ENGLISH LEARNERS
IN PACIFICA SCHOOL DISTRICT:
A MASTER PLAN

May 2017~~9/1/2016~~

1

Table of Contents

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ENGLISH LEARNERS IN PACIFICA SCHOOL DISTRICT

The purpose of the ELD program is to develop fluency in speaking, reading, writing and listening in English in each student whose primary language is not English while promoting her/his academic growth in all content areas. This district is committed to supporting and developing the strengths of each English Learner (EL) and Language Minority (LM) student as we enhance her/his self-esteem, promote cross-cultural understanding, and provide equal opportunity for academic achievement. English Language Development in support of ELs is the role of every Pacifica School District educator.

The District is committed to making teaching and learning relevant and responsive to language, literacies, and cultural practices of students across categories of differences and inequality. With teachers rethinking their orientation to the languages and literacies and cultural practices of minority communities with Pacifica. This involves truly becoming a district that seeks to nurture – linguistic, literature, and cultural pluralism as part of democratic schooling. At a base level this involves the rejection of deficit approaches to the teaching and learning of EL students.

The PSD English Learner population is approximately 610 % of total students enrolled in the district. Approximately 20 different languages are spoken by EL students; Spanish and Tagalog are the predominant languages spoken other than English.

At the district level, the District English Learner Parent Advisory Council (ELPAC) District English Language Advisory Committee meets during the school year several times a year to keep informed regarding assist with English Learner Programs and Services as well as provide input. All parents are welcome to attend meetings and participate on the committee.

For more information on the PSD ELD Program, contact Will Lucey Tina Van Raaphorst, Executive Director Associate Superintendent at (650) 738-6617 or wlucey tvanraaphorst@pacificasd.org.

The Pacifica School District Community supports families whose primary language is not English the bi-lingual community and offers programs to meet the needs of English Learners.

DISTRICT PROGRESS FOR ~~ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES FOR~~ ENGLISH LEARNERS

~~1. Our first Annual Measurable Achievement Objective (AMAO) is to make gains in the percentage of EL students progressing in English. The annual assessment of English language proficiency, the California English-Language Development Test (CELDT), contains five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.~~

~~Our first annual growth target is for students to gain one proficiency level per year until they reach the highest proficiency level on the CELDT of Early Advanced, overall, with no sub-skill below Intermediate.~~

~~**Annual Growth Target on CELDT for AMAO 1**~~

~~Previous Year CELDT Overall Proficiency Score~~	~~Annual Growth Target~~
• ~~Beginning~~ • ~~Early Intermediate~~ • ~~Intermediate~~	• ~~Early Intermediate Overall~~ • ~~Intermediate Overall~~ • ~~Early Advanced Overall~~
• ~~Early Advanced or Advanced, but not at the English proficient level (one or more skill areas below intermediate~~	• ~~Achieve the English proficient level. (Overall proficiency level needs to remain at Early Advanced or Advanced level and all skill areas need to be at the intermediate level or above.)~~
• ~~Early Advanced or Advanced and at the English proficient level~~	• ~~Maintain English proficient level~~

~~2. Our second AMAO is to develop English language proficiency at the level of a native English speaker as rapidly and efficiently as possible so students can participate fully in appropriate and meaningful instruction. EL students are expected to achieve Proficient or Advanced levels on the California Standards Test (CST) English Language Arts (ELA) portion at least at the same percent rate as the population as a whole.~~

~~AMAO 2 calculates the percentage of ELs attaining English proficiency on the CELDT. For AMAO 2, it was necessary to define the cohort of students who could reasonably be expected to reach~~

the English proficient level on CELDT at the time of the annual assessment. Students are grouped by level into a cohort for AMAO 2: 1) All ELs who were at the Intermediate level the prior year; 2) ELs at the Early Advanced or Advanced level who were not English proficient the prior year.

3. AMAO 3 holds the Title III Local Education Agency's (District) accountable for meeting targets for the EL subgroup that are required of all schools and Local Education Agency's (LEA)under No Child Left Behind (NCLB). The academic achievement targets specify the percent of ELs that must be proficient or above in English-language arts (ELA) and mathematics. Title III accountability is at the LEA level only.

In order to meet AMAO 3, the LEA must meet the Annual Yearly Progress (AYP) participation rate and percent proficient targets in ELA and mathematics for the EL subgroup.

If an LEA does not meet one or more of the three AMAOs in any year, it must do the following:

Inform the parents of ELs that the LEA has not met the AMAOs within 30 days of the public release of the Title III Accountability Reports.

If an LEA fails to meet the AMAOs for two consecutive years, it must also:

Develop an improvement plan addendum that will ensure that the AMAOs are met and address what factors prevented the LEA from achieving the AMAOs.

If the LEA fails to meet the AMAOs for four consecutive years, the LEA must modify curriculum, program, method of instruction, or decide whether to continue to receive the funds.

As scores from STAR testing and CELDT are received, information will be shared with advisory committees, staff, administrators, and the Board.

THE CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (www.caschooldashboard.org) is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

English Learner progress is one of the ten (10 indicators) measured.

Five-by-Five Colored Tables

The new accountability system combines five Status and Change levels creating a five-by-five grid that produces twenty-five results. The colored tables provide a way to determine the location of a school or district on the grid.

Performance for state indicators is calculated based on the combination of current performance (Status) and improvement over time (Change), resulting in five color-coded performance levels for each indicator. From highest to lowest the performance levels are: Blue, Green, Yellow, Orange, and Red.

The five color-coded performance levels are calculated using percentiles to create a five-by-five colored table (giving 25 results) that combine **Status** and **Change.**

http://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables.asp

English Indicator Progress Indicator Five-by-Five Color Table

Level	Declined Significantly by greater than 10.0% (Change)	Declined by 1.5% to 10.0% (Change)	Maintained Declined or increased by less than 1.5% (Change)	Increased by 1.5% to less than 10.0% (Change)	Increased Significantly by 10.0% or greater (Change)
Very High 85.0% or greater (Status)	Yellow	Green	Blue	Blue	Blue
High 75.0% to less than 85.0% (Status)	Orange	Yellow	Green	Green	Blue
Medium 67.0% to less than 75.0% (Status)	Orange	Orange	Yellow	Green	Green
Low 60.0% to less than 67.0% (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60.0% (Status)	Red	Red	Red	Orange	Yellow

~~CHAPTER~~ SECTION ONE: INITIAL ENGLISH LEARNER IDENTIFICATION, ASSESSMENT, AND PROCEDURES

Step 1: Student registration, including completion of the Home Language Survey (HLS)

Parents/Guardians ~~go to~~ register at the District Office ~~in order to register~~ for school. At the District Office, parents complete a Home Language Survey, as required by state law (Refer to Appendix A). This survey is completed the first time the parent enrolls the child in the district, and the results are maintained thereafter.

If the answers to items 1, 2, and 3 of the HLS are "English," the child is classified as English Only (EO). The parent is assigned to the Mainstream English program.

If any of Items 1, 2 or 3 on this survey (HLS) are answered with a language other than English, the child is tested for English proficiency with the CELDT.

Step 2: English Language Proficiency Assessment

State regulations require that all students whose Home Language Survey indicates that a language other than English is used at home (as described above) are administered an English language proficiency test (California English Language Development Test – CELDT) within 30 calendar days of initial enrollment.

The student receives a score on each part of the test taken (Listening, Speaking, Reading, and Writing) as well as an overall score. Based on the CELDT scores students will be placed at a certain level of English proficiency: ~~are~~ Beginning (L1), Early Intermediate (L2), Intermediate (L3), Early Advanced (L4), or Advanced (L5).

For transfer students, transcripts are reviewed to determine prior program enrollments and academic progress:

*A. **Transfer from other California schools** - The site principal/designee at the receiving school is responsible for reviewing the student's transcripts and records (including information in the district's database system) and ensuring that the student is properly placed in the appropriate type of program, as specified in the student's current records.*

Students transferring into the district from another district within California typically have records of a Home Language Survey and initial language status (English Only, Initially Fluent English Proficient, English Learner), and scores on the CELDT. These students do not need to go through the PSD initial identification process. Records are obtained from the previous school/district, and entered into the district's record-keeping system by the school secretary. If these records are not available within ten days, English and primary language assessments proceed and the identification/notification/placement process is implemented per the above description. It is the responsibility of the site principal to notify the Educational Support Services Department of a student's need for assessment.

*B. **Transfers from out of California, other countries or private schools -**Students entering PSD who are new to California or from another country follow the language assessment, classification and placement process described above. The date they enrolled in the district is entered into their records as the date they first enrolled in a California school and the date they first enrolled in a U.S. school. Transcripts are reviewed to determine the student's prior placements and academic history. This same procedure applies to students transferring from private schools.*

Please note: All kindergarten students with Spanish as a home language and newcomer students (Spanish Language1 students new to the country) will also be assessed for Spanish proficiency.

Step 3: Language Classification (done at District Office)

After completion of the assessment, student's CELDT score is calculated at the District Office for the purposes of placement and program options.

The official scoring of English proficiency testing (CELDT) is done by the test publisher, Educational Testing Service (ETS), and is usually available by December of the year tested. These official results override the informal district scoring in those cases where the scores differ.

CELDT results and the PSD Initial Designation Letter are stored in the English Learner folder inside the student's cumulative folder, and in the district's database for future use in monitoring student progress and program evaluation.

On the basis of the CELDT assessment, students are classified as either Initially Fluent English Proficient or English Learner. If a student's CELDT score is Early Advanced (L4) or Advanced (L5) and Intermediate (L3) *or higher on all sub-tests* s/he is classified as **Initial Fluent English Proficient (IFEP)**. A child whose CELDT score is Beginning (L1), Early Intermediate (L2), Intermediate (L3), Early Advanced (L4), Advanced (L5) *with any subtest lower than Intermediate (L3)* is classified as an **English Learner (EL)**.

Step 4: Parent Notification of Results and Placement

District preliminary CELDT results are communicated to the school site and the parent via the Pacifica School District Initial Designation Letter in November and Official Scores in January. (These results ensure appropriate educational placement of English Learners (EL) and the delivery of appropriate services.)

Step 5: Program Placement

EL students participate in a Structured English Immersion (SEI) Program. A child cannot opt out of EL services (i.e., ELD instruction, CELDT testing, academic and language supports, and acceleration plans, etc.). IFEP students do not require placement in a Structured English Immersion Program and can appropriately be placed in a Mainstream English Program. Initial placement is made based on the parent's preference, as with English Only students.

Step 6: Annual English Language Proficiency Assessment and Parent/Guardian Notification

Student progress is monitored annually, based on CELDT results, to determine English language proficiency, and evaluate students' language growth and academic performance. The Annual Parent Notification Letter is mailed to parents/guardians to inform them of their child's preliminary CELDT results. Later in the year the state provides each district with official student CELDT scores that are sent to parents.

For EL students at 3rd4th grade and above, each fall, the district office reviews the SBACCST test results, the latest official CELDT scores, and other assessment data. The site principal is provided a list of students to be considered for possible redesignation.

Step 7: The Redesignation Reclassification Process (For more detailed information see Chapter 3)

The site principal reviews the district list, and then provides teachers with a list of students to be considered for redesignation. The teacher completes the Student Oral Language Observation Matrix (SOLOM) and supplemental information described below. A student who meets the four criteria described below ismay be redesignated English Fluent Proficient (RFEP):

Criterion #1:   Students Oral Language Observation Matrix (SOLOM)

Students must score 4 or above in comprehension, fluency, pronunciation, and grammar, and a score of 3 or above in vocabulary on the SOLOM. The SOLOM score sheet is embedded in the PSD EL Language Proficiency Redesignation Form for clarity.

Criterion #2: California English Language Development (CELDT)

Student must score Early Advanced (L4) or Advanced (L5) overall, and on the Listening, Speaking, Reading, and Writing portions of the assessment.

Criterion #3: ~~California Standards Test (CST)~~ Standards Based Assessment Consortium (SBAC)~~–~~ English Language Arts

Students must perform ~~Basic~~ at an Overall Score of Standard Met or above and a Claim Score of Near Standards ~~or above on the CST English Language Arts Assessment for three consecutive years~~.

Criterion #4: ~~Additional Supplemental Information~~

~~Students must obtain grade level proficiency using progress report (report card) and teacher recommendation.~~

Parent/Guardian Opinion and Consultation - Parents/guardians are included in the redesignation process. When possible, this should include a discussion about their child's English language proficiency and how their child has met the guidelines for reclassification. At a minimum, parent/guardian signatures stating that s/he understand the reclassification process, their child's performance as described in the above four criteria and agree with the recommendation that their child is Fluent English Proficient. Parent/guardian signature is required.

Step 8:   Ongoing Monitoring of Student Progress
Student's academic achievement and progress is monitored to be certain the student is continuing to make adequate progress for two years.

Special Education

A student who is identified as an English Learner (EL) and has an IEP and does not meet standard for the district reclassification criteria, the Individualized Reclassification for ELs with an IEP Form may be used by the IEP team to determine reclassification.

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~~CHAPTER~~ SECTION TWO: LANGUAGE ACQUISTION/INSTRUCTIONAL PROGRAM

Structured English Immersion Program (SEI)
Pacifica School District offers a Structured English Immersion Program as the language acquisition program for English Learners.

Key Principles for EL Instruction

The Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and ~~, the Common Core State Standards for~~ Mathematics, as well as the Next Generation Science Standards (NGSS)~~, to be released in Fall 2012,~~ require that all students including ELs meet rigorous grade-level standards. The following principles were articulated by Lily Wong-Fillmore, Kenji Hakuta and others are intended to serve as a guide for teachers, curriculum leaders (coaches), principals, and district administrators in making necessary changes and building our capacity to support ELs meet these new Standards. Teachers of ELs encompass a range of content area teachers. What is consistent in all subject areas is that EL students engage in more linguistically complex and content-rich tasks, including negotiating meaning in disciplinary discourse.

The principles are based on research, professional knowledge, and theory related to the education of ELs and explicitly reference the CCSS for English Language Arts & Literacy in

11

History/Social Studies, Science, and Technical Subjects, the CCSS for Mathematics, Next Generation NGSS: practices, cross-cutting concepts, and core ideas.

The Pacifica School District Master Plan for English Learners, like the District's Strategic Plan and curricular plans, promotes strengths-based teaching and learning that is rigorous, differentiated, and holistic. The plan affirms the relationship between literacy and ELD across the curriculum. Districtwide balanced literacy implementation provides research-validated best first teaching (RTI^2 Tier I). Embedded EL instruction supports a gradual release of responsibility, consistent with the workshop model, initially with support and then with increasing independence, within the level of content students are ready to learn (zone of proximal development).

For example: Specific ELD instruction is embedded within balanced literacy and makes explicit the structures, conventions, and forms of English language by teachers using conversations about the language students encounter in complex texts as a way to assist English learners to gain access to meaning and language. This approach acknowledges the pervasiveness and variability of academic language as well as the need for academic language to be learned through literacy, and through discussions focused on the relationships between forms, structures, and meaning. Through reading and writing workshop teachers draw students' attention to such relationships because students may not notice them on their own. PSD applies Designated ELD instruction during conferring and small group time during reading and writing workshop. The goal is for the English learner's attention to language to become a habit.

Supporting English Language Development through balanced literacy and subject area studies enables students to learn the register used to carry out academic language. Through interacting with complex texts, with teachers explicitly supporting students unpack the information from these texts, the student acquires higher levels of English proficiency. As Lilly Wong-Fillmore asserts, the most meaningful support is provided by teachers engaging students in instructional conversations in which they draw the students' attention to the ways in which meaning relates to words, phrases, and clauses in texts they are working on. In balanced literacy this is referred to as (conferring, interactive read aloud, guided reading, interactive writing…).

To achieve this outcome, staff is provided with~~the District designed a plan to provide~~ *ongoing, high quality, long-term, and in-depth professional development* in best practices that support literacy learning ~~initially~~ embedded in English Language Arts/Literacy and subject area professional development. ~~Addressing how mini-lessons and ongoing teacher and peer conferencing can be used effectively to support discipline-specific language. Specific ELD Standards specific professional development will be provided after the new ELD standards currently under development are released.~~

The *Common Core for English Learners: Challenges and Opportunities* ~~(~~The adopted State standards ~~established principles~~ served as a catalyst for discussions among practitioners on how to best support ELs~~and have been modified slightly~~. We are grateful the cutting edge work and

contributions Stanford University's Kenji Hakuta. What immediately follow are descriptions of some of the implications for teachers in the classroom.

Principle 1: Instruction develops discipline-specific language along with discipline-specific knowledge. *Classroom practice facilitates the development of discipline-specific language competencies to help students integrate their language development with the conceptual understandings they are acquiring within different disciplines.*

1. Teachers develop a deep knowledge of the disciplinary vocabulary, language functions, and discourse that ELs need and structure multiple opportunities in the classroom for students to use language. For example, teachers will use explicit instruction to introduce academic vocabulary including frontloading strategies and activities such as picture cards, physical movement.
2. Teachers design instruction across the curriculum to meet the needs of each student based on the learner's language proficiency, explicitly discussing the characteristics of texts, language functions, and discourse in the discipline with students during the various processes of the workshop model.
3. Teachers provide opportunities for EL students to engage in linguistically complex and content-rich tasks, including negotiating meaning in disciplinary discourse.
4. Instruction is designed with attention to language functions and progressions, and grows ELs' competencies with discipline-specific language functions such as obtaining information, demonstrating understanding, constructing explanations, engaging in arguments, etc.

Principle 2: Instruction is standards-aligned and grade level appropriate. *Instruction guided by the CCSS and* NGSS *includes opportunities for students to engage in oral and written discourse in which they present explanations, make conjectures, justify conclusions, and argue from evidence across all disciplines. The new Standards provide greater opportunities for students to engage in more linguistically complex and content-rich tasks, including negotiating meaning in disciplinary discourse.*

1. Classroom practice is cognitively challenging and aligned to grade-level Common Core State Standards for mathematics and English language arts as well as Next Generation Science Standards.
2. Instruction is designed to engage students in productive struggle as students build content knowledge and develop rich discipline-specific language and discourse. An essential way language is developed is through instructional conversations among students and between teacher and students that are anchored in units of study across the curriculum. These conversations are specially designed discussions focused on language and meaning: teachers engage students in talking and thinking about the language used in texts the students are working on.
3. Students engage in oral and written discourse in which they argue from evidence, present explanations, make conjectures, justify conclusions and validate findings.
4. The design of instructional tasks includes scaffolds for ELs that do not diminish their

engagement with complex concepts and text.

Principle 3: Instruction addresses the needs of students with various levels of English proficiency with a variety of prior school experiences. *Instruction moves students forward by meeting them where they are and facilitating access to rigorous disciplinary language and content standards.*

1. Teachers review and use data (origin, prior schooling, native language and English proficiency, etc.) when planning instruction for individual student needs.
2. Teachers are highly skilled and intentional about the use of scaffolds so that students experience rigor and struggle productively.
3. Teachers employ flexible and fluid grouping structures, both homogeneous and heterogeneous, to work with ELs based on English language proficiency, literacies and level of background knowledge.
4. Teachers choose materials based on native language and English proficiency levels that are appropriate for the grade span when planning individual and group learning experiences that accelerate their development.
5. Teachers communicate with families to gather a social history in order to gain a better understanding of student needs (academic and socio-emotional).
6. Teachers meet regularly with colleagues to reflect and co-plan instruction that accelerate competencies, content and English language proficiency.
7. Teachers use interventions and instructional routines to hone in on specific precursor competencies and knowledge that a subset of students might be lacking.
8. All classroom libraries contain age, grade, and content-appropriate books and materials in English and the students' native languages.

Principle 4: Instruction provides the necessary support to ensure that ELs comprehend disciplinary texts and tasks. This will enable students to acquire the language and knowledge they need to become more independent learners. *ELs engage with authentic complex texts and tasks across the disciplines aligned to the new Standards. Supports help ELs negotiate meaning and build their capacity to acquire and apply complex disciplinary language structures with confidence.*

1. Students learn content through various activities, including reading informational texts and writing that draws student attention to the way in which meaning relates to words, phrases, clauses in texts they are working on.
2. Teachers are masterful and intentional about the use of scaffolds enabling students to work beyond their current ability with appropriate support, for instance: use of anchor models techniques, graphic organizers, visual representations, and structured peer interactions.
3. Teachers understand that scaffolds are temporary supports that must be used with students only when needed as they move towards independent levels of performance.
4. Teachers carefully choose a variety of materials for individual, small group and whole class learning experiences so that students are often working at their current reading

levels and beyond with appropriate supports from teachers and peers.

5. Teachers provide a variety of complex texts that challenge students to build and expand their current literacy, language and content knowledge. For example: Teachers draw a sentence or two from the texts students are reading to feature in an instructional conversation they carry out with the students. The sentences selected are complex and important enough to deserve attention and discussion. The teacher guides students in talking about the sentences including structure, meaning, and word choice.
6. Teachers collect evidence of students' progression towards independence, adjusting instruction when necessary.
7. Teachers provide students with frequent exposure to the variety of writing genres with appropriate supports when needed.
8. Teachers communicate clearly to students the academic expectations of the classroom (i.e., goals, objectives, rationale), ultimately strengthening students' metacognitive abilities.
9. Teachers design and use scaffolds that afford ELs an entry point leading to a productive struggle with content and language development.

Principle 5: Diagnostic and formative assessments are used to identify students' knowledge and academic language competencies to guide instructional practice. *These assessment practices allow teachers to monitor students in-the-moment learning and to adjust instruction accordingly; provide students with timely and useful feedback; and encourage students to reflect on their own learning and thinking. Teachers monitor students in the moment as well as on-going learning, and adjust instruction accordingly. PSD assesses Levels 1-3 EL students with A Developmental English Proficiency Test (ADEPT) two times a year.*

1. Teachers provide students with timely and useful feedback; and encourage students to reflect on their own learning and thinking.
2. Teachers design assessments with discipline-specific language competencies in mind.
3. Teachers adapt assessments linguistically so that ELs show their conceptual understanding.
4. Teachers help students learn the specific linguistic features of formative and summative assessments.
5. Teachers analyze texts and tasks for discipline-specific language and content demands.

Principle 6: Instruction leverages ELs' native language(s) and culture. *ELs' native language(s) and culture are assets and used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.*

1. Teachers value students' native language(s) and use it as an entry point when and where needed, regardless of whether or not the teacher speaks students' native language.
2. Instruction draws on students' native language(s) to help make content delivered in a second language comprehensible.

3. Instructional materials in ELs' native languages are available for students to access grade level content.
4. Teachers employ flexible and fluid grouping structures, both homogeneous and heterogeneous, to work with ELs based on English Language proficiency, native language, and level of background knowledge. For example, students are grouped by native language to advantage their prior knowledge for comprehension and to access prior understandings and skills.
5. Teachers encourage explicit instruction of the characteristics of disciplinary discourse in their native language and English to accelerate language transfer.[1]

~~CHAPTER~~ SECTION THREE: MONITORING OF STUDENTS AND RECLASSIFICATION

In this chapter:
- Monitoring Student Progress
- Reclassification Process
- Assessments Given to English Learners

Monitoring Student Progress

Student progress is monitored annually, based on a set of district-adopted assessments. The assessments are used to determine English language proficiency, and evaluate students'

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[1] Hakuta, Kenji, *The Common Core for English Language Learners: Challenges and Opportunities*, Understanding Language - Language, Literacy, and Learning in the Content Areas (Stanford) with modifications.

language growth and academic performance. ~~To monitor ELD progress, PSD assesses Levels 1-3 EL students with A Developmental English Proficiency Test (ADEPT) two times a year.~~

~~Formative assessments to monitor students' ELD progress are given throughout the school year in listening/speaking, reading and writing.~~

~~District~~ Assessments **Given to English Learners**
~~The a~~Assessments given to English Learners are equivalent to those used with English Only (EO) and Initial Fluent English Proficient (~~I~~IFEP) students in the mainstream program. These include the state-mandated California Assessment of Student Performance and Progress (CAASPP), which includes the Smarter-Balanced Assessment Consortium (SBAC) for ELA and Mathematics, ~~California Standards Test (CST) which are~~ taken by all students regardless of their language classification. Additionally, ~~c~~Curriculum embedded assessments in language arts are taken in English, for example, by ELs. Other ~~A~~assessments, including the CELDT are also taken each year by English Learners.

Use of Assessment Dat~~ae~~ for Instructional Planning
Teachers use the language arts and mathematics curriculum-embedded assessments to review student progress on an ongoing basis, planning in instruction and classroom support as appropriate. CELDT ~~date~~ data ~~are~~is used for informing the teacher of EL language needs. ~~instructional grouping in ELD at the elementary level, and placement in appropriate ELD courses at the middle school~~. ADEPT and other ~~F~~formative assessments ~~in ELD~~ are used by all teachers to identify areas of progress and of continuing need for all groups of students. Instruction is designed to meet the needs that are revealed by the examination of this dat~~a (Designated ELD)e~~. SBAC ~~CST~~ test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of tiered support.

Annual Review of Student Progress
Each fall, teachers and principal at each school site collect and review the SBAC ~~CST~~ test results, the latest official CELDT scores, other assessment ~~data (DRA2@, MARS)~~ and teachers' recommendations, for all EL students at ~~3rd~~ 4th grade and above. On the basis of this review, a list is generated for the teachers and Principal of ~~identify~~ those students who are eligible for reclassification. The district's criteria are shown in the table on the next page. These criteria include multiple measures~~, including~~:
- English language proficiency, including listening, speaking, reading and writing (CELDT)
- Academic achievement in reading and writing measured in English (SBAC)
- Teacher's evaluation
- ~~Teacher recommendations regarding any academic performance deficits~~
- Parent's opinion and Consultation

The teachers and Principal notify parents and guardians of their rights and encourage them to participate in the reclassification process, providing an opportunity for the parent or guardian to attend the meeting (see reclassification criteria, below). If the parent/guardian wishes to attend, the meeting is scheduled at a time convenient for the parent/guardian. If not, the

parent should state his/her opinion in writing. The school site must make every attempt to involve the parent/guardian in the Language Review Team through the avenues of letters (Invitation to Reclassify Student), phone calls, and if possible, home visits.
The site may elect to take the following additional steps for involving parents in the reclassification process:

- Meet with parents of ELs who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal.

- Invite parents and teachers to a group LRT meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for two additional years. Students are also included in this meeting.

- If all attempts listed above have been exhausted, the sites will hold the LRT, the teacher and the Principal will sign the reclassification form and the copy is sent home for the signature. The original is filed in the green EL folder, and copies are sent to the parent and Student information and Assessment Center (SIAC) for input.

The Reclassification Process
The reclassification decision is made by a Site Language Review Team (SLRT) after considering the evidence regarding the student's performance and consulting with the parent. The membership of the Site Language Review Team includes: ~~site~~ EL Lead~~Coordinator~~ Teacher, Principal, classroom teacher, parent, counselors, and any other relevant specialists. If ~~After~~ the team has made a determination to RFEP~~, and made recommendations regarding the student's future program and support needs~~ the following completed materials are placed in the students EL folder in the cum folder with notification made to ESS: 1) ~~.~~ Reclassification Form, grades 4~~3~~-8
2)
~~Also attach the appropriate grade level~~ Reclassification Parent letter. ~~Copies are given to the district's Office of EL Programs and Services and to the parent, and a copy is placed in the child's cumulative folder. The SIAC verifies each submitted reclassification form at the point of input.~~ The child is then coded as reclassified in the district database. This enables district personnel and the district to monitor all reclassified students as a group for ongoing success in all district programs.

Pacifica School District
EL Language Proficiency Redesignation Form

Student Name: _____ Grade: _____ School: _____

Student #: _____ Room: _____ Home language: _____

Phone: _____ Date of Initial EL Identification: _____

1. 2011 CST English Language Arts (Basic or above): _____

2. 2011 California English Language Development Test (CELDT) - Students must have an Early Advanced or Advanced on the Overall, Speaking, Reading, and Writing portions of the assessment.

Overall:_____ Speaking: _____ Reading: _____ Writing: _____

3. Observation Matrix (SOLOM) - Students must score at 4 or above in comprehension, fluency, pronunciation, and grammar and a score of 3 or above in vocabulary.

4. Additional Supplemental Information - Students must obtain grade level proficiency the previous year of redesignation using progress reports and teacher recommendation.

5. Based on my assessment above, I recommend this student for redesignation. YES _____ NO _____

Verified by: _____ Date: _____
(This form needs to be verified by a credentialed teacher who can evaluate the academic progress of this Student.)

Principal Signature: _____ Date: _____

Category	1	2	3	4	5
A. COMPREHENSION	Cannot understand simple conversation.	Has great difficulty following what is said. Can comprehend only slow and repeated conversation.	Understands most of what is said, at slower-than-normal speed, with repetition.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. FLUENCY	Speech is halting and fragmented. Conversation is virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in conversation and class discussion often interrupted by student's search for correct manner of expression	Speech in conversation and class discussions is generally fluent, with occasional lapses while student searches for correct manner of expression.	Speech in everyday conversation and class discussions is fluent and approximates that of a native speaker.
C. VOCABULARY	Vocabulary limitations are extreme. Conversation is virtually impossible.	Misuse of words and very limited vocabulary make comprehension by others difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally uses inappropriate terms and/or must rephrase ideas.	Use of vocabulary and idioms approximates that of a native speaker.
D. PRONUNCIATION	Pronunciation problems are severe. Speech is virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to be understood.	Pronunciation problems necessitate concentration on the part of listener and, occasionally, leading to misunderstanding.	Always intelligible though one in conscious of an accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximates that of a native speaker.
e. GRAMMAR	Errors in grammar and word-order are severe. Speech is virtually unintelligible.	Grammar and word-order errors make comprehension by others difficult. Restricts self to basic patterns.	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word-order approximates that of a native speaker.

6. Redesignation follow-up occurs after 90 days and one academic year to assess student's progress

To be signed at the student's school after student scores at the English fluency level on all parts of the redesignation criteria.

I understand that my child has reached a level of English fluency to be redesignated from English Learner (EL) to Fluent English Proficient (FEP).
I agree with the recommendation that my child is Fluent English Proficient   YES_____ NO _____

Parent Signature: _____ Date: _____

Monitoring and Follow-Up on Reclassified Students

The school ~~Site EL Specialists and~~ principals/designee monitor the progress of reclassified ELs at the end of each grading period for two calendar years following a student's reclassification. ~~The Reclassification Follow-Up Form is used to summarize student performance on the critical measures, and the Language Review Team's findings. The Reclassification Elementary Accountability Roster or the Reclassification Secondary~~

Dependent on the student's progress, ~~Accountability Roster is used to chart all students (those making satisfactory or unsatisfactory progress). S~~services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring

- Specialized reading instruction
- English Language Development instruction
- Re-entry into a Sheltered English Immersion or Alternative Bilingual Alternative program
- Primary language support
- Participation in benchmark, strategic or intensive interventions provided by the school.

English Learners with Individualized Educational Plan (IEP)

Should a student who is identified as an English Learner (EL) and has an IEP does not meet standard for the district reclassification criteria, the Individualized Reclassification for ELs with an IEP Form may be used by the IEP team to determine reclassification.

Initial Fluent English Proficient (IFEP) Students
According to the CDE definition, students who score at least at the early advanced proficiency level overall without any skill area below the intermediate proficiency level should be identified as initial fluent English proficient (IFEP). IFEPS who incur any academic deficits may be monitored through the Student Success Team model to plan intervention and oversee academic progress.

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

ELs with less than three years of English instruction will not be retained unless it is determined that the student is not making adequate progress due to factors other than language acquisition. The recorded decision must follow the procedures outlined in Board Policy 5123 (b). The recorded decision of the Student Success Team, including the classroom teacher, will provide documentation as to why the determination was made. All documentation will be placed in the student's cumulative record. Please refer to the complete Board Policy 5123 (a), (b), (c), (d) for more information about the process and parent's rights for appeal.

Assessments Given to English Learners
All Pacifica School District schools will use standard assessments and procedures to gather information on language acquisition and academic progress for ELs. The following tables detail the instruments, grade levels, and descriptions for assessments of English and the primary languages of students. Included are the timelines, and information of the person(s) responsible for administering these assessments.

~~CHAPTER~~ SECTION FOUR: STAFFING AND PROFESSIONAL GROWTH

Staffing Configuration

The district ensures that all teaching personnel whose assignment includes English Learner students hold appropriated certification to provide necessary instructional services to English Learners. Teachers assigned provide ELD and content embedded language development and support.

Teacher Vacancies and Plan to Remedy: New Hires and Veteran Teachers

Every effort is made to hire a teacher with a BCLAD or CLAD certification for all open certificated positions (new hires). The Human Resources (HR) Department post the requirement and actively recruit and hire teachers who are fully certified. Each spring, during the annual Language Census (R-30) Report, the Network Specialist provides the Associate Superintendent and the Certificated Personnel Specialist HR Department to complete the Assignment Monitoring Report submitted to the San Mateo County Office of Education each spring. The intent of the report is to monitor and ensure we PSD teachers are appropriately credentialed for the student populations and content they teach.

Recruitment Procedures: Certificated (Teachers and Administrators)

The ~~Associate~~ Superintendent works and ~~closely with~~ the Administrative Assistants, Human Resources ~~Certificated Personnel Specialist – Human Resources~~ work closely with each site during anticipated staffing process to ensure every site and grade-level is includes staff BLAD or CLAD Credential.

In order to support the implementation of the EL program and services at each school site, it is a hiring priority to staff school sited and the District Office with administrators who possess the BCLAD or CLAD credential.

District and Site Professional Development

The district's professional development plan includes training for all staff that with ELs, including administrators, counselors, paraprofessionals, district office personnel. Professional development addresses:

- Master Plan policies
- EL program design and options
- ELD and embedded language development and content support
- Parent engagement and outreach to ensure their informed consent and understanding of the program and their child's progress

~~CHAPTER~~ SECTION FIVE: PARENT AND COMMUNITY ENGAGEMENT

In this chapter:
- ~~Procedures for Parent Notification about Parental Exception Waivers~~
- The Formation of Parent Advisory Committees

~~**Procedures for Parent Notification about Parental Exception Waivers**~~
~~1: After enrolling and completing all required assessments, parents of all students with a language other than English on questions 1, 2 or 3 on the Home Language Survey are~~

~~Once the CELDT results have been received from the test publisher, the parent is notified in writing via the Initial CELDT Results Parent Notification Form by the Assessment Department. This written notification is in English and in the student's primary language.~~
~~2: The is explained to parents and they receive an orientation to the district's program options for English Language Learner. They are also provided with a written explanation of the program, Description of Academic Program.~~

~~Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC).~~

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ~~Requirements:~~

Each school with 20 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC).

ELAC Requirements
- Members are chosen by election. All parents/guardians of English Learners have an opportunity to vote.
- Members receive materials and training related to carrying out their legal responsibilities.
- The ELAC advises the principal and staff on topics related to English Learners, including:
  - Development of School Plan for English Learners and the school's needs assessment;
  - Administration of the annual language census
  - Efforts to make parents aware of the importance of regular school attendance.
- Members elect representatives to the ~~District English Language Learner Advisory Committee~~ English Language Parent Advisory Committee (ELPAC).

All site ELAC documentation (calendar of ELAC dates, agendas, and minutes) must be kept at the site and a copy of all documentation sent to the Director of EL Programs and Services.

Two types of Parent Advisory Committees:
Site ELAC: a committee formed at each school where 2~~0~~_1_ or more ELs are present
District ELAC: a district wide committee that advises the governing board on EL programs, goals, and needs. The Site Principal and the Executive Director, ESS ~~Associate Superintendent~~ annually review the implementation of the ELAC in order to ensure that all requirements are met.

Implementation of the Site ELAC

- The site Principal is responsible for establishing the ELAC. The principal or a designee coordinates meetings and communication/documentation between the site and the district's Office of EL Programs and Services. Elected officers conduct the meetings.
- Elections for ELAC are conducted at the school site by October 1st each year. Membership composition must reflect the percentage of English Learners in the school. Membership includes parents and school staff (fewer than the number of parents). If a member must be replaced during the year, the replacement serves for the remainder of the year. At the beginning of the following year, an election must be held to fill the position.

ELAC Roles and Responsibilities

- The EL Department will provide training on establishment of ELAC to site administrators/site personnel in early September.
- The principal assists with planning the ELAC meetings, attends the meetings, and
- The principal arranges an agenda planning session with the ELAC chairperson prior to each meeting.
- Meeting dates are determined and publicized in English and other languages in advance.
- The ELAC conducts formal and advisory meetings, with agendas and minutes.
- School Site Council and ELAC shall not be combined.
- Childcare and refreshments are provided.
- During the school year, the ELAC members receive training in the four areas mentioned above.
- Copies of ELAC minutes and its membership information are sent to the District Office of EL Programs and Services within one (1) week after each meeting.
- The ELAC may develop and adopt by-laws and elect officers.

- At its first or second meeting of the year, the ELAC elects the proportional amount of representation (one member per up to 200 ELs at a site and one alternate representative to the District English Language Learner Advisory Committee.

English Learner Parent Advisory Committee (ELPAC) ~~District English Learner Advisory Committee (DELAC) Requirements:~~

The ~~DELAC~~ ELPAC advises the governing board on at least the following including the development of the Local Control Accountability Plan (LCAP):

Requirements:
- A timetable for and development of a district Master Plan of Education Programs and Services for English Learners, taking into consideration the school site plans for English Learners.
- A district wide needs assessment on a school-by-school basis.
- The district program, goals, and objectives for programs and services for English Learners.
- The plan to ensure compliance with applicable teacher or aide requirements.
- Administration of the language census.
- District reclassification procedures.
- Written parent notification of initial school enrollment.

Other ~~DELAC~~ ELPAC implementation provisions include:

- ~~The DELAC meets at least 8 times a year.~~
- ~~The DELAC operates according to guidelines contained in its by-laws.~~
- The Executive Director, ESS/ ~~District Director of English Language Learner Programs or~~ designee serves as district liaison to the ELPAC~~DELAC~~. This person assists with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the ELPAC~~DELAC~~.
- The ~~DELAC~~ ELPAC will communicate their ongoing advice to the Superintendent and governing board via the Executive ~~EL~~ Director. ~~Once a year the DELAC will make a presentation to the Superintendent and the governing board.~~
- The ~~DELAC~~ ELPAC chairperson presides at meetings and signs all letters, reports and other committee communications, with prior approval of the membership. In the chairperson's absence, resignation or inability to perform the duties, the Vice-chair assumes these duties.
- The district provides all ~~DELAC~~ ELPAC members with appropriate training, materials and information needed to carry out their responsibilities and duties.
- ~~DELAC minutes will be forwarded to the School Board and Superintendent.~~

Forums and Activities to Help Parents Effectively Assist Their Children Toward Educational Successes and Advocate for Their Children Within the Schools and Community.

The following goal has been established: Parents of English Learners at all schools in Pacifica School District will participate meaningfully in the education of their children. The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive.

- Whenever possible, the school will provide translations and interpretation of school information for all language groups.
- Communication in the home language. When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. All parents who are Limited English Proficient will be provided with oral translations in their primary language. Translators are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST and Language Review Team (LRT) meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the district level.
- The LRT and Student Success Team (SST) meetings must provide a translator for the parent.
- Site administrators will plan and provide for primary language through the use of Para educators or other staff.
- School sites may assign a staff member and alternate to provide for parent support at the site.
- Parent meetings should be parent friendly: held at convenient meeting times, with childcare, food, and translation services provided.
- Parent training sessions shall be provided on parental rights, and parents should be encouraged, in a variety of ways, to exercise these rights.
- The school can encourage parent volunteerism by providing opportunities for parents to volunteer and to provide training on how parents can effectively participate in school.
- Training on school advocacy may be provided. Such trainings can include informational sessions on school operations and who to go to for assistance related to problems or concerns.
- The district provides staff development to all school staff on how to work with parents, including communication skills and sensitivity to their backgrounds, needs and concerns.

~~CHAPTER~~ SECTION SIX: EVALUATION AND ACCOUNTABILITY

The chapter begins with an overview of accountability and evaluation, and then sets out the specific goals and evaluation questions. Specific assessments and methods are then referenced for each goal, and the chapter ends with assignments of responsibility to individuals and groups to make clear their roles in EL accountability.

Overview

Accountability work is something we all do. This includes students, parents, and all personnel at the school and district level—teachers, counselors, instructional assistants and administrators. Rather than considering evaluation as a specific event (or an annual report), we consider it to be part of our daily work.

We are all accountable for ensuring that EL programs are optimally effective. All district personnel are expected to follow the procedures specified in this Master Plan.

Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor for approval to ensure that any such modifications meet the standards set by our local governing board and that they are consistent with state and federal law.

EL Coordinating Council: a key mechanism for EL accountability

The Executive Director (ED), ESS ~~Associate Superintendent~~ leads the EL Coordinating Council. It ~~was~~ is designed to ensure that district stakeholders ha~~ve~~d a mechanism to plan and coordinate for optimal programs and for the success of our English Learners. The Council is comprised of the ED, ESS; Curriculum Specialists – Humanities, AEI; Principals; Lead Teachers ~~Associate Superintendent, the EL Director, EL Program Specialists, Director of Categorical Programs, the OCR Administrator, the Professional Development Director, Area Administrators, and outside~~

evaluators and specialists. The EL Coordinating Council meets as determined bi-monthly to discuss topics pertaining to the implementation of our programs for English Learners.

The Council also:

- Serves as a clearinghouse for strategies, ideas, and suggestions for EL programs as well as a focus group for collaborative problem-solving;
- Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's program (s) for ELs;
- Makes recommendations for reporting the performance of English Learners;
- Contributes to the review of the Annual Evaluation Report;
- Ensures communication and integration as we continue to bring clarity, consistency, compliance, and continuing improvement to Pacifica School District's programs for English Learners.