



ENGLISH LEARNER MASTER PLAN

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INTRODUCTION

DISTRICT VISION

Excellence for all.

DISTRICT MISSION

Pleasant Valley School District (PVSD) prepares 21st century learners who are responsible members of a global society.

CORE VALUES

PVSD's core values of equity, integrity, teamwork, being student-centered, and embracing and celebrating diversity guide our work as we strive to provide an educational program for students that promotes excellence for all.

DISTRICT CONTEXT

Pleasant Valley School District (PVSD) serves approximately 6,500 students in grades Pre-Kindergarten through 8th grade. The district is composed of eleven schools consisting of the following: two comprehensive middle schools, three K-8 schools and six elementary schools.

Our student population is comprised of 9% English Learners (EL). Our EL students represent 39 languages, with Spanish, Vietnamese, Mandarin, Filipino and Arabic accounting of the top five languages represented.

ENGLISH LEARNER MASTER PLAN OVERVIEW

The PVSD English Learner Master Plan outlines the systems in place to ensure compliance with state and federal guidelines. In addition, the intent of the plan is to provide a clear and accessible overview of the programs and services available for English learners and their families. PVSD is dedicated to providing learning environments that value and build upon the cultural and linguistic assets English learners bring to their education. PVSD is committed to ensuring that all English learners have the opportunity to engage in rigorous, relevant, standards-based instruction while developing proficiency in English in a safe and affirming setting.



IDENTIFICATION & ASSESSMENT

IDENTIFICATION

Upon enrollment in a California public school, parents/guardians complete a Home Language Survey (HLS) indicating which language the child first learned to speak and which language the child and family speak most frequently at home. A response of any language other than English to the first three questions on the HLS indicate that the student may be an English learner and the student is identified as “To Be Determined” (TBD) in the student information system. The fourth question on the HLS indicates the primary language that the adults speak in the home (home language) and is used to provide information for the schools to consider when sending home written information or when engaging in oral communication. If the answer to all four questions on the HLS is English, the child is classified as English only (EO).

To ensure that there is not a duplication of the home language survey, a student identified as TBD in the student information system will be cross-referenced in the state’s database, CALPADS, to verify that the student does not already have an English Language Acquisition Status (ELAS) code based on prior enrollment in another California public school.

Parents/guardians of students identified as TBD will be notified in writing of the need to administer a language proficiency assessment, the initial English Language Proficiency Assessment of California (ELPAC). If parents feel that they completed the HLS in error, they may request a correction. The first HLS completed by the parent at the time of initial enrollment in a California public school will be the one that is valid. The HLS is kept on file for each student in the student’s cumulative folder.

The initial English Language Proficiency Assessment of California (ELPAC) is administered to determine a student’s language proficiency. The initial ELPAC must be given within the first thirty calendar days of enrollment. Based on initial ELPAC results, a student will be identified either as an English Learner (EL) or as Initial Fluent English Proficient (IFEP). Parents will receive a letter within 30 calendar days of the initial ELPAC administration notifying them of their child’s results and English language acquisition status, either IFEP or English Learner.



ASSESSMENT

Annually, all English learners are assessed on English language proficiency using the summative English Language Proficiency Assessment of California (ELPAC). The ELPAC summative assessment measures student progress toward meeting the California English Language Development Standards, 2012 ELD Standards, which describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve grade-level academic content.

The ELPAC may only be administered by District-qualified and trained test examiners who report to Educational Services Department staff.

The assessment yields a score report, which is maintained in PVSD's student information system. Parents can access the score report through the Parent Connect portal. They may request a paper copy of the score report at the school site

English learners who receive Special Education services may require accommodations on the ELPAC as documented in each student's Individualized Education Plan (IEP) or 504 Plan. *Matrix Four: ELPAC Accessibility Resources* provides information about the embedded and non-embedded universal tools, designated supports, and accommodations allowed as part of the ELPAC System.

PARENT/GUARDIAN NOTIFICATION

Within the first thirty calendar days of school, the student's parent/guardian receives a copy of the annual notification letter, which includes the following information related to their child's status as an English learner:

- a. Most recent language assessment results (ELPAC)
- b. Most recent academic achievement results (CAASPP grades 3-8)
- c. Reclassification criteria
- d. Language acquisition program

Prior to summative ELPAC administration, families receive a letter, which notifies them that their child will be taking the ELPAC summative assessment.



INSTRUCTIONAL PROGRAM AND PLACEMENT

ENGLISH LEARNER INSTRUCTIONAL PROGRAM

If a student is not reasonably fluent in English according to the initial and summative ELPAC established criteria, the student's instructional setting will be Structured English Immersion (SEI) and placement will be Designated and Integrated English Language Development (ELD). When available, the student's primary language can be used to support the child's learning. Support services in the SEI program must include Designated and Integrated ELD instruction.

In grades TK-5, English learners participate in a SEI classroom setting and are clustered by similar proficiency levels. SEI is designed to support the language acquisition needs of English learners. Appropriately certified teachers utilize research-based instructional strategies and resources from board-approved instructional materials to provide direct instruction in both Integrated and Designated ELD. Throughout the instructional day, the classroom teacher provides Integrated ELD in all content areas. Teachers use the California Content Standards in English Language Arts in tandem with the California English Language Development Standards to provide instruction and support for English language development. Differentiated instruction is provided to meet students' diverse language needs as identified by local and state measures. All English learners also receive Designated ELD instruction at their identified proficiency level.

In grades 6-8, English learners participate in a Structured English Immersion (SEI) program. Classroom teachers, throughout the instructional day, provide integrated ELD across all content areas. At the middle school level, integrated ELD may include developing academic language to accelerate English language and achievement in core content areas. Designated ELD taught by appropriately certified teachers may include direct instruction in English language (i.e. how English works) as taught through core ELA content, or it may be taught during a set aside time of the school day or as a period of English Language Development.



Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible.

ACCESS TO CORE CONTENT INSTRUCTION

Instructional programs for English learners are designed to promote acquisition of high levels of English language proficiency, as well as to provide access to the core curriculum.

Academic instruction in English is scaffolded to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum. The expectation is that all English learners master the ELD standards and meet grade level standards in the core academic subject areas. English learners' progress toward meeting ELD standards and grade-level standards is determined by multiple measures, which include Summative ELPAC, CAASPP (grades 3-8), PVSD Progress Monitoring Assessments (grades TK-8), and classroom assessments. If students do not meet language acquisition expectations, they receive academic intervention support. The intervention provided will directly target the identified need. Delivery of intervention shall be monitored, documented, and discussed with families. The effectiveness of the intervention will be evaluated based on student performance through ongoing formative and summative assessments. The programs and resources available at each site determine the academic intervention(s) provided.

The State-adopted 2012 ELD standards have been developed as a guide for educators to follow as they facilitate students' English language skill development necessary to meet grade-level standards in English language arts and content areas. The standards describe what students should know and be able to do at each level of English proficiency. English learners who meet reclassification criteria are expected to meet the same rigorous grade-level standards as their average native English-speaking peers with light support.



PLACEMENT

Upon initial identification and annually, parents of English learners receive notification of their child's EL program placement along with an explanation of the instructional setting and placement options. With appropriate documentation, the district will honor the parents' informed preference to opt out of the Structured English Immersion instructional setting. To complete this process, parents must submit a written request to the Educational Services Department. While parents may choose to opt-out of a specific instructional service, California Education Code does not permit parents to exempt their child from taking the ELPAC annually until the time of reclassification to fluent English proficient.

ENGLISH LEARNERS IN SPECIAL EDUCATION

Individualized Education Plan (IEP) teams will ensure that students identified as English learners receive appropriate Integrated and Designated ELD instruction to develop English proficiency and provide equitable access to the core curriculum. An English learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and the ELD standards. Such goals and objectives will address ELD and core content instruction. The IEP shall also clearly delineate the person(s) and/or program responsible for providing the instructional services.

In developing a 504 Plan, educators take into account the language development needs of English language learners and any accommodations needed to access instruction (including Integrated or Designated ELD) during the school day. The IEP team determines the student's English language development needs and identifies ELD strategies that support access to the core curriculum.



MONITORING STUDENT PROGRESS

PROGRESS MONITORING

Regular progress monitoring is essential to ensuring that English learners achieve language and academic grade-level proficiency and are eligible for reclassification. Students are monitored regularly through formative and summative assessments, which include, district-created progress monitoring assessments, state-mandated assessments (ELPAC, CAASPP), district benchmark assessments, and teacher evaluation. These assessments are administered to determine English language proficiency progress and to evaluate students' academic performance. Assessment results are maintained in electronic form in the district's student information system and ELlevation, and in the English learner folder located in the student's cumulative folder. Every certificated teacher who has an English learner in class is responsible for monitoring and documenting EL progress on district measures.

PVSD has set the following benchmarks for EL progress. ELD growth is monitored by local ELD assessments and the ELPAC.

ELPAC Level	Emerging	Lower Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Bridging/ Reclassified
Years in EL Program	2 nd year	3 rd year	4 th year	5 th year	6 th year	7 th year
	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
		1 st year	2 nd year	3 rd year	4 th year	5 th year
			1 st year	2 nd year	3 rd year	4 th year
				1 st year	2 nd year	3 rd year

USE OF DATA FOR INSTRUCTIONAL PLANNING

Teachers use curriculum-embedded assessments to analyze student progress on a regular basis and to plan appropriate scaffolds (light, moderate, substantial) for instruction. Teachers use ongoing formative assessment to identify areas of improvement and areas of need. Students' work and grades, teacher recommendations, and results of standardized tests are used in planning strategic



interventions. Professional Learning Communities (PLCs) meet to examine student data and plan instruction accordingly. At least once per year, the Language Appraisal Team (LAT) meets to formally review the performance of each English learner. The LAT is led by an administrator, and may include the classroom teacher, Educational Services staff, and any educator or support staff who works directly with the student during the instructional day.

RECLASSIFICATION

RECLASSIFICATION CRITERIA

Students initially identified as English learners (ELs) are designated Reclassified Fluent English Proficient (RFEP) when they meet state and district criteria. The four reclassification criteria set forth by the California Department of Education (CDE) are assessment of English language proficiency, performance on state and/or district academic assessments, teacher evaluation of curriculum mastery, and parent opinion and consultation. Pleasant Valley School district has established the following criteria in alignment with state requirements:

1. Score of 4 on the most recent Summative ELPAC
2. Score of Meets or Exceeds on the English Language Arts section of the most recent California Assessment of Student Performance and Progress (CAASPP)
3. Teacher evaluation
4. Parent consultation and approval

RECLASSIFICATION PROCESS

Reclassification takes place twice yearly during identified windows, once in fall and once again in spring. To begin the process, district personnel collect assessment data and migrate it into ELLevation, a database used for storing PVSD's English learner data. ELLevation identifies students who meet criteria one and two for reclassification. The teacher of the reclassification candidate completes the teacher recommendation form in ELLevation, making a recommendation to either reclassify the candidate or not. If criteria one, two, and three are met, parents/guardians receive a reclassification letter via U.S. mail notifying them of their student's recommendation for reclassification. They have the option of approving the



reclassification by signing and returning the letter, or they can request a meeting to discuss the reclassification recommendation with the student's teacher and/or site administrator.

Upon receipt of the signed parent/guardian notification letter indicating approval of reclassification, the reclassification process is finalized by Educational Services Department staff and documentation is placed in the RFEP folder located in the student's cumulative folder and a copy is maintained at the district office.

The reclassification process used for general education students is also used for students with an Individualized Education Plan (IEP) or 504 Plan who are being instructed using the general education curriculum with accommodations and/or modifications. If a student with an IEP or 504 Plan fails to meet the reclassification criteria, the IEP team will determine if the student's failure to meet the criteria is primarily due to the student's disability and not due to lack of English language proficiency. Once the determination for reclassification has been made, the Case Manager completes the *Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient*. The completed special education reclassification worksheet is submitted to the Educational Services Department for final processing and student reclassification.

MONITORING RECLASSIFIED STUDENTS

Local Education Agencies (LEA) are required to progress-monitor students for a period of at least four years following reclassification. PVSD has elected to monitor students for five years following their reclassification. Site administrator(s), teachers, and Educational Services Department staff oversee the monitoring of reclassified students.

Site staff utilize State and/or District assessment results, report card marks, and teacher input to monitor the progress of Reclassified Fluent English Proficient (RFEP) students.

RFEP student performance shall be reviewed annually. Students found to be regressing in their academic performance will be referred to receive academic intervention based on identified need. The monitoring results of RFEP students is maintained in the ELlevation database and recorded on the RFEP monitoring form, which is housed at the district office. Results of monitoring are provided to the site LAT for follow-up



STAFFING

TEACHER AUTHORIZATION

Pleasant Valley School District ensures that all teachers providing instruction to English learners are appropriately credentialed. Teachers who provide instruction to English learners are required to have either: a Cross-cultural Language and Academic Development (CLAD) certificate, a Bilingual, Cross-cultural Language and Academic Development (BCLAD) certificate, or English Language Authorization or comparable credential.

PROFESSIONAL DEVELOPMENT

The PVSD Educational Services Department is committed to providing research-based professional learning opportunities to site and district personnel on how to best support English learners. These opportunities are provided through district-wide and site-based professional learning, individual peer coaching, and data-informed conversations in Professional Learning Communities (PLCs). The goal of professional development is to help educators acquire skills needed to support English learners in their acquisition of language and to deliver comprehensible core content instruction.

MONITORING PROFESSIONAL DEVELOPMENT AND SUPPORT

Participant attendance in professional learning opportunities is monitored through sign-in forms, which are maintained at the school site or district office. Training attendance is reported to administrators to ensure that all participants providing specialized services to ELs are appropriately trained. Participant feedback is collected through surveys and used to evaluate effectiveness and identify next steps.



FAMILY PARTNERSHIPS

PVSD understands that families are crucial partners in the development of English language acquisition. Through engagement opportunities, we strive to make every family part of our academic community.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

Each school site with twenty-one or more English learners must establish a functioning English Learner Advisory Committee (ELAC). ELAC promotes a meaningful connection with parents of English learner students at the site. The purpose of the ELAC is to provide guidance and advise principals, staff, and the School Site Council (SSC) about the needs of students who are learning English as a second language. Each ELAC shall elect at least one representative to the District English Learner Advisory Committee (DELAC).

The site ELAC advises the principal and School Site Council (SSC) on the development of the components of the school's School Plan for Student Achievement (SPSA) that address education services for English learners. The ELAC must certify that it has provided guidance to the SSC regarding the SPSA prior to its formal approval. ELAC is also responsible for assisting in the development of the schoolwide needs assessment. The minimum required ELAC meetings in a school year is six. ELAC meetings are informative for families and assist them in understanding the school system and its programs.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

A school district having 51 or more English learners must establish a District English Learner Advisory Committee (DELAC). The minimum required DELAC meetings in a school year is six. The District English Learner Advisory Committee (DELAC) is composed of elected representatives from each school site.

The DELAC advises the governing board on programs and services for English learners. The committee is responsible for a variety of tasks, which include, but are not limited to; assisting in development of the district master plan for education programs and services for English learners; conducting a district wide needs



assessment on a school-by-school basis; establishing district goals and objectives for programs and services for English learners; developing a plan to ensure compliance with applicable teacher and/or teacher aide requirement; reviewing and commenting on the school district reclassification procedures and on required written notifications sent to parents/guardians; and reviewing and commenting on the development or annual update of the Local Control and Accountability Plan (LCAP).

FUNDING

LOCAL CONTROL FUNDING FORMULA

The Local Control Funding Formula (LCFF) provides the district with base grant general funds that support best first instruction for all students. For English Learners, additional supplemental funds are used to focus on the goal of ensuring increased student academic achievement through high expectations for all.

FEDERAL FUNDING

Title III Limited English Proficient (LEP)

Title III funds are federal funds provided for programs and services for English learners.

Funds *must* be used for the following supplementary services as part of the language instruction program for EL students:

- Increase the English language proficiency of English learners by providing effective language instruction educational programs;
- Provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel;
- Provide activities and strategies that enhance educational programs for English learners, which include parent, family and community engagement.

In addition, Title III English learner student program funds *may* be used for:

- 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;
- Providing intensified instruction to English learners;
- Improving the English language proficiency and academic achievement of English learners;
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families;
- Improving the instruction of English learners, which may include English learners with a disability;
- Other activities that are consistent with the purposes of the program.

Title I, Part A

Title I, Part A is a federal fund provided for supplementary programs and services to improve academic achievement. Title I funds may be used to supplement programs and services for English learners as follows:

- Assessment of student progress
 - Opportunities for staff to review data
 - English language development and academic areas
- Staff professional learning to accomplish English learner goals
 - Administrators, teachers, and EL support staff
 - Conference registration, release time
 - Supplemental materials
 - Translation/interpretation support
- Supplemental instruction for English learners beyond core curriculum
 - Specialized or targeted interventions
 - Before/after school and/or summer programs
 - Materials, staff, equipment, software
 - Transportation to participate in supplemental instruction
- Parent Involvement
 - Supplies
 - Conference registration
 - Childcare support and refreshments for meetings
 - Translation support

