of students.
 - o Affective: ELs are provided instruction using second language methods in English to introduce basic school environment concepts which instill confidence, self-assurance, and a positive identity with their cultural heritage. The curriculum shall address the history and cultural heritage associated with both the students' home languages and the United States.

- Linguistic: ELs are provided Designated ELD to develop proficiency in Listening, Speaking, Reading, and Writing of the English language. Instruction in academic content areas shall be structured to ensure that students master the required essential linguistic knowledge and receptive and productive skills.
- Cognitive: ELs shall be provided instruction in ELA, Math, Science, and Social Science using ELD methods and SDAIE strategies. Instruction in academic content areas is structured to ensure that students master the required disciplinary knowledge and skills, including higher order thinking skills.
- ELs possess a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous, and coherent.
- Effective instruction integrates both language and content objectives.
- Current research evidence indicates that effective ELD instruction (Snow & Katz, 2010):
 - Is assessed and monitored for progress over time to ensure ELs learn English in a timely progression;
 - Occurs during a separate block of time and is not meant to replace the grade-level appropriate reading/language arts program;
 - Emphasizes listening and speaking, with explicit instruction in both academic and conversational vocabulary, syntax, grammar, language functions, and conventions;
 - Groups ELs according to proficiency levels during ELD instruction, but places them in grade-level classrooms for other content instruction throughout the day;
 - Focuses on all components of the English language that are not likely acquired adequately in other instructional or social settings such as sheltered content classrooms, mainstream English instruction, and daily school, family, and community interactions;
 - Improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core content;
 - Continues until students meet reclassification criteria; and
 - Provides core content instruction for ELs and is not an elective or an instructional service from which students may opt out.

Designated ELD

Designated ELD is described as is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (*California Code of Regulations, Title 5 [5 CCR] Section 11300[a]*)

“The systematic, explicit instruction of English that takes place during designated ELD time periods in organized, regularly scheduled time blocks as part of the English Learner program.... From this perspective, ELD is its own content area, guided by standards and mandated assessments, and focusing on the aspects of English not typically covered at home or in subject-matter instruction” (Snow & Katz, p. 84, 2010).

The goal of the ELD classes/courses is to develop English language proficiency. The ELD classes/courses offered by the District align with the State ELD Standards. Designated ELD is a carefully and systematically planned and structured course of study which includes scope and sequence of language progressions, targeting specific language objectives, and is implemented daily. As a separate but complementary course to ELA, ELD addresses all four domains of language: Speaking, Listening, Reading, and Writing. It is the content area in which ELs first learn to read and then read to learn. The intent of ELD is to accelerate English language learning in strategic ways by developing all four language skills through research-based, robust, and contextualized instruction in which students engage in meaningful language practice at appropriate levels.

ELD in TK-6 is a 30-minute block of Designated ELD. In secondary schools, designated ELD for Levels 1-3 is an ELD course during which students receive elective credits; for ELs at Levels 4-5, students receive Designated ELD within an appropriate LTEL course.

Designated ELD TK-6

At each site, the Principal is responsible for ensuring all ELs are appropriately scheduled into ELD classes and for monitoring that ELD instruction follows the guidelines described in this Master Plan. Site administrators conduct periodic walkthroughs to ensure that differentiated ELD instruction takes place at the identified times for the required number of minutes while ensuring Common Core instruction is being implemented.

Designated ELD supports grouping students according to ELPAC levels and that teachers tailor instruction appropriate to those levels. Newcomers should receive additional support from EL Facilitator or support staff. The goal of instructional grouping is to have one English proficiency level per group. However, when the population of elementary ELs is too low in number to allow for optimal grouping of one level per class, a blended group of proximate levels is allowed. Blended groups should have the fewest ELD levels together as possible. ELD instruction occurs daily for all ELs until they are reclassified.

ELD and Academic Courses for ELs 7-12

ELs grades 7-12 are placed in ELD and academic courses based on language proficiency, number of years in the EL program, and other criteria specified in the course descriptions below. These courses include ELD for Newcomers, ELD for ELs five years or fewer, ELD for LTELs, SDAIE, and Mainstream courses. Below are descriptions of EL courses.

Newcomer ELD

Newcomer students who have been in U.S. schools for one year or less and are at Beginning or Early Intermediate levels have the option to participate in the Newcomer Program which offers a two-semester Newcomer ELD sequence.

Newcomer Academic Courses

In addition to ELA/ELD, newcomers receive integrated ELD instruction in Math, Science, and Social Studies/History that uses SDAIE strategies and differentiation techniques to provide

access to core content. All these courses are taught within a supportive environment to facilitate adaptation to the culture of U.S. schools.

Parent Rights

According to joint guidance provided in the *January 7, 2015 Dear Colleague Letter* from the U.S. Department of Justice and U.S. Department of Education, "...parents have the right to decline or opt their children out of a school district's EL program or out of particular EL services within an EL program." However, appropriate documentation of the parental choice is to be kept by the LEA. (34 C.F.R. § 100.3(b)(1), (2); 5 CCR § 11301 (b).). However, MJUSD still has an obligation to ensure that students receive ELD and access to other core content areas from teachers who are qualified to provide such instruction.

Parent Confirmation of Program Placement

Parents are informed of the initial ELPAC results and the instructional program that has been selected for their student. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter or to select a different instructional program. A copy of the letter changing the student's placement is to be filed in the cumulative folder.

Providing a Quality Core Program for Opted Out English Learners

Parent Rights

Any parent whose child is receiving or is eligible to receive EL programs or services has the right to decline or opt out of the EL programs or particular EL services being offered. ***School or district personnel may not recommend that a parent opt a child out of EL programs or services for any reason.*** However, MJUSD is still required to provide ELD instruction and the student is still required to participate in the ELPAC assessment.

Process for Opting Out of EL Services

Parents are informed of the initial ELPAC results and the instructional program that has been selected for their student in a Parent Notification Letter within 30 days of assessment. If the parent does not agree with the program placement options or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter and/or to select a different instructional program. However, it is important to note that any student whose parent opts the student out of the ELD program and related services retains their English Learner status. MJUSD is still obligated to take the affirmative steps and appropriate actions required by civil rights laws to provide the EL student meaningful access to the full educational program. This means that English Learners should have access to the full core curriculum with a focus on preparing all students for college or career readiness. MJUSD shall continuously monitor students' academic progress on a regularly scheduled basis.

Integrated ELD includes a set of specific instructional strategies centered around four elements: content, connections, comprehensibility, and interaction. It is designed to make instruction comprehensible and grade-level academic content accessible for English Learners. All teachers who provide content instruction in English at any grade level must use Integrated ELD to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons. The primary purpose of Integrated ELD instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English language arts, math, science, social studies, physical education, and the arts. A second goal of Integrated ELD instruction is to promote language development, particularly academic language. The essence of Integrated ELD instruction is where the use of the primary language is not possible, instruction is “sheltered” in order to help students learn skills and concepts taught in language they do not fully comprehend. ELs are provided with access to well-articulated, standards-based core curriculum. Integrated Instruction is delivered using research-proven instructional strategies such as:

- Accessing students’ prior knowledge (e.g., taking into account what students already know, including their primary language and culture)
- Connecting to students’ prior knowledge (e.g., taking into account what students already know and relating it to what they are to learn)
- Preview-Review
- Building background knowledge or schema
- Planning differentiated questions, process and/or product based on students’ cognitive and linguistic needs
- Constructing questions that promote critical thinking and extended discourse
- Selecting and sequencing tasks, such as modeling and explaining, and providing guided practice, in a logical order

Integrated and Designated ELD classes address all of the essential subject matter standards taught in their non-Integrated ELD equivalents. They are classes that focus on essential standards and represent the guaranteed minimum curriculum each student must have to master the content of each course. They are equal in rigor but with objectives broken down into manageable parts so that students who are not yet proficient in English can participate in meaningful ways.

Program Options

(EC § 305[a][2].); (EC § 306[c][3].); (EC § 306[c][1].); (EC § 306[c][2].); (EC § 306[c].); (EC § 310[a].)

After ELs have been identified using the English Language Proficiency Assessment, the students will be provided with an appropriate language program. The programs provided meet civil right requirements and best meet the needs of our EL student population so that ELs attain both English proficiency and parity of participation in the standard instructional program within a reasonable amount of time. MJUSD will offer EL services until ELs are proficient in English and

can participate meaningfully in educational programs without EL support.

Descriptions of Elementary Courses:

All EL students are placed in academic settings designed to meet their linguistic and instructional needs. EL students in Kindergarten through 6 th grade receive at least thirty (30) minutes of daily Designated ELD instruction. Wherever possible, EL students are grouped by English proficiency levels to better meet their specific English proficiency needs to assure the most rapid development of their English language knowledge and skills. The curriculum and instructional materials align with state ELD standards.

MJUSD ELD Elementary Curriculum & Support

Grades	Integrated ELD	*Designated ELD <u>Summative ELPAC Scale Score Ranges</u>	Newcomer Support Additional Newcomer Support ELD Materials
TK-6	Grade Level Core Instructional Materials	Core Instructional Materials TK-K: 20 Minutes Full Day K-6: 30 minutes Delivery <u>Model</u> Varies by Site NOT intervention or remediation	Paraeducator or EL Facilitator Pull Out Support <i>EL students must not be pulled from core content instruction, including ELA, math, and science.</i>
<p>A student’s ELD program should be determined by various data sources, including EL progress monitoring, and all possibilities cannot be covered in a single chart. When analyzing conflicting test data, individual cases must be analyzed.</p> <p><i>The IEP will govern placement for students who are EL and receive Special Ed. Services.</i></p> <p>Designated ELD is the only time of day students are homogeneously grouped. All other parts of the day, EL students should be heterogeneously placed. Content area teachers provide <u>Integrated ELD</u> supports & paraeducator support leveraged to students at lower language proficiency levels across content areas.</p>			
<p>* <u>Curriculum for Designated ELD</u> All students & teachers have access to ELD materials online through Clever: <u>Wonders ELD Resources</u>. MJUSD Educational Services (749-6159) can order consumables of the Language Books or ELD Companion Worktexts, Administrators or EL Facilitators can complete Wonders ELD Consumables Request Google Form.</p>			

* Designated ELD is of sufficient duration and intensity to be effective, and is targeted at the English Learners' specific needs based on their level of English proficiency. Designated ELD lessons should provide students with strategic opportunities to develop language skills needed to learn content and to be able to express their content knowledge through access to the [English language development standards](#). New content should not be taught during Designated ELD but instead the focus of this protected time needs to be on the critical English language skills students need to develop deep meaning around the content standards based on their English Proficiency Level as defined by their Summative ELPAC score. Appropriate grouping strategies should consistently be used to address individual student needs.

Students are placed in groups based on their Proficiency Levels and progress to the next Designated ELD level based on ongoing progress monitoring & Summative ELPAC data in the Spring and/or the ELD Proficiency Level Continuum.

(20 U.S.C. sections 1703 [f], 6825 [c][1][A]; EC sections 300, 305, 306, 310; 5 CCR sections 11300[a] and [c], 11302[a]; Castañeda v. Pickard [5th Cir.1981] 648 F.2d 989, 1012–1013)

Sites may utilize the [2022-23 Designated ELD PLANNING TEMPLATE](#) to create groups and schedule Designated ELD time at the elementary level

Descriptions of Secondary Courses

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

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

ELD 3: One period Designated ELD and one period Core ELA. 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 “Expanding” to the lower range of “Bridging” proficiency

level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

OR

ELD 3: One period of Core ELA with Designated ELD embedded during the class period using Program 5 curriculum. 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 lower range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

ELD 4: One Period of Core ELA with Designated ELD embedded during the class period using Program 5 curriculum. English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

English for Academic Achievement

This course is designed to accelerate academic language development by means of multiple exposures to both grade-level literary and informational text. Proficient English Language Learners will receive instruction aligned to the ELA standards in conjunction with a focus on the skills of listening, speaking, reading, and writing.

The purpose of this course is for students to develop academic discourse by providing them opportunities to strengthen analytical reading, writing, and oral communications with reading of non-fiction and fiction texts across various genres. This course emphasizes instructional routines for vocabulary, critical reading, writing, speaking, and listening. In addition, there will be emphasis on syntax, grammar, register, and authentic structured student interactions. All of these course elements will be reflected via research projects, writing, critical reading, collaborative group activities in alignment with the ELA and ELD standards in non-literary and literary genres.

Years in U.S.	ELPAC Level <u>Summative ELPAC</u> <u>Scale Score Ranges</u>	Integrated ELD & Designated ELD Placement	Grade Level Core Instructional Materials	ELD Materials
Less than 1 year	ELPAC Initial Novice or Summative Level 1	*ELD 1 (ENEL1N) & ELD 1 Support (ENLS1N) (2 periods)	MJUSD Adopted Grade Level ELA Curriculum	MJUSD Adopted ELD Curriculum
1 year-4 years	ELPAC Initial Intermediate or Summative Level 1-2	**ELD 2 (ENEL2N) & English Grade Level Course (2 periods)		MJUSD Adopted ELD Curriculum: Currently iLit, anticipated English 3D 2022-2023
EL students who have been in a US school for 5 years or more should begin in ELD 3 regardless of ELPAC Level.				
5+ Years	ELPAC Summative 1-3	ELD 3 (ENEL3N) & English Grade Level Course (2 periods)	MJUSD Adopted Grade Level ELA Curriculum	MJUSD Adopted ELD Curriculum: Currently iLit, anticipated English 3D 2022-2023
Grades 9-12 only				
ELPAC Summative score determines placement	ELPAC Summative 3 & > 25th percentile on the Renaissance STAR Reading Assessment	English for Academic Achievement 9-12 (ENA09P/ENA10P/ ENA11P/ENA12P)	MJUSD Adopted Grade Level ELA Curriculum	
<p>A student's ELD course should be determined by various data sources, including EL progress monitoring, and all possibilities cannot be covered in a single chart. When analyzing conflicting test data, individual cases must be analyzed.</p> <p><i>The IEP will govern placement for students who are EL and receive Special Ed. Services.</i></p> <p>* ELD 1: same ELA & ELD teacher and paraeducator support to students at lower language proficiency levels ** ELD 2: every effort should be made for ELD 2 students to have the same ELA & ELD teacher, to allow differentiation of ELA curriculum and paraeducator support to students at lower language proficiency levels.</p> <p>Designated ELD is the only time of day students are homogeneously grouped. All other parts of the day, EL students should be heterogeneously placed. Content area teachers provide <u>Integrated ELD</u> supports & paraeducator support leveraged to students at lower language proficiency levels across content areas.</p>				

When determining which EL services are best suited for a student, the school will consider the student's

- a) English proficiency level
- b) Grade level
- c) Educational background
- d) Language background

During the regular day, an authorized teacher must provide ELD instruction appropriate to the English proficiency level of each EL student until he/she is reclassified as fluent English proficient. MJUSD provides ELs with instruction using materials that are specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively. The law does not require a specific number of minutes of ELD for all ELs. MJUSD has the discretion to determine the amount of time appropriate for students at different English language proficiency levels, but should be equivalent to the requirement of any other subject matter.

The 2014 English Language Arts/English Language Development Framework on the [CDE All Curriculum Frameworks Web page](#) identifies two ways that ELD can be incorporated into the student's daily schedule. **Designated ELD instruction** is a protected time during the school day in which teachers group ELs according to particular English language development needs (e.g., by ELPAC proficiency level, or discrete skills such as reading, writing, speaking/listening). **Integrated ELD instruction**, on the other hand, is ELD provided throughout the school day by all teachers and emerges from the text and materials of content subject matter. Previously used terms such as sheltered instruction, SDAIE, and content ELD are terms incorporated into the integrated ELD definition.

The EL language programs offered by MJUSD include:

- Structured English immersion (SEI)
- Alternative Programs (upon request)

Structured English Immersion (SEI)

SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. SEI classrooms are designed for students with less than "reasonable fluency" and is designed to promote language acquisition. When ELs have acquired a reasonable level of English proficiency, they are transferred from an SEI classroom to an ELM classroom. The typical length of time a student will be in an SEI classroom is one year. If a student has not achieved reasonable English proficiency, a parent or guardian may extend the placement.

SEI programs include:

- English language development (ELD) instruction appropriate to each student's level of English proficiency
- content instruction utilizing specially designed academic instruction in English (SDAIE) whenever needed for full access to the core

- may include primary language support if needed.

Alternative Programs

Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. Programs may include:

- Dual-language immersion programs that provide 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.
- Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student's native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards.

EL Student Progress Monitoring

Progress monitoring includes using a combination of different data sources. These sources include local assessments, state assessments, courses taken, observations of student engagement, and attendance, along with comparisons to the progress of other ELs of the same English language proficiency. The school site's Language Review Team (LRT) shall analyze this information at specifically targeted points throughout the school year and be able to make recommendations based on the student's current EL proficiency level and their ability to perform at grade level.

If site LRT finds an EL student who is struggling to meet academic expectations, the site-based team shall take appropriate actions to support the student. Such steps include, but are not limited to, further assessing the student's English Learning Program, notifying the student's parents about the student's lack of progress, encouraging the parents/guardians to opt the student back into English Language Development programs and services, and providing designated supports for the student's English language acquisition. Such supports can include, but are not limited to, providing the core subject teaching staff professional development in strategies to support second language learners.

English Learner Supports

MJUSD offers Saturday class and Intersession classes for EL students who need extra support to acquire the English language. These Saturday classes are provided with rich language development to support the learning needs of EL at the different levels. Classroom activities include hands on, group work, partner work and rich conversation time throughout the entire day. For newcomer students, classes provide a safe learning environment where students can practice their English language and can ask questions free of judgment. All lessons are designed to support students at their learning level while maintaining high rigor and meaningful learning.

Chapter 3: Standards, Assessments, Monitoring, and Reclassification

Section Overview

School Districts have an obligation to monitor and regularly assess the progress of all ELs, including those who have opted out of EL programs or services, in both English language proficiency (ELP) and CA standards mastery. This includes conducting an annual ELP assessment and measuring their performance in grade-level content areas through state assessments of standards proficiency (CAASPP), as well as through local district assessments. MJUSD is striving to create a systematic, cyclical series of tools specifically to monitor ELs progress over time to monitor when students are not making appropriate progress as well as to provide additional support to enable them to reach English proficiency and gain grade-level content knowledge.

MJUSD will ensure that ELs are provided meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner through a Multi-Tiered Support System (MTSS) in order to ensure that EL students do not incur irreparable academic deficits.

MJUSD uses a variety of multiple measures to determine if the EL students have sufficient English skills to access the curriculum without EL support and to recommend the student be exited from the EL status to Reclassified English Proficient (RFEP).

Evaluation of English Learner Program Effectiveness

(20 U.S.C. §§ 1703[f], 6841[b],[c]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989,1009-1011.)

This information will be used to measure program effectiveness and to guide decisions about program and support modifications.

Student Outcome Goals and Monitoring

Goal 1: EL students will progress towards English language proficiency within 5 years of entering the EL Program.

The benchmark expectation is that students will make yearly progress towards proficiency from Emerging, Expanding, and Bridging levels within 5 years in the EL Program.

Goal 2: EL and RFEP students will achieve academic success.

The following evaluation questions and standards are used to determine effectiveness for each of the two student outcome goals.

1. EL students will progress towards language proficiency within 5 years of entering an EL Program.

- a) Are EL students making adequate progress in learning English?
 - The percentage of EL students gaining one proficiency level every year on the state-mandated annual test (ELPAC) meets the state Title III accountability requirements.
 - At least 75% of the students will meet or exceed the Time in Language Expectancies for oral and written English proficiency.
- b) Are EL students making adequate progress in attaining English proficiency as defined by the state.
 - The percentage of students attaining English proficiency meets the Title III accountability requirements. The annual percentage of EL students reclassified should match or exceed the state average percentage of reclassification.

2. EL and RFEP students will achieve academic success.

- a) How are EL and RFEP students achieving academically when compared with English Only (EO) students?
 - EL and RFEP students make comparable progress on the curriculum-embedded assessments when compared with district's English Only students.

- EL and RFEP students have the same passing rate or better at the secondary level in content area courses as English Only students.
 - Writing achievement of RFEP students is the same or higher than that of English Only students in various state-mandated writing assessments.
 - EL and RFEP students acquire graduation credits at the same rate as English Only students.
- b) What is the percentage of participation of EL and RFEP students in advanced placement courses, honors courses, and GATE courses compared to English Only students?
- The percentage of EL and RFEP student participation in these courses is to be the same as that for English Only students.
- c) What is the dropout rate for EL and RFEP students compared with English Only students?
- The dropout rate for EL and RFEP is to be lower than the previous year and no higher than that for English Only students.

Program Monitoring

Accountability and Support

If a school's data indicates achievement goals are not being met and past collaborative efforts have not led to the desired outcomes, the district will work with the site to provide greater support in order to achieve strong outcomes for ELs. Below are some sample triggers that may lead to needed tiered supports at a site:

- A school is in the red band on the English Learner Progress Report on the California School Dashboard.
- A school spends two or more years in the orange band on the English Learner Progress Report on the California School Dashboard.
- A school is in the red band on the Graduation Rate Report for English Learners on the California Dashboard.
- A school spends two or more years in the orange band on the Graduation Rate Report for English Learners on the California School Dashboard.
- A school is in the red band on the English Language Arts Report for English Learners on the California Dashboard.
- A school spends two or more years in the orange band on the English Language Arts Report for English Learners on the California Dashboard.
- A site EL Review indicates inconsistent implementation of Designated ELD.

English Learner Online Accountability System

Schools are responsible for submitting accurate and timely information to the SIS each year. The system is one way to ensure that there is a consistent and effective procedure in place throughout the district for enrolling, assessing, identifying and placing ELs, as well as notifying parents of ELs regarding their rights and options.

Assessments and Process to Monitor Progress of EL Students

At least twice yearly, the site-based Language Review Team (LRT) shall meet to review the progress of ELs, LTELs, ELs at risk of becoming LTELs, newcomers, and ELs with IEPs. The team's purpose is to create action plans to accelerate academic language development and academic achievement of struggling EL students.

In order to effectively educate ELs, teachers shall assess each student's academic and language development needs and tailor their instruction accordingly. Teachers also closely monitor student progress. Schools and MJUSD shall use appropriate and reliable evaluations and testing methods to measure ELs knowledge of core subjects and language proficiency.

EL Progress monitoring is based on a set of common assessments and state-mandated assessments, which will be refined after further review. MJUSD is striving to create a systematic, cyclical series of tools specifically designed to qualify and quantify the outcomes of those assessments such that EL student growth is accelerated well beyond foundational literacy.

A schedule of assessments is determined by both state and district timelines. Some are annual and some are a response to intervention, as indicated by the LRT. Assessments used to determine English language proficiency and evaluate students' academic performance include, but are not limited to:

- English Language Proficiency Assessment (i.e., ELPAC)
- ELD Curriculum - with common assessments
- ELA Curriculum - with common assessments
- Math Curriculum - with common assessments
- STAR Reading (Renaissance Learning)
- SBAC English Language Arts Assessment
- California Standards Test in Spanish (STS)

Transcripts/Assessment results will be maintained in the district's SIS. This allows district administrators, principals, teachers, EL Facilitators, and the LRT rapid access to results used for a variety of purposes, including, but not limited to, information that relates to the identification, placement, progress towards reclassification and identification of students in need of additional supports.

MJUSD's EXPECTATIONS OF ENGLISH PROFICIENCY IN RELATION TO TIME-IN-PROGRAM Grades K-12

Years in Program	Listening and Speaking Proficiency	Reading Proficiency	Writing Proficiency
1	Minimally Developed Emerging	Minimally Developed Emerging	Minimally Developed Emerging
2	Moderately Developed	Moderately Developed	Moderately Developed

	Emerging	Emerging	Emerging
3	Moderately Developed Emerging/Expanding	Moderately Developed Emerging/Expanding	Moderately Developed Emerging/Expanding
4	Well Developed Expanding/Bridging	Well Developed Expanding/Bridging	Well Developed Expanding/Bridging
5	Well Developed Bridging	Well Developed Bridging	Well Developed Bridging

Reclassification

(EC § 313[f][1]; 5 CCR § 11303[a].); (EC § 313[f][2]; 5 CCR § 11303[b].); (EC § 313[f][3]; 5 CCR § 11303[c].); (EC § 313[f][4]; 5 CCR §§ 11302, 11303[d].); (5 CCR § 11305.); (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304.)

Please see the Reclassification Form on page 47.

Reclassification Process ([Reclassification Form](#)) ([Spanish](#))

At least twice per year, in the fall and spring, the LRT at each school site collect and review test results, the latest official ELPAC scores, other assessment data, and teachers' recommendations, for all EL students. Based on this review, the LRT will identify those students who are eligible for reclassification. The reclassification criteria include multiple measures:

- Level 4 pm the English language proficiency, including listening, speaking, reading, and writing assessment (ELPAC),
- Demonstration of basic skills measured in English,
- Teacher recommendations based on English proficiency, not other factors unrelated to language (e.g. attendance, behavior, homework completion),
- Parent consent.

A member of LRT will notify parents and guardians of their rights and invite them to participate in the reclassification process meeting. Efforts should be made to schedule this meeting at a convenient time for the parent/guardian. If the parent/guardian is not able to attend this meeting, the members of the LRT shall make every attempt to involve the parent/guardian in the reclassification process through the avenues of [parent letters \(Spanish\)](#), and phone calls.

Reclassification for Special Education Students

Special Education EL students who take the ELPAC will follow the same reclassification process as other EL students. Reclassification of EL Special Education students may be an IEP team function; however, staff members specialized in English language development should participate in the meeting. If the IEP team determines that the student must take an alternative

assessment instead of a regular state or district-wide assessment of student achievement, the IEP must contain a statement of:

1. why the student cannot participate in the regular assessment; and
2. why the particular alternative assessment was selected

If a student has met the academic achievement criterion but the disability precludes the student from scoring the reclassification criteria, the IEP team, along with the attendance of an EL specialist, may recommend other criteria for reclassification.

Progress Monitoring Reclassified Students

School sites will monitor and regularly assess the progress of all reclassified English Learners for at least four years to ensure that they have not been prematurely exited from EL support programs and that they are meaningfully participating in the district's standards-based educational programs comparable to their English only peers. Elementary schools will monitor after the first and second trimester and secondary level will monitor after the first quarter, second quarter (semester), and the third quarter. To help with this process, the district has purchased Ellevation.

Detailed, tiered interventions should be documented in the Post Reclassification Follow-Up Monitoring Form when a student scores "Standard Not Met" on the SBAC, or if the student receives less than a "C" or "2" in any core subject area. MJUSD is committed to ensuring EL students acquire content knowledge by monitoring meaningful access to grade-appropriate core content instruction and remedying any content deficits in a timely manner.

Interventions within MTSS for ELs Not Meeting Minimum Progress

When an EL student is not meeting minimum progress expectations, teachers, principals, and other stakeholders will create an Academic Catch-up Plan to accelerate this student's achievement.

The goal of the *Academic Catch-up Plan* is to bring students within the benchmarks for adequate achievement in core curriculum areas. For the intervention to be considered successful, student will make more than a year's growth within a year's time. If after two years of documented support, the student does not show adequate progress, the LRT will refer the student to the SST.

If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the school should re-test the student's ELP to see if the student should be offered additional language assistance. If the student is reentered into EL services, the school should document this through the *EL Student Classification Form* and process, which includes a revised parent notification letter presented to the parents in a **face-to-face meeting** to ensure parent consent of reentry to EL status.

The Three Tiers of Intervention

The three tiers intervention model detail the increasing support provided for students who are having some kind of difficulty with the core program:

- Tier 1 should meet the needs of 80% of ELs and covers the high-quality assessment and instruction available to all ELs, including:
 - Universal Design for Learning (UDL)
 - Small group work and differentiation
 - Integrated and Designated ELD for all ELs
 - Social-Emotional Learning
 - Newcomer Support for all newcomer ELs as part of their core “Tier 1” program
- Tier 2 and 3 progressively increase the specificity and frequency of progress monitoring and instruction in support of students who are having difficulty with the core program. Tier 2 is typically necessary for 15% of students, with Tier 3 necessary for 5% of students.

In Tier 3, when time-bound growth goals are not met, students may be referred for testing for a learning disability, in alignment with established referral protocols.

All student records are maintained in the student’s green EL folder that can be located in the student’s cumulative folder. This includes, but not limited to:

- Language and academic performance assessments
- Reclassification documents, which contain evidence of participants in the reclassification process as well as the decision regarding reclassification.

Reclassification Form:



Marysville Joint Unified School District

Reclassification Form SY 20__-20__

Name: _____ Grade: _____ SSID: _____

School: _____ IEP: Yes No Primary Language: _____ DOB: _____

Prior to classification to Fluent English Proficient, each English Learner must meet district developed, state-approved criteria. This form is to be completed for each student considered for reclassification and then submitted to the District Office, Educational Services Department. Accommodations should be considered/provided as needed for ELs with IEPs.

Academic Criterion	Standard	Documentation
#1 Assessment of English Language Proficiency	English Language Proficiency Assessment for California <input type="checkbox"/> Overall level is Well Developed (level 4) OR if student has an IEP: <input type="checkbox"/> IEP team determined student will benefit from reclassification.	Overall SS: _____ PL: _____ Date of current State Test: _____
#2 Teacher Evaluation including, but not limited to, Curriculum Mastery	<input checked="" type="checkbox"/> The student understands and speaks conversational English without difficulty. <input checked="" type="checkbox"/> The student understands and speaks academic English without difficulty. <input checked="" type="checkbox"/> The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations. <input checked="" type="checkbox"/> The student is making satisfactory progress in written English assignments. Errors do not interfere with the comprehension of the student's writing. <input checked="" type="checkbox"/> Teacher agrees that student is performing proficiently in these academic areas or that any incurred deficits are due to factors unrelated to English language proficiency.	I verify that this student has met these criteria, and recommend that this student be reclassified as Fluent English Proficient (RFEP). _____ Teacher's Name _____ Teacher's Signature Date
#3 Parent Opinion and Consultation	Contact was made by <input type="checkbox"/> phone <input type="checkbox"/> mail <input type="checkbox"/> meeting _____ If contact was made by mail, date the letter was mailed _____ Brief description of consultation: _____ Date of IEP if applicable: _____	Language: _____ _____ Parent/Guardian Signature Date
#4 Basic Skills	Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Student must attain at least one of the following: <input checked="" type="checkbox"/> Overall Score of Standard met or higher in English Language Arts on Smarter Balanced Summative Assessments. and/or <input checked="" type="checkbox"/> Grades K-1 STAR Early Literacy Probable Reader (775-900) <input checked="" type="checkbox"/> Grades 2-12 STAR IRL is within 1.2 of Grade Equivalent or Overall 4 or 5 TELL Diagnostic and/or <input checked="" type="checkbox"/> Overall Proficient on one District Benchmark/classroom based principal approved, grade-level, standards based common formative assessment). OR if student has an IEP: <input checked="" type="checkbox"/> IEP team determined student will benefit from reclassification	Qualifying Assessment _____ Score _____ OR Benchmark Test Name _____ Score _____ _____ Principal signature _____
#5 Recommendation	Student has met all of the criteria necessary for reclassification. Reclassification is effective immediately. _____ EL Site Facilitator Signature _____ Print name and position _____ Date _____ _____ Principal/Designee Signature _____ Print name and position _____ Date _____ _____ District Signature _____ Print name and position _____ Date _____ _____ Student Signature _____ Print name _____ Date _____	

- All ELPAC and assessment data must be no more than one-year from reclassification form date.
 - ELs with IEPs: If the IEP team determines that an EL with an IEP would benefit from EL reclassification, but the disability prevents him/her from meeting the above criteria, the IEP team needs to contact the EL Facilitator for additional guidance.
- If no response is received from the parent within 15 days of the date of this letter, the reclassification process will proceed at the discretion of site principal/designee.

Chapter 4: Staffing and Professional Development

Section Overview

Chapter 4 of the EL Master Plan focuses on hiring the best qualified teachers and supporting them with effective research-based professional development to prepare and empower our educators to support our English learners' growth and access to content-rich learning. It takes a team of educators, professionals, paraprofessionals, and administrative staff to provide for the language and academic proficiency needs of ELs. In MJUSD, this team of providers is categorized into two main groups: certificated personnel and classified staff. The certificated group is subdivided further into four groups: directors, administrators, teachers and counselors. The classified staff is composed of, paraeducators, ORCs and EL Facilitators.

Teacher EL Authorization

(20 U.S.C. § 6826 [c]; EC §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

Recruiting, developing, and retaining excellent educators is essential in order to ensure that MJUSD provides English Learners with equity and access to an excellent education, ensuring that all ELs achieve at high levels in one or more languages and graduate college and career ready.

The district ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification, such as CLAD, BCLAD, or equivalent, to provide necessary instructional services to English Learners.

Marysville Joint Unified School District strides only to hire teachers that hold the correct English Learner authorization (CLAD or equivalent certification).

The district will provide and designate staff who will:

- assist parents with school choice and enrollment
- assist in identify long-term English Learners (LTELs) and Newcomers
- continually monitor and communicate with sites regarding EL data throughout the school year
- assist in identifying students for reclassifications

Administrators, and Counselors

The EL Director is responsible for the implementation, progress monitoring, and evaluation of the efficiency and effectiveness of the programs described in this MJUSD English Learner Master Plan. At the school site level, the administrator is the Principal.

An Outreach Consultant (ORC) is present at both the elementary and at the secondary level. They are responsible for helping ELs at elementary school sites to adjust to the new culture and help them with socioemotional needs. At the secondary level, they advise ELs regarding class schedule, the transition process from middle school to high school, and, for high school students, academic and career goals. ELs, just like all other students, are monitored in terms of

grades, progress and emotional wellbeing. Added to this, at the secondary level, the monitor credits earned to ensure that they graduate within the allowable period of time. As counselors are expected to perform this crucial task, their knowledge of the EL Master Plan and other issues pertaining to ELs is necessary.

Classified Staff

Classified staff provides administrative support in the implementation of the EL programs described in this Master Plan. This includes the following personnel:

- EL Facilitator is someone who demonstrates a sufficient level of expertise in delivering instruction to support teachers, who has an understanding with the ELD curriculum, and has had professional development related to ELs. Must also be trained in assessing ELs with the Initial ELPAC and Summative ELPAC.
- EL Facilitators – This classified staff is responsible for promoting parental involvement via the English Language Advisory committees, and the District English Language Advisory Committee (DELAC), District Advisory Committee (DAC), School Site Council, and other District parent committees.

Professional Development Specific to English Learners

(Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013.); (20 U.S.C. § 6825[c][2][A].); (20 U.S.C. § 6825[c][2][B].); (20 U.S.C. § 6825[c][2][C].); (20 U.S.C. § 6825[c][2][D].)

Marysville Joint Unified School District is committed to providing focused, effective, and research-based staff development to all administrators, teachers, and staff. This coordinated staff development will prepare and empower educators with the instructional skills, leadership skills, and cultural proficiency required to work effectively with our English Learners.

Trainings

EL Master Plan

Running an ELAC meeting

SDAIE: Differentiation

SDAIE: Lesson Preparation

SDAIE: Comprehensible Input

SDAIE: Bilingual Background

California ELD Standards and ELA/ELD Framework

BEGLAD: Effective research based lessons

EL RISE: Multilingual Education Leaders

EL RISE: Centralizing the Needs of ELs

EL RISE: Data Culture Centered Around Equity

Ellevation: How to Monitor EL Students

Ellevation: How to Look up data on ELs

Saturday Success Class: Teachers received training modeling on how to run an effective class using lessons (ELA/math) that are highly interactive, relevant and taught with high rigor.

Having EL teachers who are well prepared and effective strategies in the classroom will help ensure that the EL program model successfully achieves its educational objectives. In addition, staff who register students and manage student records will receive training on the legal

requirements and district procedures relating to the implementation of the identification and placement requirements of this English Learner Master Plan. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their children.

Training Sessions

In addition to the required training sessions, other research-based and best-practice strategies that promote language proficiency and academic language development are provided to teachers and administrators through the District's instructional coaches in collaboration with County staff. EL-specific topics are integrated in content area topics to demonstrate how ELD standards are addressed when teaching content, and how ELs can access content. Training schedules and locations are arranged by District coaches. See Appendix F for descriptions of additional training topics.

Chapter 5: Parent Involvement

Section Overview

MJUSD believes that parents, as the child's first teachers, are essential partners in the education of a child. MJUSD is committed to promoting family and community engagement to achieve academic success for all English learners. MJUSD believes in an assets-based mindset where valuing students' home language and cultures will improve classroom learning and parent participation.

This chapter describes the various ways through which families and the school community can be more actively involved in the MJUSD EL program through fostering in-depth, resilient connections between school and home and family for all students at MJUSD. The Executive Director of Educational Services will provide guidelines and support to ensure that school sites follow best practices and strategies. The principal or his/her designee administers, supervises and evaluates the effectiveness of the family and community engagement.

Communication with Parents/Guardians

(20 USC 7012[e][2]); (20 USC 7012[e][1])

MJUSD and school sites will inform the parents as to how they can be involved in the education of their children and be active participants in assisting their children in attaining English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students. There is clear evidence that families have influence on their children's achievements. Therefore, it is MJUSD's belief that when the district and its schools work closely with the community groups and the families to support the learning, children will perform at higher levels, will have better attendance and will have better chances at graduating.

Translation of Information for Parents

(20 U.S.C. 6318[s][5],[f].); (EC 48985; 5; [CCR] 11316)

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement, and engagement. Staff provides translation and interpretation services in individual school sites and the district office as the situation warrants. Under state law, schools shall provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). Specifically, when 15% or more of the student population at a school site speak a single primary language other than English, all notices, statements and records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language of the parents. This includes all written communications sent to a parent or guardian, including, but not limited to progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. Staff will be informed of this policy via professional

development, implementation of the EL Master Plan, and during annual presentations/meetings.

The district office provides all translation services for district facilitated activities and meetings; however, sites shall budget to cover translation services needed at the site level (e.g. meetings, assessments, home visits, conferences, IEP meetings, etc.). Sites with extraordinary needs can also request district level coordination, but in some cases, the site will have to bear responsibility for the incurred costs. Schools may use their own interpreters or request district office guidance to provide appropriately trained specialists. If a parent requests bilingual support it shall be provided regardless of language.

Private School Consultation and Participation

(20 U.S.C. 6320)

Marysville Joint Unified School District contacts private school officials annually in the LEA enrollment area to provide an opportunity to receive equitable Title III educational services and benefits to address the needs of eligible ELs and ensure that immigrant students participate on an equitable basis.

English Learner Parent Involvement Committee ELAC

(5 CCR § 11308[b].); (EC § 52176[b].); (5 CCR § 11308[c][2]; EC § 52176[c].); (EC §§ 52176[c], 64001[a].); (5 CCR § 11308[b]; 20 U.S.C. § 7012.)

Whenever twenty-one (21) or more ELs are enrolled at a school site, the site has a functioning English Learner Parent Involvement Committee (ELAC) that actively participates at the school on programs and services for English Learners. The committee is comprised of parents of English Learners making the majority of members. Parents of English Learners are represented in at least the same percentage as the English Learner enrollment at the site. Educational Services provides site administrators with yearly training on ELAC requirements and provides on-site training and support when requested by site administrators.

A functioning ELAC meets the following requirements:

- a) Parent members are elected by parents or guardians of ELs
- b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body
- c) The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance.
- d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA).
- e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities

The school may designate an existing school level advisory committee, or subcommittee of such an advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "b", above.

The ELAC has the opportunity to elect at least one member to the DELAC or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district.

District English Learner Parent Involvement Committee (DELAC)

(EC § 52176[a].); (5 CCR § 11308[c][1].); (5 CCR § 11308[c][2].); (5 CCR § 11308[c][3].); (5 CCR § 11308[c][4].); (5 CCR § 11308[c][6].); guardians (5 CCR § 11308[c][7].); EC §§ 52063(b)(1) and 52062(a)(2): (5 CCR § 11308[d].); (EC § 64001[a].)

Whenever LEAs with fifty-one (51) or more ELs, the LEA has a functioning District English Learner Committee. The District's English Learner Parent Involvement Committee (DELAC) is comprised of elected representatives from each school's ELAC. Educational Services assists with the coordination of the meetings and provides training to its members. The Executive Director meets with the DELAC Officers to develop the yearly meeting schedule and discuss pertinent committee issues including parent trainings. DELAC representatives and parents at the school sites receive notice of meetings at least 72 hours in advance. Meeting notices are posted at school sites. Notices and handouts are provided in English and Spanish.

A functioning DELAC meets the following requirements:

Each LEA with more than 51 ELs must have a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents of ELs and not employed by the district.

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

- a) Development of a district master plan for educational programs and services for ELs that takes into consideration the SPSA
- b) Conducting of a district-wide needs assessment on a school-by-school basis
- c) Establishment of district program, goals, and objectives for programs and services for ELs
- d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
- e) Review and comment on the LEA's reclassification procedures
- f) Review and comment on the written notifications required to be sent to parents and guardians
- g) If the DELAC acts as the EL parent advisory committee under EC §§ 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). Under the local control funding formula (LCFF), districts with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.
- h) Officers training to train all ELAC and DELAC officers, principals and other staff or potential EL parents that want to get involved in the DELAC or ELAC meetings.

The LEA shall provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities.

The consolidated application shall also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees. To ensure shared decision-making and program satisfaction, a Parent Survey will be conducted and evaluated. The principal and all English Learner stakeholders will review data from the survey and will address findings with staff, ELAC, and all EL parents. Each school site shall set aside funds to pay for activities and materials related to family and community engagement.

There is district-wide stakeholder participation in the development of the Consolidated Application, Local Education Agency (LEA) Plan, and addendum. Consolidate Application of State and Federal Programs, and the Local Control Accountability Plan (LCAP). DELAC meetings are held to give the site representatives the opportunity to provide input. At such meetings, there are Spanish interpreters present to assist parents who may need it.

A Welcoming and Safe Environment

An environment wherein ELs feel supported and valued is something that the partnership of the District/school site and the families/school community can strive to create. To do so, every member of this partnership can and should play a positive role and function that, when taken together, contributes to the building of an environment most conducive to ELs and their academic learning.

Promoting a Shared Responsibility

The District recognizes that effective family and community engagement and involvement are critical components to the successful education of their children. As part of the District's efforts to systematically promote a shared responsibility with families and school community, the District supports the establishment of parent advisory committees at both the District and school-site levels. At each committee level, parents of ELs have opportunities to be involved in their children's education, collaborate with the District staff, evaluate instructional services, and provide recommendations.

The Superintendent and the EL Director also schedule "Multicultural" meetings with EL parents at each of their school sites. During these "Multicultural" meetings, parents have an opportunity to have open dialogue with the school's principal, the assistant principal, the EL Director and the Superintendent. Parents get to share their experience, suggestions, concerns and ideas on how to make their school better. Parents are also asked to share their ideas on how to get more parents involved in ELAC, DELAC, School Site Council and other school meetings.



Purpose of Parent Advisory Committees

The District is committed to involving parents/guardians of ELs in all aspects of the educational

experience and, once that relationship has been established, continuing to support their needs as their children progress through MJUSD schools. The goal of the District- and school-level advisory committees is to help empower parents to support and meet their children's educational needs. Both District- and school-level committees provide educational information and an open forum to all parents and members of the school community so that concerns and questions can be voiced and addressed. Brief overviews of both DELAC and ELAC are provided here.

Transparency

Data related to the performance ratings of ELs in the areas of English language and academic proficiency, and information about the District's EL Program are available to the public through the District website, and are presented in various public forums such as the School Board, DELAC, ELAC, School Site Council, and faculty meetings. Program evaluation data will be available to parents/legal guardians, in addition to the informational documents identified below:

- Master Plan for English Learner Programs,
- English Learner Program Options,
- English Learner Program Academic Courses,
- Reclassification Criteria brochure,
- Interventions and supports,
- Trainings

Parents Active at Sites

- ELAC
- DELAC
- School Site Council
- School Board Meetings
- Parent Teacher Committees (PTO, PTA, PTOC, ...)
- Multicultural meetings
- PIQE
- CABE
- School Sponsored meetings/activities

Chapter 6: Funding

Section Overview

Chapter six of the EL Master Plan focuses on the funding sources that support English learner and immigrant students. Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies. Categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's business office and by external auditors.

Marysville Joint Unified School District is committed to allocating and monitoring funding that will support the full implementation of the Master Plan for English Learners.

Supplement, Not Supplant, with Title III

Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies. Categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's business office and by external auditors.

The Master Plan for English Learners will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to:

- Marysville Joint Unified School District Board Policies
- LCAP Goals
- Title I, Title II, and Title III Plans
- Single Plans for Student Achievement
- Federal Program Monitoring (FPM) corrective actions
- The EL Road Map
- Other relevant federal, state and local directives

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, transportation, Special Education, food, health, and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that English Learners have access to the core curriculum. The base program also includes district adopted ELD programs/materials.

Funding Sources

(20 U.S.C. § 6825[g]; EC § 54025[c]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.); (EC §§ 63000, 63001.); (20 U.S.C. § 6825[b].); (20 U.S.C. § 6825[g]; EC § 48985, 54025[c], 64001[g]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.).

Both the state and federal governments provide supplemental funds through categorical funding (e.g. Title III & LEP) that are used to support programs and services for English Learners. These categorical funds should not be used to supplant general funds or other state or local resources. The table below provides information on the appropriate and inappropriate use of supplemental funds.

MJUSD will abide by all requirements and conditions for the supplemental funds. This includes:

- Use LEP carryover only to supplement and not supplant federal, state, and local public funds
- Any LEP carryover, the funds must utilize no less than 85 percent of the apportionments at the school sites for direct services to students.
- Use Title III funds only to supplement and not supplant federal, state, and local funds
 - No less than 98 percent of Title III LEP apportionments on direct services to ELs and may not use more than two percent for administration of this program
 - MJUSD assesses for reasonable Title III LEP and immigrant alignment with the federal supplement, not supplant requirement

Funding Source	TITLE III &
Funding Description	<ul style="list-style-type: none"> ● A federal program providing funding to improve the education of English Learners by assisting them in learning English and meeting state academic standards
Students to be Served	<ul style="list-style-type: none"> ● English Learners, K–12
INAPPROPRIATE EXPENDITURE EXAMPLES	
	<ul style="list-style-type: none"> ● Supplanting general funds
EXAMPLES OF EXPENDITURES APPROPRIATE FOR THIS FUNDING SOURCE	
Support for English Language Arts, ELD, and Math	<ul style="list-style-type: none"> ● Academic interventions & P.D. ● Supplemental instructional materials that support standards and core program ● Specialized and targeted interventions & P.D. ● Supplemental instructional materials and equipment ● Primary language instruction/support & P.D. ● Primary language materials & P.D. ● Provision of “high-quality language instruction educational programs” ● Provision of high-quality professional development for classroom teachers, principals, administrators and other school or community-based organizational personnel ● Upgrading program objectives and effective instructional strategies ● Improving the instructional program for English Learners

	by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures
Support Personnel	<ul style="list-style-type: none"> ● Teachers on Special Assignment/EL Specialists ● English/Language Arts/Math/ ELD coaches Intervention teacher ● Instructional Aide/Paraeducators ● Multilingual parent advisor ● Multilingual community liaison ● EL Facilitators (Site)
Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education	<ul style="list-style-type: none"> ● Instructional materials and equipment ● Professional Development
Capacity Building/ Professional Development	<ul style="list-style-type: none"> ● Academic Conferencing ● Training ● Consultants ● Principal Coaching ● Teacher Stipends/Extended Day Pay ● Teacher Substitutes ● Training Materials/ Resources ● Copies of all handouts provided ● Conferences/Workshops that support school plan goals
School Climate, Parent Engagement, Family Support and Learning Environment	<ul style="list-style-type: none"> ● Food for parent meetings & trainings ● School Site Council expenditures ● Parent-training/education opportunities ● Parent workshops ● Speakers for parent workshops ● Copies of all handouts provided ● Parent support materials ● Translation ● Support Personnel ● Attendance Incentives ● Home Visits ● Parent Orientations

Time Accounting Requirement (Title I and Title III)

20 U.S.C. § 6825[b]; 2 CFR § 211.430[a].); (2 CFR § 200.430.); (EC § 52853[a][7]; 2 CFR §§ 200.61-62, 200.302, 200.430[a][i].)

MJUSD assesses charges for direct and indirect costs of Title I & Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employees. Each employee paid from Title III completes a Personnel Activity Report (PAR) as prescribed by MJUSD based on how each individual employee is funded; the PAR may be monthly or semiannual.

FUNDING SOURCE			
	Federal Title I, Part A*	Federal Title III	State LCFF
Funding Description	<p>This program provides funds to improve the academic achievement of disadvantaged students. The purpose of this program is to ensure that all students have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency in the Common Core Standards and ELD Standards. The District's elementary and middle schools are served as Title I Schoolwide Program schools. A Schoolwide program permits a school to serve all children in the school and improve the entire educational program of the school as long as they engage in reform strategies that increase the amount and quality of learning as detailed in the SPSA. ELs who attend one of the District's Schoolwide Program schools receive all Title I services to which they are entitled in addition to other supplemental services they receive.</p>	<p>This program provides supplemental funding to implement programs designed to help ELs and immigrant students attain English proficiency and meet the same challenging state academic standards as other students. Title III funds may be held centrally or may be allocated to schools based on the number of ELs at the site and District wide, the percentage of increase in the number of immigrants, proficiency, and the percentage becoming fully proficient. This progress will be measured by the annual California English Language Development Test (CELDT).</p>	<p>Local Control Funding Formula (LCFF) requires the District to increase and improve services for unduplicated pupils, which includes ELs. School districts are required to get input from their local communities by developing the Local Control and Accountability Plan (LCAP). The LCAP requires the budget to be connected to the improvement goals. ELs are targeted subgroups of LCFF.</p>
Students	<p>Students who perform below proficiency in Elementary quarterly; students who fail more than 2 classes in secondary schools and those who have not passed the CAHSEE, including ELs and Special Education students</p>	<p>ELs, K-12</p>	<p>ELs, K-12</p>

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Hector Gonzalez
Director of English Learners and Student Supports

Appendix A

Glossary of Terms

A

A-G Course Requirements: This is the minimum bar to be eligible to enter a four- year public college (either the California State University or the University of California systems). Students must take and pass the A-G course requirements – that is 15 specific high school courses with a grade of C or better. It is important to keep in mind that these are minimum standards. To get into competitive schools, students will want to go beyond what is required.

Access to Core: Providing English Learner students with simultaneous access to both ELD and the core content, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

Alternative Program: A program option for English Learners whose parents choose to participate in a program that teaches overwhelmingly in a language other than English.

(AMAO) Annual Measurable Academic Objective: An accountability measure no longer used by the state related to the education of English Learners. AMAO targets had to do with progress in acquiring English fluency and academic achievement as measured by the California Standards Tests (CSTs) and the California English Language Development Test (CELDT). A new accountability system is in place through the Every Student Succeeds Act (ESSA).

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development: Credential or certificate which authorizes the holder to provide ELD, SDAIE, and primary language instruction.

(Be GLAD) Guided Language Acquisition Design: National organization providing professional development for school promoting language acquisition, high academic achievement, and 21st century skills

(BTSA) Beginning Teacher Support & Assessment: The purpose of BTSA as set forth in the California Education Code, Section 44279.2(b) is to provide an effective transition into the teaching career for a first-year and second-year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers.”

(BICS) Basic Interpersonal Communication Skills: Language used in everyday social interactions.

C

(CABE) California Association for Bilingual Education.

California Content Standards: Standards adopted by the California State Board of Education, which specify what all California children are expected to know and be able to do in each grade or course.

California School Dashboard: California's new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures.

(CALP) Cognitive Academic Language Proficiency: A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.

(CATESOL) California Association of Teachers of English to Speakers of Other Languages.

(CDE) California Department of Education: Oversees the public school system in California and enforces education law, regulations and school improvement programs.

(CELDT) California English Language Development Test: A state assessment is given to identify initially fluent English learners in California public schools and to assess growth in English language proficiency on an annual basis. CELDT subtests include Listening, Speaking, Reading and Writing.

(CLAD) Cross-cultural Language and Academic Development: credential or certificate that authorizes the holder to teach ELD and SDAIE.

(CSS) California State Standards - State education chiefs and governors in 48 states came together to develop the California State Standards (CSS), a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Today, 45 states have voluntarily adopted and are working to implement the standards, which are designed to ensure that students graduating from high school are prepared to take credit-bearing introductory courses in two- or four-year college programs or enter the workforce.

Cooperative Learning: Strategies for grouping students to work collaboratively. Used to facilitate learning and language acquisition through structured activities where students are actively engaged.

Core Curriculum: Curriculum designed to facilitate teaching and learning California content standards in core subject areas including English language arts, mathematics, science, social studies.

(CTC) California Commission on Teacher Credentialing: A commission that oversees the certification of all teachers in the state of California. SEE: www.ctc.ca.gov/

(CTEL) California Teacher of English Learners examination, that leads to CLAD authorization.

Cultural Proficiency: The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and are supportive of people in cross- cultural settings.

D

(DELAC) District English Learner Advisory Committee: a district-level advisory committee with parent representatives from each school that advises the district's school board on programs and services for English Learners.

(DLP) Dual Language Program: An Alternative Program in which the goal is the acquisition of academic proficiency in two languages. For example, English and Spanish, together with mastery of academic core content and cultural proficiency for participating students. In SRCS, the instruction is currently provided in English and Spanish or French and Spanish.

Differentiated Instruction: Instruction using different methods or strategies designed to meet the wide range of educational needs of students.

E

(EL) English Learner: A classification used to identify a student who is not currently proficient in English and whose primary language is not English (also called Limited English Proficient {LEP} student).

(ELA) English Language Arts: A core subject area that includes instruction in English (reading, writing, listening and speaking).

(ELAC) English Learner Advisory Committee: A site-level committee that advises the principal and school staff on programs and services for English Learners.

(ELAP) English Language Acceleration Program: The base program for all EL programs designed to strengthen grade-level instruction for ELs and ALL students. Includes integrated ELD and designated ELD delivered by staff with the necessary skills and resources to get the desired outcomes from our ELs.

(ELAP) English Language Acceleration Program: The base program for all English Learners designed to strengthen grade-level instruction for ELs, which includes Integrated ELD in all content areas and minimally a 30 minute uninterrupted daily Designated ELD block of instruction.

(ELD) English Language Development: Systematic, daily, leveled standards-based instruction in the English language for students who have been identified as English Learners.

(ELP) English Language Proficiency: the ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their program of study.

(ELPAC) English Language Proficiency Assessment of California: The new English Language Proficiency Assessment that replaced the CELDT in Spring 2018.

EL Master Plan for English Learners: A comprehensive plan which articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English Learners; to support parental involvement; and to ensure academic achievement for all English Learners.

EL Specialist/Teacher on Special Assignment (TOSA): A teacher assigned to site(s) who is trained to support the site administrator in the implementation of the EL Master Plan, including site responsibilities for initial identification of English Learners, annual assessment, reclassification, monitoring of student progress, and coordination of ELAC, instructional coaching, and other duties as assigned.

EL Facilitator: Classified employee hired to work with EL students to provide services such as ELPAC initial and summative testing and to support teachers and EL parents.

(EO) English-Only student: A student with a primary language of English and no other language.

F

(FPM) Federal Program Monitoring: A state review process focused on determining whether a district's programs comply with federal and state law and regulations.

(FEP) Fluent English Proficient: students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students.

H

(HLS) Home Language Survey: A questionnaire, required in California public schools, to be completed by parents at the time of registration, which elicits information about the language background of the child, to determine the primary language of the student.

I

(IEP) Individualized Education Plan: This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

(I-FEP) Initially Fluent English Proficient: A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

L

Language Acquisition: A natural process, progressing through predictable stages, whereby language is acquired.

(LCAP) Local Control Accountability Plan - LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators.

(LCFF) Local Control Funding Formula - LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

(LEA) Local Education Agency: usually refers to a school district (i.e. Marysville Joint Unified School District), but may also refer to a County Office of Education.

(LRT) Language Review Team: A site-based team made up of the site principal, school counselor, teacher(s), and the English Learner Facilitator with the purpose of analyzing student data to determine a student’s readiness for the reclassification process or to make decisions about student supports and placement.

Less Than Reasonable Fluency: A level of fluency in English when a student’s overall CELDT score is at a beginning to low intermediate level, or below intermediate within any domain (listening, speaking, reading and writing).

(L1) Primary language: The language that has been identified as the student’s native or home language.

(L2) The second language students acquire (usually refers to English).

(LTEL) Long-Term English Learner: An LTEL is an English Learner, who is enrolled in any of grades 6 to 12, has been enrolled in schools in the U.S. for more than six years, and has remained at the same English language proficiency level for two or more consecutive years.

M

(MTSS) Multi-Tiered System of Supports: In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

N

(NABE) National Association for Bilingual Education.

Native English Speaker: A student whose native language is English.

Newcomer: A student who is a recent immigrant to the United States (i.e. has been in the U.S. for less than 12 months). In this plan, we will refer to newly arrived immigrants (within 3 years) who are ELs as newcomers

O

(OCR) Office for Civil Rights, U.S. Department of Education

P

Paraprofessional: A person who assists teachers in the classroom. A bilingual paraprofessional has passed the district-approved assessment and is fluent in both English and another language.

Parental Engagement: The involvement of parents in the education of their children including: parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

Primary Language (L1): The language that has been identified as the student's native or home language.

Primary Language Class (Secondary): A class where instruction in any of the content areas is in the primary language.

Primary Language Instruction: The use of a student's primary language by a teacher as a primary medium of instruction of core content for students who have an approved parental exception waiver to participate in an alternative program. The district currently offers primary language instruction in Spanish in the Charter Specific Two Way Immersion program model.

Primary Language Support: The use of a student's primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student's primary language.

(PSBL) Problem-Solution Based Learning: Students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st Century Skills (such as collaboration, communication & critical thinking).

Project GLAD, Guided Language Acquisition Design: A model of professional development in the area of language acquisition and literacy. The strategies and model promote English

language acquisition, academic achievement, and cross-cultural skills.

R

R-30 Language Census Report: A state-required annual census of each K-12 public school which reports the numbers of EL and FEP students by primary language, annual reclassifications, instructional programs and services, and staffing information of those providing instruction to English learners.

Reasonable Fluency: A level of proficiency in English when a student's overall CELDT score is at a high intermediate level or higher and intermediate or higher within each domain (listening, speaking, reading and writing).

Reclassification (formerly called Redesignation): When a student has met all the district criteria, s/he is reclassified from EL to RFEP (Reclassified Fluent English Proficient). This change in language classification also often involves a change in the student's instructional program placement.

(R-FEP) Reclassified Fluent English Proficient: A classification given to students who were once identified as English Learners who have met all of the district criteria to be considered Fluent English Proficient (FEP).

S

(SBAC) Smarter Balanced Assessment Consortium: The SBAC is a standardized test consortium. It creates Common Core State Standards-aligned tests to be used in several states, including California.

(SDAIE) Specially Designed Academic Instruction in English: SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to English Learners. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component of a comprehensive program for English Learners.

Second Language (L2): The second language students acquire (usually refers to English).

(SIFE) Students with Interrupted Formal Education: SIFE students are those who meet at least one of the following two categories:

1. Come from a home where a language other than English is spoken and enter a school in the U.S. after grade two;
2. Are immigrant students who enter a school in the U.S. after grade 2 And meet the following conditions:

a) Have had at least two years less schooling than their peers; **and,**

- b) Function at least two years below expected grade level in reading and in mathematics; *and*,
- c) Maybe pre-literate in their native language.

(SIS) Student Information System: A student information system is a student management system for education establishments to manage student data. MJUSD uses Aeries.

Students with Disabilities: Special education services for students who have been identified as Individuals with Exceptional Needs who receives additional instructional supports.

Spanish for Native Speakers: Foreign language course offered at the middle or high school level to students who have basic speaking and literacy skills in Spanish.

(SPSA) Single Plan for Student Achievement: A plan approved by the SSC, which outlines the goals, actions, timelines, and resources for continuous school improvement.

(SSC) School Site Council: A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval, and implementation of the SPSA.

(SST) Student Study Team: A team consisting of the classroom teacher, parents/guardians, principal, resource teacher and school psychologist (as needed) to discuss academic and/or social concerns, and interventions for individual students.

Standards for English Language Development (ELD): Standards established by the State of California for expected learning at each of five established English proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) in four domains (Listening, Speaking, Reading and Writing), in four different grade spans (K-2, 3-5, 6-8, and 9-12)

(STS) Standards Test in Spanish: a Spanish language test that measures student attainment of the state reading/language arts and mathematics standards.

T

Title I: A federal program from No Child Left Behind (NCLB) that provides supplementary funds to help improve instruction in high-poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds shall be based on scientifically based research and data that verify actions resulting in increased student achievement.

Title III: A federal program from No Child Left Behind (NCLB) provides funding to improve the education of English Learners and immigrant students by assisting them in learning English and meeting academic standards.

Legal References

State and Federal Law

The complete list of State and Federal regulations or other legal mandates governing the program may not be included in this document. Applicable legal citations for this program include, but are not limited to, the following:

Federal Law

20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009–1013; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041–1042.

Public Law 107–110

January 8, 2002. §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.

State Law

EC 305–306, 310–311, 313, 33051(a) (3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.

Williams Settlement

Eliezer Williams, et al. v. State of California, et al. (Williams) case was filed as a class- action suit in San Francisco in 2000. It alleged that public school students were not provided with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by state legislation, requires state and county monitoring of materials, school facilities and teachers. See: <https://www.cde.ca.gov/re/cp/uc/>

Appendix B

LEGAL CITATIONS

Chapter 1: Governance and Administration:

EL 03:(FPM II).

English Learner Identification and Assessment

The LEA must properly identify and assess all students who have a home language other than English. (EC §§ 313, 60810.)

A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home. (5 CCR §§ 11510[k], 11511[a].)

Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions. (5 CCR §§ 11307[a], 11511.)

The LEA must annually assess the English language proficiency and academic progress of each EL. (EC §§ 313, 60810; 5 CCR § 11306.)

All currently enrolled ELs must be assessed for English language proficiency by administering the current California English language proficiency assessment during the annual assessment window. (EC §§ 313, 60810; 5 CCR § 11511[b].)

Each EL on an active Individual Education Plan (IEP) or Section 504 plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current California English language proficiency assessment as specified in the student's IEP or Section 504 Plan. (5 CCR § 11516.5.)

Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any State and have not attended school in any State for more than 3 full academic years. (20 U.S.C. § 6801 sec 3201[5][a][b][c].)

Parent/Guardian Notifications

The LEA must provide notifications to parents and guardians. (5 CCR § 11511.5; EC §§ 313[a][b][c].)

Parents/guardians of ELs must be notified of their child's initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient students must be notified of their child's English language proficiency assessment results. (5 CCR § 11511.5.)

Parents/guardians of ELs must be notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (5 CCR § 11511.5.)

For LEAs receiving Title III funds, within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in a program), parents/guardians of initially identified English learners must be notified of:

- a) Their child's initial English language proficiency level (20 U.S.C. § 7012[a][2].)
- b) How such level was assessed (20 U.S.C. § 7012[a][2].)
- c) Their child's language designation (20 U.S.C. § 7012[a][2].)
- d) Descriptions of program options, educational strategies, and educational materials to be used in different options, including the option to immediately remove a child from a particular program or choose another program or method of instruction, if available (20 U.S.C. § 7012[a][3].)
- e) Program placement (20 U.S.C. § 7012[a][3].)

- f) Exit criteria (20 U.S.C. § 7012[a][6].) (g) For ELs on an active IEP, how such a program will meet the objectives of the IEP (20 U.S.C. § 7012[a][7].)
- h) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 U.S.C. §§ 6312, 7012[6].)

For LEAs receiving Title III funds, parents/guardians of ELs must be informed annually, not later than 30 days after the beginning of the school year, of:

- a) Their child's English proficiency level (20 U.S.C. § 7012[a][2].)
- b) How such level was assessed (20 U.S.C. § 7012 [a][2].)
- c) The status of the child's academic achievement (20 U.S.C. § 7012[a][2].)
- d) Their child's language designation (20 U.S.C. § 7012[a][2].)
- e) Descriptions of program options, educational strategies, and educational materials to be used in different options, including the option to immediately remove a child from a particular program or choose another program or method of instruction, if available (20 U.S.C. § 7012[a][3].)
- f) Program placement (20 U.S.C. § 7012[a][3].)
- g) Exit criteria (20 U.S.C. § 7012[a][6].)
- h) For ELs on an active IEP, how such program will meet the objectives of the IEP (20 U.S.C. § 7012[a][7].)
- i) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 U.S.C. §§ 6312, 7012[6].)

Implementation, Monitoring & Revision of Title III Plan

MJUSD annually updates, implements, and monitors a Title III plan for the use of funds in a subgrant year.

The LEA receiving Title III funds must use these funds to:

- a) Increase the English language proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:
 - i. English language proficiency; and
 - ii. Student academic achievement (20 U.S.C. § 6825[c][1][A-B].)
- b) Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is
 - i. Designed to improve the instruction and assessment of ELs;
 - ii. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
 - iii. Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - iv. Of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. § 6825[c][2][A-D].)
- c) Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:
 - i. Shall include parent, family, and community engagement activities; and
 - ii. May include strategies that serve to coordinate and align related programs. (20 U.S.C. § 6825[c][3][A-B].)

Authorized subgrantee activities may use funds by undertaking one or more of the following activities:

- a) Upgrading effective EL instructional strategies (20 U.S.C. § 6825[d][1].)
- b) Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures. (20 U.S.C. § 6825[d][2].)
- c) Providing to ELs:
 - i. Tutorials and academic or career and technical education
 - ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators (20 U.S.C. § 6825[d][3].)
- d) Effective preschool, elementary, or secondary language instruction programs coordinated with other relevant programs and services. (20 U.S.C. § 6825[d][4].)
- e) Improving the English language proficiency and academic achievement of ELs. (20 U.S.C. § 6825[d][5].)
- f) Providing community participation programs, family literacy services, and parent and family outreach, and training activities to ELs and their families to:
 - i. Improve the English language skills of ELs
 - ii. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children (20 U.S.C. § 6825[d][6][A][B].)
- g) Improving the instruction of ELs, which may include ELs with a disability, by providing:
 - i. The acquisition or development of educational technology or instructional materials (20 U.S.C. § 6825[d][7][A].)
 - ii. Access to, and participation in, electronic networks for materials, training, and communication (20 U.S.C. § 6825[d][7][B].)
 - iii. Incorporation of resources into curricula and programs (20 U.S.C. § 6825[d][7][C].)
- h) Early college high school or dual concurrent enrollment programs for ELs to achieve success in post-secondary education. (20 U.S.C. § 6825[d][8].)

EL Program Inclusion in Development of the Single Plan for Student Achievement (SPSA)

The EL program must be included in the development of the SPSA. An approved SPSA must contain:

- a) An analysis of academic performance and language development data to determine EL student and program needs. (EC § 64001[f].)
- b) School goals to meet the identified academic and language proficiency needs of ELs. (EC § 64001[f].)
- c) Activities to reach school goals to improve the academic performance of EL students. (EC § 64001[f].)
- d) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ELs and those at risk of not meeting state academic content standards. (EC § 64001[f].)
- e) Expenditures of Economic Impact Aid-Limited English Proficient (EIA-LEP) carryover allocated to the school through the Consolidated Application and Reporting System (CARS). (EC § 64001[g].)

The local governing board must review and approve the SPSA annually and whenever there are material changes to the plan. (EC §§ 64000[a], 64001[g].)

The SPSA must be consistent with the district local plan. (20 U.S.C. § 6823[b][3][G], [4]; EC § 64001[h].)

LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the schools are included in SPSAs, administered in accordance with the LEA Plan submitted to the California Department of Education (CDE), and adhere to all applicable statutes and regulations. (EC § 64001[d].)

Title III and Title Inventory

MJUSD maintains an inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with EIA-LEP and Title III funds. The record must describe the acquisition by:

- a) Type
- b) Model
- c) Serial number
- d) Funding source
- e) Acquisition date
- f) Cost
- g) Location
- h) Current condition
- i) Transfer, replacement, or disposition of obsolete or unusable equipment

10.1 Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records. (EC § 35168; 5 CCR § 3946; 2 CFR § 200.313 [d].)

Chapter 2: Teaching and Learning

EL 15:(FPM VII. Teaching and Learning):

VII- EL 14 As part of the core program provided through general funds, all identified ELs must receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for ELs. MJUSD takes appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program. (20 U.S.C. §§ 1703 [f], 6825 [c][1][A]; EC §§ 300, 305, 306, 310; 5 CCR § 11302[a]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

VII – EL 14.1 Academic instruction for ELs must be designed and implemented to ensure that ELs meet the district’s content and performance standards for their respective grade levels within a reasonable amount of time.

14.2 Each LEA must have a means to assist ELs to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet.

VII- 14.3 Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f], 6825 [c][1][B]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

VII-EL 15.0 Language acquisition programs may include, but are not limited to, all of the following:

- a) School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC § 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 § 306[c][3].)
- b) Dual-language immersion programs that provide 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. (EC § 306[c][1].)
- c) Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student’s native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state adopted academic content standards. (EC § 306[c][2].)

17.1 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition programs” refers to educational programs

designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC § 306[c].)

17.2 Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. (EC § 310[a].)

Chapter 3: Standards, Assessment, Monitoring and Reclassification

EL 09(FPM IV)

IV-EL 09: MJUSD has implemented a process and criteria to determine the effectiveness of programs for English Learners including:

- a) Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students
- b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards
- c) Whether to eliminate specific EL activities proven to be ineffective
- d) The degree to which, within a reasonable amount of time:
 - i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the district
 - ii. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English (20 U.S.C. §§ 1703[f], 6841[b],[c]; *Castaneda v. Pickard* [5th Cir. 1981] 648 F.2d 989,1009-1011.)

IV-EL 10: MJUSD will reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:

- a) Assessment of English language proficiency. (EC § 313[f][1]; 5 CCR § 11303[a].)
- 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 § 313[f][2]; 5 CCR § 11303[b].)
- c) Opportunities for parent opinion, consultation, and involvement during the reclassification process. (EC § 313[f][3]; 5 CCR § 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 that demonstrate 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 § 313[f][4]; 5 CCR §§ 11302, 11303[d].)

10.1 MJUSD will maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

- a) Language and academic performance assessments
- b) Participants in the reclassification process
- c) Decision regarding reclassification (5 CCR § 11305.)

10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304.)

Chapter 4: Staffing and Professional Development:

V – EL 11: Teachers assigned to provide ELD and instruction in subject matter courses for ELs must be appropriately authorized. (20 U.S.C. § 6826 [c]; EC §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

V-EL 12.0 MJUSD provides professional development specific to the implementation of programs for ELs.

16.1 MJUSD provides sufficient professional development to effectively implement the LEA's EL program. (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013.)

12.2 Professional development is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

- a) Designed to improve the instruction and assessment of ELs (20 U.S.C. § 6825[c][2][A].)
- 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 (20 U.S.C. § 6825[c][2][B].)
- c) 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 (20 U.S.C. § 6825[c][2][C].)
- d) 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. § 6825[c][2][D].)

Chapter 5: Parent Involvement:

EL 1 Parent Outreach and Involvement

The Marysville Joint Unified School District outreach to parents of English Learners includes the following actions:

- a) The District sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 USC 7012[e][2])
- b) The District informs the parents on ways they can be involved in the education of their children, be active participants in assisting their children to attain English proficiency and achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students. (20 USC 7012[e][1])

Translation of Information for Parents

MJUSD provides parents or guardians with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. 6318[s][5],[f].)

- a) When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, or recodes sent to the parent or guardian of such students must be written in English and the home language. (EC 48985; 5; [CCR] 11316)

Private School Consultation and Participation

MJUSD consults with private schools in the LEA enrollment areas to provide an opportunity to receive equitable Title III educational services and benefits to address the needs of eligible ELs and ensure that immigrant students participate on an equitable basis. (20 U.S.C. 6320)

English Learner Advisory Committee (ELAC)

A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- a) Parent members are elected by parents or guardians of ELs (5 CCR § 11308[b].)
- b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body (EC § 52176[b].)
- c) The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance. (5 CCR § 11308[c][2]; EC § 52176[c].)
- d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA). (EC §§ 52176[c], 64001[a].)
- e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities (5 CCR § 11308[d].)

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph “b,” above (EC § 52176[b]; 5 CCR § 11308[d].)

The ELAC has the opportunity to elect at least one member to the DELAC or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district. (5 CCR § 11308[b]; 20 U.S.C. § 7012.)

District English Learner Advisory Committee (DELAC)

Marysville Joint Unified School District with 51 or more English Learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English Learners (EC § 52176[a].)

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

- a) Development of a district master plan for educational programs and services for ELs that takes into consideration the SPSA (5 CCR § 11308[c][1].)
- b) Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR § 11308[c][2].)
- c) Establishment of district program, goals, and objectives for programs and services for ELs (5 CCR § 11308[c][3].)
- d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR § 11308[c][4].)
- e) Review and comment on the LEA’s reclassification procedures (5 CCR § 11308[c][6].)
- f) Review and comment on the written notifications required to be sent to parents and guardians (5 CCR § 11308[c][7].)
- g) If the DELAC acts as the EL parent advisory committee under EC §§ 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). Under the local control funding formula (LCFF), districts with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

The LEA shall provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 CCR § 11308[d].)

The consolidated application shall also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees. (EC § 64001[a].)

Chapter 6: Funding:

EL 07 Supplement, Not Supplant, with Title III & Title I includes the following

General fund resources must be used to provide services and programs for ELs, including English language

development and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

The LEA must use EIA-LEP carryover funds only to supplement, not supplant federal, state and local public funds. (20 U.S.C. § 6825[g]; EC § 54025[c]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)

For LEAs with EIA-LEP carryover, the LEA must utilize no less than 85 percent of those apportionments at school sites for direct services to students. (EC §§ 63000, 63001.)

The LEA must use Title III funds only to supplement, not supplant, other federal, state, and local public funds in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local funds. (20 U.S.C. § 6825[g]; EC § 54025[c]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)

The use of Title III funds must meet the following requirements:

- a) The LEA utilizes no less than 98 percent of Title III LEP apportionments on direct services to ELs and may not use more than two percent of such funds for the administration of this program (20 U.S.C. § 6825[b].)
- b) The LEA assesses for reasonable Title III LEP and immigrant alignment with the federal supplement, not supplant requirement. (20 U.S.C. § 6825[g]; EC § 48985, 54025[c], 64001[g]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.).

Time Accounting Requirements (Title I and Title III)

MJUSD properly assesses charges for direct or indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee. (20 U.S.C. § 6825[b]; 2 CFR § 211.430[a].)

Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used. (2 CFR § 200.430.)

Employees funded solely under Title III must complete a semiannual certification of such employment. (EC § 52853[a][7]; 2 CFR §§ 200.61-62, 200.302, 200.430[a][i].)

Appendix C

Appendix D