

ARVIN UNION SCHOOL DISTRICT



MASTER PLAN FOR ENGLISH LEARNERS

APPROVED BY THE BOARD OF TRUSTEES ON OCTOBER 15TH, 2019

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The following individuals, district staff, and parents groups provided input into the Master Plan for English Learners. The district would like to thank all stakeholders for helping with our English Learner Master Plan.

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This document is based on regulations outlined in the California Education Code and Federal Guidelines (Office for Civil Rights), and the requirements of Federal Program Monitoring.

Vision, Mission, and Goals

Vision

The Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and dedication to student success. We provide equitable educational services to enhance all students' lives preparing for High School and beyond through a system of continuous improvement.

We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency, and Teamwork.

Mission

Every Child Learning, Every Day, No Matter What It Takes!

Goals

- All students attain increasingly higher levels of achievement on State Standards through grade level standards-based instruction and targeted support
- Provide a safe, nurturing environment within high quality facilities for students, staff, parents, and the community
- Increase student attendance rates and engagement in school.

Guiding Principles for English Learners

The Arvin Union School District's Master Plan for English Learners is closely aligned with the district's goals and core beliefs.

Culture and Climate - our district schools provide a safe and inclusive learning environment for English learners.

Professional Learning and Support - a variety of opportunities exist for teachers and administrators to improve their knowledge and practice to serve English learners. These professional learning opportunities are created in a consistent and systematic manner based on the needs of the school sites as identified by data, evidence of student work, and staff input. The district offers support for English language development, rigorous content area instruction, and dual language instruction.

High Expectations - district leaders, administrators, and other staff members hold high expectations for all English learners, including English learners with disabilities.

Teaching and Learning - Language is explicitly taught in the context of the curriculum using both integrated and designated English language development.

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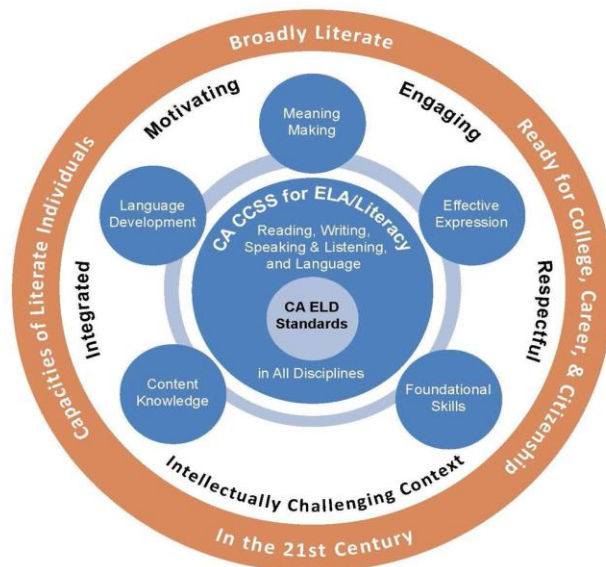
Essential Elements of Program Instruction

The following elements are essential in the instruction of ELD and the daily instruction of our English Learners:

- Incorporate effective English learner instruction and English Language Development as outlined in the California English Language Development Standards.
- Create a common English learner focus that establishes all teachers in the district as teachers of English learners.
- Ensure that all English learners have a supportive learning environment where they will gain increased levels of English.
- Provide differentiated services and targeted academic content language support for all English learner groups, including Long Term English Learners, English learners with disabilities, newcomers, and English learners who are identified as gifted and talented.
- Support for administrators, district leaders, and teachers to use multiple sources of evidence to plan and inform instruction for English learners.
- Expand the district's communication with parents and family to effectively engage families and build their capacity to provide support within and outside the school setting.
- Develop a common understanding of curriculum and instruction for English learners as delineated in the English Learner Master Plan.
- All English learner instructional practices will include use of state adopted English Language Development (ELD) and Core Content Standards to ensure mastery of English.

The effective alignment of the California ELA/ELD Framework will also be prioritized as reflected in the guiding circles of implementation (Figure 1.1). The mathematics, history social studies, and NGSS science Frameworks also provide guidance and support for integrated ELD to support all English learners throughout the day.

Figure 1.1. Circles of Implementation of ELA/Literacy and ELD Instruction



Theory of Action

The district's English Learner Master Plan will be the foundational component for transforming the district's vision and philosophy into action for English Learners. To improve the academic achievement of English learners, the goal will be to ensure a common vision of English learners as capable and deserving of a first-class education. This plan will provide guidance to teachers and provide resources that can enhance and contribute to the education of English learners. To successfully implement this plan, district staff will continue to build a common knowledge base and a common understanding of recent research and practices.

Designated and Integrated English Language Development

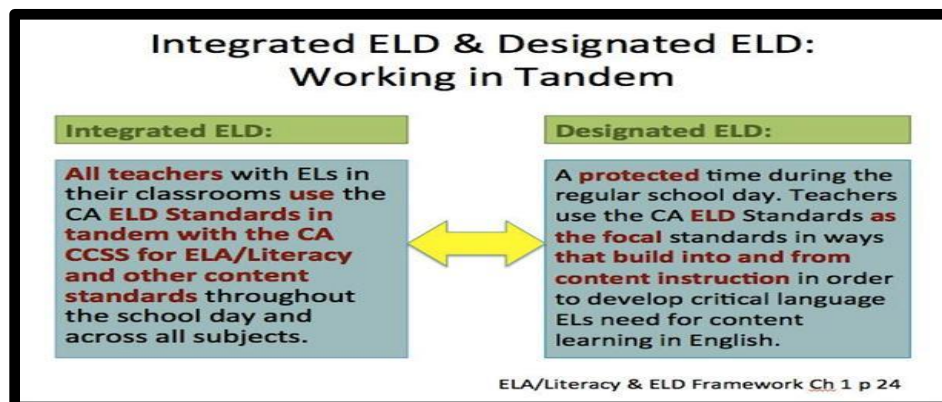
The Arvin Union School District offers each English learner a program of English Language Development (ELD) that is designed to enhance their English proficiency as well as to develop a range of discrete English language skills. At all grade levels, students receive daily designated and integrated ELD instruction using the district's adopted core materials.

Designated ELD

Designated ELD is provided by teachers during a protected time during the regular school day to learn how English works (Figure 1.2). Teachers use the CA ELD Standards as the focal standards in ways that build into and from the content instruction in order to develop critical language English learners need for content learning in English. Students learn how English works to communicate meanings in different ways based on topic, audience, and purpose. Teachers focus on the opportunities presented by the content for teaching language.

Integrated ELD

Integrated ELD is provided to English learners throughout the school day and across all subjects by all teachers. Teachers focus on the language demands for accessing and participating in the content area. Students learn to use English as they learn content knowledge through English. They develop English primarily through meaningful interactions with others and through intellectually rich content, text, and tasks. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. The main focus of Integrated ELD is acquisition of grade level content.



The district offers three instructional programs in which English learners may participate. Included among these three program options is a dual immersion program that makes use of the Spanish language; however, English learners in this program, are still provided designated ELD during the school day. Parents and guardians also have the right to request an alternative language acquisition program that best suits their child.

Language Acquisition Programs for English Learners to Attain English Proficiency and Language Programs for Students to Become Proficient in Languages Other than English.		
Structured English Immersion (SEI)	Dual Language Immersion Program	Alternative Program
<ul style="list-style-type: none"> • ELPAC levels 1, 2, 3, and 4, <p>Intensive Language Support</p> <ul style="list-style-type: none"> • Initial ELPAC level 1 • Annual ELPAC level 1,2 <p>Students are grouped for intensive language support based on teacher recommendation and local measures.</p> <p>Students exit daily ELD instruction after Reclassification</p>	<ul style="list-style-type: none"> • ELPAC levels: 1, 2, 3, 4, and English proficient • Target is 50% English speakers and 50% Spanish Speakers <p>Students exit daily ELD instruction after Reclassification</p>	<ul style="list-style-type: none"> • ELPAC level: 1,2,3 or 4 and English proficient • Parents/Guardians may choose a language acquisition program that best suits their child. To open a class for an Alternative Program there must be 20 or more requests in one grade level or 30 at a school site. A program will be opened to the extent feasible. <p>Students exit daily ELD instruction after Reclassification</p>
ELPAC Levels: 1 (Minimally Developed), 2 (Somewhat Developed) 3 (Moderately Developed), 4 (Well developed)		
Integrated ELD Instruction		
Students learn grade level content using core curriculum. Integrated ELD is provided while students continue to develop English proficiency. Students learn to use English as they learn content knowledge through English. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards. The focus of Integrated ELD is content instruction.	Students learn grade level content using core curriculum. Instruction may be in English or Spanish. Integrated ELD/SLD is provided while students continue to develop biliteracy. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards. The focus of Integrated ELD is content instruction.	<ul style="list-style-type: none"> • Program Models may vary <p>Students learn grade level content using core curriculum. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards. The focus of Integrated ELD is content instruction.</p>
Designated ELD Instruction		
Students develop critical language needed for content learning in English. During a protected time of the regular school day, teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction. Kindergarten- Sixth Grade= 45 minutes daily 7th-8th Grade= minimum 30 minutes daily	Students develop critical language needed for content learning in English. During a protected time of the regular school day, teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction. Kindergarten- Sixth Grade= minimum of 20 minutes** 7th-8th Grade= minimum 30 minutes	Students develop critical language needed for content learning in English. During a protected time of the regular school day, teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction. 20-45 minutes daily of ELD in addition to their SLA/ELA instruction (program models may vary).

****although instructional time in ELA and ELD is reduced in dual immersion, the design of the program allows for metalinguistic learning across both languages during the instructional day.**

Example of Proficiency Levels for Instructional Deployment:

Emerging Minimally to Somewhat developed language	Expanding Somewhat to Moderately developed language	Bridging Moderately to well-developed language	English-Only, R- FEP, I-FEP, Ever EL
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Instructional Models for Designated ELD.

Elementary School Deployment Model: Schools schedule a block of time to provide designated ELD by re-grouping students by English language proficiency level within grade levels (or sometimes combining 2 adjacent levels, depending on numbers of English learner students at each level). Teachers share and collaborate frequently to plan and adapt instruction in order to meet the instructional language needs of English learners, while non-English learner students are re-grouped to meet their literacy needs. Multiple measures should be considered for ELD placement. Examples of measures a team might consider include: ELPAC results, attainment of grade level ELD standards, and classroom performance. Student groupings for instruction are reviewed by teachers and modified as needed. Instructional levels are observed during regular classroom observations to support differentiated instruction.

ELD time block may include:

- Focus on one or more domains: Listening, Speaking, Reading and/or writing.
- Targeted ELD standards taught through content standards in ELA, Math, Science or History Social Studies.
- Instructional strategies from the ELA/ELD framework.
- ELD prepared lessons from adopted curriculum
- Focus on Tier 2 Vocabulary Word and grade level syntax.

Middle School Leveled Class Structure Model: ELA/Self-Contained:

Teachers schedule a protected block of time daily to provide designated ELD to the English learners in their Language Arts class. Teachers share and collaborate frequently to plan and adapt instruction in order to meet the instructional language needs of English learners. All English learners are enrolled in the standard instructional program including core curriculum courses and courses required for middle school grade promotion. Instructional levels are observed during regular classroom observations to support differentiated instruction.

ELD time block may include:

- Focus on one or more domains: Listening, Speaking, Reading and/or writing.
- Targeted ELD standards taught through content standards
- Instructional strategies from the ELA/ELD framework.
- ELD prepared lessons from adopted curriculum
- Focus on Tier 2 Vocabulary Word and grade level syntax.

Other: Teachers may have the option to use other structures that have proven effective for Designated ELD Instruction with notification to Superintendent/ELD Director.



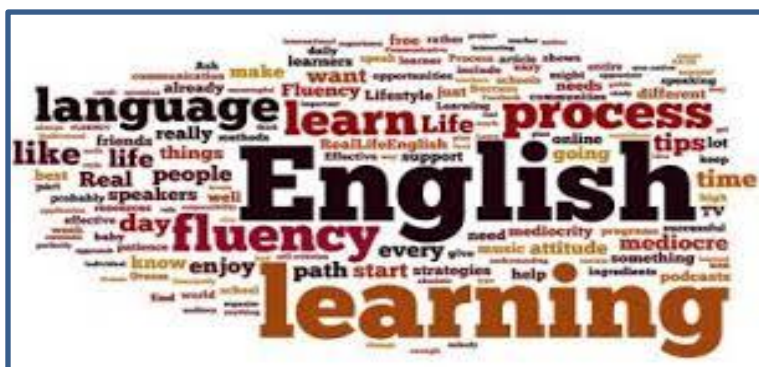
Instructional Focus for English Language Development

English as an additional language is a complex process that involves interrelated components. A comprehensive look at English learning is important and is outlined for us in the California ELA/ELD Framework. The district will define the focus on specifically selected layers and components. Those layers include fostering meaningful interactions in the classroom, using intellectually rich curriculum and attention to language awareness. Students will also need appropriate scaffolds throughout the school day and across disciplines.

After analysis of the district's needs through a review of instructional practices and data, the district has identified activities, focus strategies and consistent routines for the instruction of students. The Arvin Union School District will begin this endeavor with the following essential instructional routines and practices adapted from the ELA/ELD Framework California Department of Education and the Frames of Essential Practice.

- **Planning for instruction of academic vocabulary**
 - Students will be introduced to new vocabulary words, focusing on tier 2 words, that will promote higher levels of English production and be spoken and used across all content areas. Students also learn to use context clues from text to determine word meanings and utilize research-based strategies for instruction.
- **Effective strategies for collaboration**
 - Students will take part in collaborative activities throughout the school day. Activities should be intentional and pre-planned and should occur in all content areas throughout the school day. Examples include: think-write-pair-share, inside-outside circles, Socratic seminar, and many others.
- **Support for extended academic conversations by using a variety of sentence frames, sentence response starters, and participation techniques**
 - Students will expand language production in classroom and content discussions.
 - Students will be able to extend their academic conversations to include text dependent and text independent questions with the support of scaffolded language.

- **Routines and strategies on checking for understanding**
 - Teachers will be purposeful in checking for understanding by listening to students' responses and recognizing when students need more support and feedback.
 - Checking for understanding can be accomplished with a variety of methods, including but not limited to oral and written responses.
- **Language Objectives**
 - A goal that provides students and teachers with a purpose of the explicit language skill needed to summarize academic content and to build self-awareness for students on how to develop their English language skills.
- **Formative assessment to evaluate progress appropriately**
 - Teachers will assess students through formative assessments and will review the data and plan accordingly. Minute by minute, daily, and weekly checking for understanding as well as project-based learning tasks and presentations can be used for formative assessment to adjust instructional practices.
- **Scaffolding for rigorous tasks that are purposeful and that incorporate intellectual quality**
 - Implementation of strategies will be taught using rich and varied instructional practices, accompanied by lessons that will scaffold material and challenge our students at every proficiency level.
- **Reading Strategies for English Learners**
 - Teachers will introduce various reading strategies for our English Learners while understanding how language works, ensuring students simultaneously integrate language acquisition while reading to learn.
- **Use of District Adopted Curriculum**
 - The District has adopted current language arts, math, science, and history/social studies materials for all grade levels. Adopted materials have been reviewed by the state for alignment with current state standards and include support for English learners.





Essential Features of Designated ELD Instruction: ELA/ELD Framework Chapter 2

Intellectual Quality: Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.

Academic English Focus: Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.

Extended Language Interaction: Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.

Focus on Meaning: Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.

Focus on Forms: Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.

Planned and Sequenced Events: Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.

Scaffolding: Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.

Clear Lesson Objectives: Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content standards.

Corrective Feedback: Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.

Formative Assessment Practices: Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.



Programs for English Learners with Disabilities

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

Students in the Special Education Program have an IEP which defines their educational program and goals. For English learners, an IEP includes at least one language goal to help students develop their English language proficiency, taking into account their specific disability. Language program placements are recommended to meet the English language development goals of each student.

Parent/Guardian Rights

Parents have the right to decline enrollment in a program or type of service, withdraw their child from the program at any time, or choose another program if available. However; the Arvin Union School District remains obligated to provide the student with meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at the time. Requests for a change in program may be made verbally or in writing to the school secretary at the school site. Requests do not have to be made in person.

Parents/Guardians may choose a language acquisition program that best suits their child. To open a class for an Alternative Program there must be 20 or more requests in one grade level or 30 at a school site. Requests for alternative programs may be made verbally or in writing to the secretary at the school office. Requests do not have to be made in person. A program will be opened to the extent feasible. In the event the district determines it is not possible to implement a language acquisition program requested by parents, the district will provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. The request is logged on the **Parent Request to Change English Learner Services or English Learner Designation Log** which is maintained at each school site. The Director of Curriculum and Instruction and the Superintendent must be notified immediately

Parent may also provide input regarding language acquisition programs during the development of the Local Control Accountability Plan.

Monitoring Progress in the Development of Proficiency in English

Academic instruction for English learners must be designed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels within a reasonable amount of time. Each LEA must have a means to assist English learners 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. Each LEA must monitor student academic progress and provide additional and appropriate educational services to English learners for the purpose of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable.

The following chart identifies the district proficiency benchmarks for adequate progress for English

Learners by time in program based upon language proficiency level at enrollment.

Students are considered a year 0 until after their first year of instruction. Students starting before February 1st of any instructional year will be counted as being in program for 1 year beginning in the next instructional year.

Minimum Progress Expectations for ELs						
Years in Program	0/1	2	3	4	5	6
English language Proficiency						
Summative ELPAC Domain Scores	1	2	2	3	3	3
Academic Achievement						
SBAC Language Arts Grades 4-8	Does Not Meet Standard Level 1	Does Not Meet Standard Level 1	Standard Nearly Met Level 2	Standard Nearly Met Level 2	Standard Met Level 3/4	Standard Met/Exceeded Level 3/4
SBAC Math Grades 4-8	Does Not Meet Standard Level 1	Does Not Meet Standard Level 1	Standard Nearly Met Level 2	Standard Nearly Met Level 2	Standard Met Level 3/4	Standard Met/Exceeded Level 3/4
i-Ready EOY Reading Grades K-8	Intensive Level 1	Strategic 2 Level 2	Strategic/Benchmark Level 2/3	Benchmark Level 3	Benchmark/Advanced Level 3/4	Benchmark/Advanced Level 3/4
i-Ready EOY Math Grades K-8	Intensive Level 1	Strategic 2 Level 2	Strategic/Benchmark Level 2/3	Benchmark Level 3	Benchmark/Advanced Level 3/4	Benchmark/Advanced Level 3/4

PERFORMANCE MONITORING K-8: The AUSD catch-up plan components...

1. Notification

In September of each school year the administration and teachers of each site will be notified by the ELD department of students who did not meet the performance benchmarks in the prior year.

2. Identification of needs

Site administration and staff will identify needs and focus areas for individual students. Each teacher will complete an English Learner “Catch-up” plan monitoring instrument two times a year.

3. Goals and Strategies

The staff will identify goals and strategies for meeting the performance expectations for the year in program.

4. Monitoring

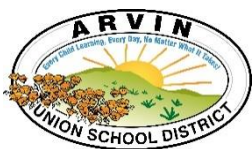
Academic performance will be monitored by site administration, teachers, and coaches through ongoing formative assessments (approximately every 6-8 weeks) in ELD, ELA, and Math. Student placement and intervention strategies will be adjusted based upon assessment results.

Intervention Process:

English learners who are identified as making inadequate progress on the performance expectations in ELD/ District and State assessments will be provided with intervention. Interventions may include monitoring and adjusting classroom practices, additional classroom support, or alternative RLA intensive intervention curriculum. Parents will be offered the opportunity to enroll students in extended day and/or extended year instructional programs (subject to space availability).

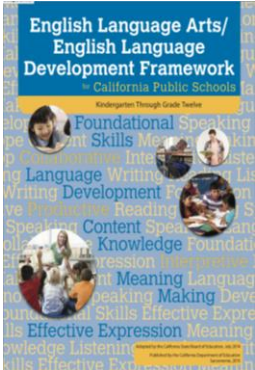
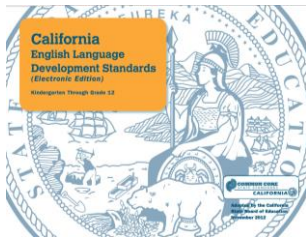
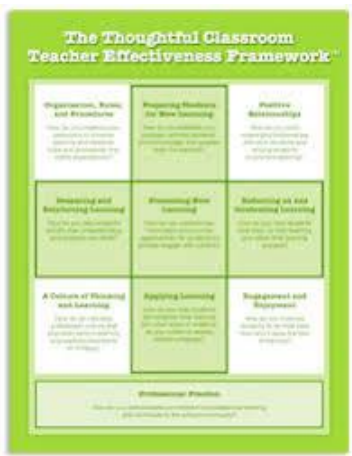

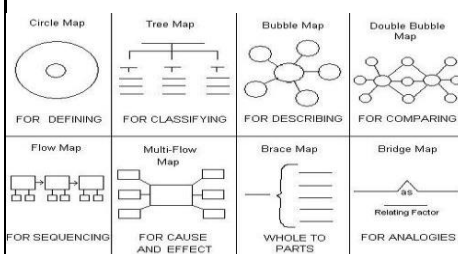
Additional English Language Development Practices, Strategies and Resources

- | | |
|--|--|
| <ul style="list-style-type: none">● Sentence Deconstruction● Interactive Writing● Think Time● Analyzing Informational Text● Using Realia● Graphic Organizers● Tier 1, Tier 2, Tier 3 Vocabulary● Total Physical Response● Exit Tickets● Think Write Pair Share● Inquiry: Critical Thinking | <ul style="list-style-type: none">● Quick write Quick draw● Literature Circles● Inside-Outside Circles● Jigsaw Activities● Socratic Seminars● Academic Conversations● Digital Chalkboard● Stanford Understanding Language● Discussion Web● Colorin Colorado |
|--|--|



Arvin Union School District

Support Components Chart

Teacher Supports	ELD Standards/Resources	Strategies and Routines
<p>ELA/ELD Framework</p>  <p>http://www.cde.ca.gov/ci/rl/cf/elae/ldfrmwrksbeadopted.asp</p>	<p>California English Language Development Standards Kindergarten Through Grades 12</p>  <p>http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</p>	<p>AVID</p>  <p>https://www.avid.org/</p>
<p>Thoughtful Classroom</p>  <p>https://www.thoughtfulclassroom.com/</p>	<p>Innovate Education</p>  <p>http://www.cde.ca.gov/re/cc/eldresources.asp</p>	<p>Thinking Maps</p>  <p>https://www.thinkingmaps.com</p>

Governance and Administration: Language Program Options and Parent Choice

- School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (See page 5)
- Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition program” 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. (See Page 10)
- 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. (See Page 10)
- When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by the LEA. (See Page 10)
- In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (See Page 10)

Governance and Administration: English Language Development

- As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which includes designated and integrated ELD as defined in 5 CCR Section 11300 (a) and (c), in order to develop proficiency in English as rapidly and effectively as possible and to meet state priorities for ELs. Each LEA must take 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 standard instructional ELD program. (See Page 4)
- ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and, after a trial period, evaluated as effective in overcoming language barriers. (See Page 7-10, 26)

Governance and Administration: Access to Standard Instructional Program

- Academic instruction for ELs must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time. (See Page 11)
- Each LEA must ensure that ELs in middle and high school are not denied participation in the standard instructional program, which, at a minimum, means:

Enrollment in the standard instructional program, which, at a minimum, consists of:

Core curriculum courses (reading/language arts, mathematics, science, and history/social science),

Courses required for middle school grade promotion; (See Page 6)

- Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in K–12 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. (See Page 12)

Chapter 2 Identification

English Learner Identification and Assessment

EL 03

"One child, one teacher, one book, one pen can change the world."

—Malala Yousafzai



Arvin Union School District English Learner Identification Procedures

As students enroll in the Arvin Union School District, staff members take important steps to determine adequate placement to ensure that all students' needs are met to make certain that they receive the best educational experience. When our students are identified as English language learners, they are provided with special supports to confirm that their language and academic needs are addressed appropriately in their classrooms through English Language Development instruction. The purpose of this plan is to provide essential information to teachers, parents, and other stakeholders to assist them in making sound decisions about placement, instruction, and supports for identified English learners.

ARVIN UNION SCHOOL DISTRICT HOME LANGUAGE SURVEY / ENCUESTA DEL LENGUAJE DEL HOGAR						FOR OFFICE USE ONLY School _____ Classroom _____	
Name of Student (Nombre del Estudiante):		Last (Apellido):	First (Primer):	Middle (Segundo):	Birth Date (Fecha de Nacimiento):		
Birthplace (Lugar de Nacimiento):		Is and School Address? (¿La misma escuela?)		Name (Nombre):	Phone # (Número de teléfono):		
<p>Instructions for Parents and Guardians: The California Education Code requires that schools determine which direct children in their district speak languages other than English. The purpose is to ensure that students receive appropriate educational services. The responses to the Home Language Survey will assist in determining if a student's proficiency in English should be tested. The information is necessary in order for the school to provide adequate instructional programs and services.</p> <p>Instructions for Parents and Guardians: El Código de Educación de California requiere que las escuelas determinen qué idiomas que hablan los niños en el hogar. El propósito es asegurar que los niños reciban los servicios educativos apropiados. Las respuestas a esta encuesta del idioma ayudarán al personal de la escuela a determinar si el estudiante debe tomar un examen de suficiencia en inglés para poder recibir programas y servicios adecuados a las necesidades.</p>							
<p>For parents or guardians, your cooperation is requested in completing each question as accurately as possible. For each question, write the number of the language(s) that apply to the question provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your child's English proficiency is assessed.</p> <p>Para los padres, madres, o tutores, se solicita su cooperación en completar cada pregunta con la mayor precisión posible. Para cada pregunta, escriba el número(s) del idioma(s) que corresponde con la pregunta suministrada. Por favor, no deje ninguna pregunta sin responder. Si se comete un error al completar esta encuesta de idioma, usted puede solicitar corrección de su respuesta antes de que se evalúe la suficiencia en inglés de su hijo.</p>							
1. Which language(s) does your child learn when he/she first begins to talk?				1. ¿Qué idioma(s) aprende su hijo cuando empieza a hablar?			
2. Which language(s) does your child most frequently speak at home?				2. ¿Qué idioma(s) habla su hijo en casa con más frecuencia?			
3. Which language(s) does the parent or guardian most frequently use when speaking with the child?				3. ¿Qué idioma(s) utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con el niño?			
4. Which language(s) does the child speak to adults in the home (parents, grandparents, aunts/uncles, or any other adults)?				4. ¿Qué idioma(s) habla con los adultos en el hogar (padres, abuelos, tíos/as, o cualquier otro adulto)?			
<p>Please sign and date this form in the space provided below. Thank you for your cooperation.</p> <p>Por favor, firme, feche, y/o firmante en el espacio suministrado. Muchas gracias por su cooperación.</p>							
Parent/guardian Signature: Firma del padre/madre o tutor				Date: Fecha		Phone: Teléfono	

Send copy to ELD Department. CTR-BLJ, Source Document Rev. Dec. 2016

Identification of English learners

California Education Code, Section 52164.1(a) contains legal requirements that direct schools to determine the language(s) spoken in the home of each student. A Home language survey must be completed by a parent or legal guardian upon initial registration of TK-12th grade students. A Home Language Survey (HLS) is used at the time of initial enrollment to determine 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 assessed. This information is essential for the school to provide adequate instructional programs and services.

(2019-2020)

The Home Language Survey (HLS) consists of the following four questions:

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

All four questions must be answered and the HLS must be signed by the parent/guardian. The document becomes a permanent part of the student's cumulative (CUM) folder. The first, or **initial**, HLS for a student supersedes any other HLS form completed. Notification of Initial ELPAC testing is given at the time of enrollment.

If at least one of the first three questions on the HLS is answered "other than English", the assessment process to determine language fluency begins.



Process to Determine Language Proficiency

Within 30 calendar days of initial enrollment, each student in Transitional Kindergarten through Grade 8 who has a home language other than English (as determined by the HLS) must be assessed for English proficiency by the Initial English Language Proficiency Assessment for California (ELPAC).

If the student meets the initial criterion for proficiency (level 3 on initial ELPAC) the student will be classified as Initial Fluent English Proficient (IFEP) and require no further language testing.

If the student does not meet the initial criterion for proficiency (level 1 or 2 on initial ELPAC), the student will be classified as English learner (EL) and will receive English learner services until they meet reclassification requirements.

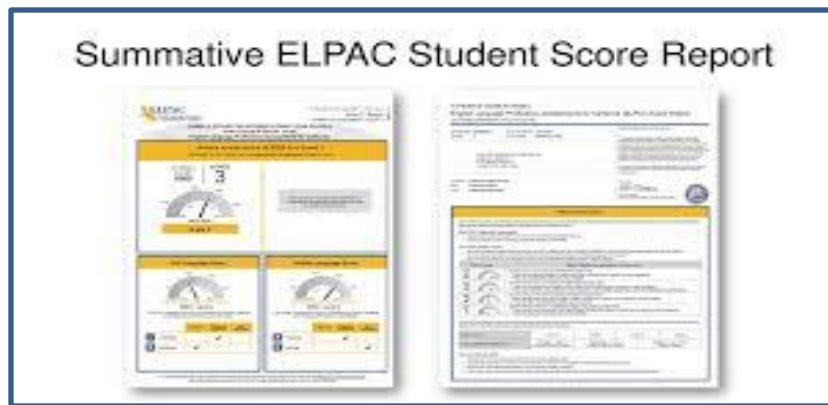
Parents/legal guardians of students will be notified of the results of the initial ELPAC within 30 calendar days of enrollment. All parents of existing English learners will be notified annually of their child's English-language proficiency assessment results and program placement within 30 calendar days of enrollment.

(2019-2020)

Correction of Classification Errors: California Education Code 11518.2

- 1) If a student is classified as English Only based on the results of the Home Language Survey, but the district has an indication that the student's primary or native language is not English and the student is unable to perform ordinary classroom work in English more information will be gathered for review. The district may collect and review evidence based on parent/guardian opinion and consultation results and evidence of the student's performance in course work and English language development obtained from certificated staff with direct responsibility for teacher and placement decisions. Based on the review, the district will determine whether the student shall be administered the initial assessment in order to determine the student's classification. At least 10 calendar days prior to administration of the initial assessment, the district shall notify the student's parent or guardian in writing that the pupil will be assessed. If the district administers the initial assessment criterion for proficiency, the district shall classify the pupil as an English learner. The district will notify the pupil's parent or guardian in writing of the results of its review, including the evidence that led to the determination and the results of the initial assessment, as applicable, within 14 calendar days of its determination. The parent or guardian is entitled to request that the district review its determination following the procedure outlined in #2 below.

- 2) Following the administration of the initial ELPAC assessment, but before the administration of the summative assessment, a parent/guardian or a certificated employee of the district may request a review of the pupil's English language development proficiency. Upon request, the district will collect and review evidence about the pupil's English language proficiency. Evidence at a minimum will include the results of the Home Language Survey, the results of the Initial ELPAC, parent or guardian opinion and consultation results, and evidence of the pupil's performance in course work and English language development obtained from certificated staff with direct responsibility for teacher and placement decisions. The district will notify the pupil's parent or guardian in writing of the results of the review within 14 calendar days of the determination.
Procedure to request a review: Request may be made verbally or in writing to the secretary, clerk or principal at the school office. The request is logged on the *Parent Request to Change English Learner Services Or English Learner Designation Log*, which is maintained at each school site. The Director of Curriculum and Instruction must be notified immediately to begin an investigation.



Summative ELPAC Assessment

The district will administer the ELPAC summative assessment to all eligible students during the annual summative assessment window.

The district notifies each student's parent or guardian of the 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.

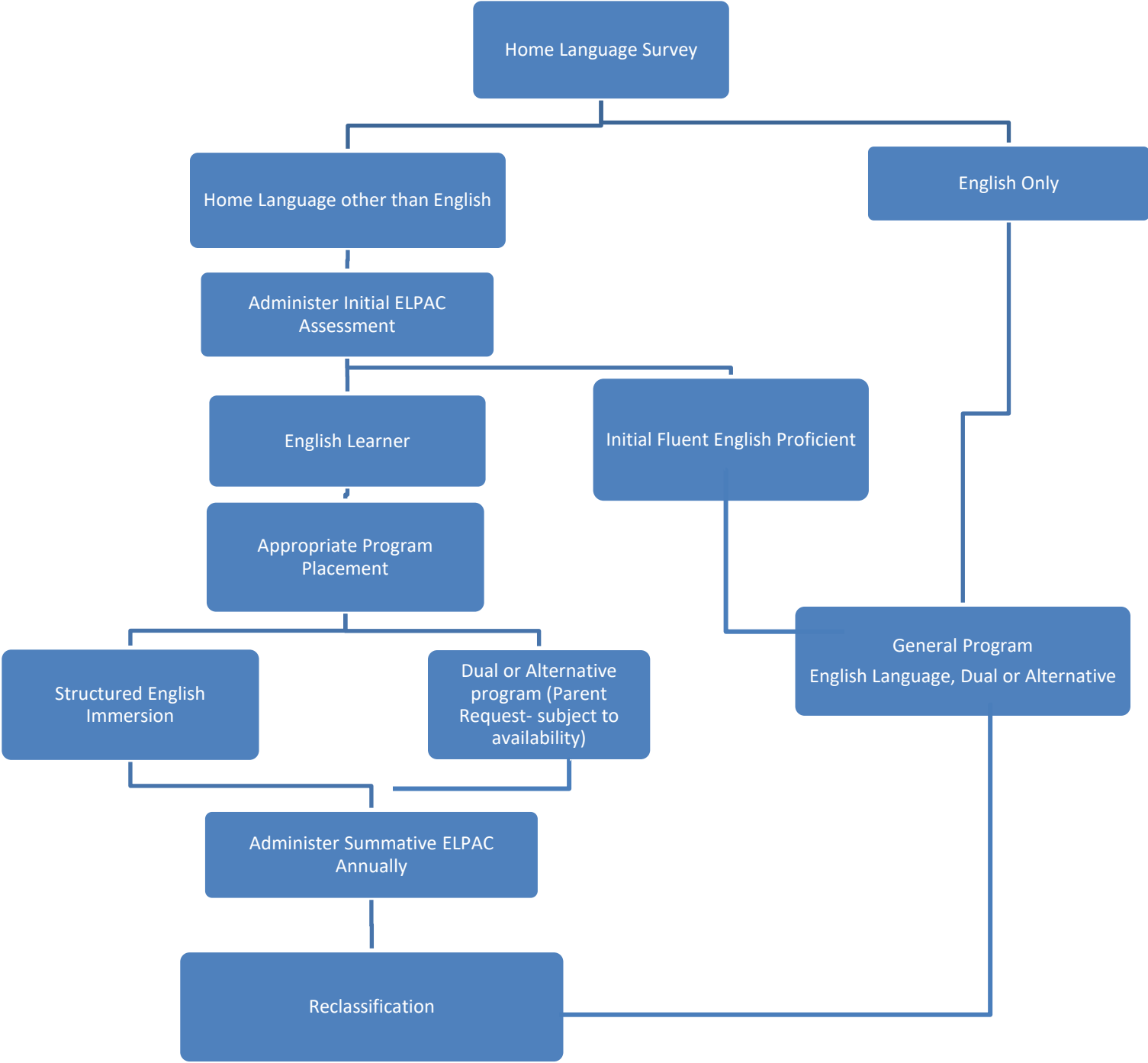


Assessing Students on Section 504 Plan or Students with Disabilities

When administering an initial or summative ELPAC assessment to a pupil on a Section 504 plan or an Individualized Education Plan (IEP), the Arvin Union School District will provide designated supports or accommodations in accordance with the pupil's plan. When a pupil's IEP plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, or writing domains, the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil.

When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a Section of either test, even with resources, the pupil shall be locally administered an alternate assessment as specified in the pupil's IEP.
(2019-2020)

English Learner Identification and Assessment Flowchart



Governance and Administration EL Identification

- Each LEA must properly identify and assess all students who have a home language other than English.
- At or before the time of a student's initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English.
- If a parent or guardian HLS response indicates a primary or native language other than English, and the LEA determines the student is eligible for initial assessment, the district shall promptly notify the parent or guardian, in writing, prior to the administration of the ELPAC initial assessment.
- The district shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment.
- Each LEA must annually assess the English Language proficiency (ELP) and academic progress of each EL. A LEA shall administer the ELPAC summative during the annual summative assessment window.
- When administering an initial or summative ELPAC assessment to a pupil with a disability, the LEA shall provide designated supports or accommodations, in accordance with the pupil's individualized education plan (IEP) or Section 504 plan. When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, or writing domains, the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil.
- When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil's IEP.

Principal	<ul style="list-style-type: none"> • Ensures the Home Language Survey is completed upon initial enrollment as required by state and federal law. • Ensures Director of Curriculum and Instruction is notified of any verbal or written requests for change in program placement or review of initial ELPAC proficiency. • Ensures students are placed in and receive appropriate English learner services • Provides evidence and manages Correction of Classification process
School Site Secretary	<ul style="list-style-type: none"> • Assists parents with explanation regarding purpose and uses of HLS. • Verifies that all questions have been answered and parent/legal guardian has signed HLS • Provides notification of initial ELPAC testing at time of enrollment (notification provided by EL Services) • Enters student into Schoolwise and enters English proficiency on student tab as TBD • Arranges for Interpreter if parent/guardian needs assistance in a language other than English or Spanish language. • Provides ELD Clerks with copy of all HLS • Notifies Director of Curriculum and Instruction of any verbal or written requests for Change in program placement or review of initial ELPAC proficiency.
ELD Clerks	<ul style="list-style-type: none"> • Assists with kinder registration (i.e. HLS explanations at kinder registration) • Assists with explanation regarding purpose and uses of HLS • Checks accuracy and completion of HLS provided by School Site Secretary • Updates SchoolWise by adding primary language from HLS. • Creates SELA record on CalPads for students new to California • Requests EL records from previous districts • Updates SELA record on CalPads as needed • Changes English proficiency from TBD to correct designation upon verification. • Tests students on initial ELPAC. • Enters scores in databases as required • Creates and sends initial and summative ELPAC parent notification letters through Ellevation database. • Maintains inventory, organizes materials, and supports Summative ELPAC testing • Maintains log with date notifications are sent. • Files all appropriate documents in student cumulative folders.
District ELPAC Coordinator	<ul style="list-style-type: none"> • Oversees districtwide HLS process • Oversees Initial and summative ELPAC testing process • Enters Initial Scores into ELPAC TOMS and provides official scores to ELD Clerks • Oversees training of ELPAC testers • Assists with Correction of Classification errors timelines and procedures. Works with Assistant Superintendent to finalize for correction outcomes.

Chapter 3 Assessment and Accountability	ELPAC	EL 9
	Reclassification	EL 10
	Monitoring of Reclassified Students	
	Evaluation of EL Program Effectiveness	

“Anyone who has ever played or coached a team sport already understands the basic idea...ongoing assessment and adjustment are the key to improved performance.”

-Jay McTighe



ELPAC and Reclassification

The English Learner Proficiency Assessment of California (ELPAC) is the current required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

State and federal law require that local educational agencies administer a state test of English Language proficiency (ELP) to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as Transitional Kindergarten) through Grade 12. The ELPAC is aligned with the 2012 California English Language Development Standards, and will be comprised of two separate ELP assessments:

- an initial identification of students as English learners
- an annual summative assessment (SA) to measure a student’s progress in learning English and to identify the student's ELP level.
- An overall score of level 4 is required on the Summative ELPAC for a student to be considered for reclassification.

ELPAC Level 4 Descriptor	
Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

Reclassification Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The district's exit (reclassification) criteria are listed below.

Required Criteria (California Education Code [EC] Section 313[f])	LEA Criteria
Criteria: English Language Proficiency Assessment	<i>ELPAC minimum Overall performance level score of level 4</i> <i>Level has been set by the California Department of Education</i> <i>Students with Moderate/Severe Disabilities may have an alternative assessment designated in their Individual Education Plan (IEP) to replace the ELPAC (i.e. VCCALPS)</i>
Criteria: Teacher Evaluation	Teacher and/or other certificated staff recommendation based on class performance.
Criteria: Comparison of Performance in Basic Skills by grade	Performance on iReady Reading diagnostic <u>K-3rd</u> - 65% percentile <u>4th-8th</u> - 50% percentile Or <u>4th-8th grade</u> SBAC ELA- Level 3 or above And <u>K-8th grade</u> Write a Short Composition with score of 3 or above using grade level Narrative Rubric. <i>For Students with Moderate/Severe Disabilities: The IEP team must determine the student is performing at or above the level of a native English speaking student with the same disability.</i> Writing must be indicative of student independently producing at the bridging ELD level for their grade level.
Criteria: Parental Opinion and Consultation	Parent opinion/consultation: The parent/guardian is notified their student is being considered for reclassification after the above criteria has been met. A parent meeting is set up to allow parents to provide input and discuss reclassification. Parents who do not attend a meeting will be mailed a notice (USPS) and have another opportunity to request a meeting to provide input and discuss reclassification. A meeting is not mandatory. If the parent does not object and/or does not choose to participate in the process, the district will finalize its recommendation.

Timeline for reclassification:

Reclassification process will be from October– December
Students who met all criteria except for the writing sample will have
another opportunity to pass the writing in March

The Ellevation software platform is used to document the reclassification process
Reclassified students will no longer take the summative ELPAC assessment.

Monitoring Progress for Redesignated Students

All reclassified students are monitored for a minimum of four academic school years. Students who are not making satisfactory progress after 4 years will continue to be monitored and provided interventions and support until making satisfactory progress.

The Ellevation software platform is used as a tool to monitor the progress of reclassified students a minimum of once a year. Reclassified students are monitored after the first trimester of each academic year using the Arvin Union School District Reclassification follow-up form in Ellevation.

Reclassified students making satisfactory progress in their current grade level do not receive additional monitoring until the next academic year.

Reclassified students who are not making satisfactory progress in all areas are assigned appropriate supports. Supports are indicated on the Ellevation monitoring form. The support plan is approved and monitored by the site principal. Students making unsatisfactory progress are monitored each trimester and provided appropriate supports until the student is making satisfactory progress.

Appropriate support may include but are not limited to:

- Student/teacher/parent conference
- After school tutoring
- Designated instruction in reading, writing or math
- Additional support in English language development
- Additional Content based language development (integrated ELD)

Parent notifications are sent to the parents/guardians of all reclassified students indicating if the student is making satisfactory or unsatisfactory progress.

Required documentation of language and academic performance assessments and documents pertaining to reclassification are kept in the students' English Language Learner Folder located in the cumulative records. These folders are reviewed and monitored annually for required English learner documentation.



Evaluation of English Learner Program Effectiveness

A variety of assessment data is used not only to measure student growth in language proficiency, but to measure the effectiveness of English Learner programs in the Arvin Union School District. Data includes formal and informal data gathered through state and local assessments, instructional placement data, anecdotal data gathered during site walkthroughs, and evaluation of student work by teachers and administrators.

High expectations for differentiated instruction, targeted academic content, and language support are a continued focus for all English learner subgroups in the district which include but are not limited to:

- Long-Term English learners
- Reclassified Fluent English Proficient
- English learners with Disabilities
- Gifted and Talented English learners
- Newcomer English learners

The implementation of effective programs, activities, and data is monitored by district and site leadership. Implementation of strategies is monitored with continual professional learning opportunities at all sites and with all teachers and other staff.

The Arvin Union School District will continue to:

- Implement high leverage strategies and routines in both designated and integrated ELD
- Effectively engage parents to build capacity to provide academic support
- Analyze data for regrouping or reteaching
- Monitor English learner groups, including students with disabilities
- Identify Long Term English Learners (LTEL) to closely monitor and effectively address their needs
- Provide intervention as appropriate for students who are not progressing in meeting academic achievement
- Provide continuous professional learning opportunities on current methods and researched based strategies

Each year an annual program evaluation is created to determine the effectiveness of the district program for English learners and to modify the program as needed. Throughout the school year data is shared and input is gathered through the English Learner Committee (comprised of district staff), the District English Learner Advisory Committee (comprised of parents/guardians), to evaluate the current program, and if required, to recommend changes in the program.

Governance and Administration of Reclassification and EL Program Assessment

Reclassification

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

- (a) Assessment of English language proficiency.
(*EC* Section 313[f][1]; 5 *CCR* Section 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* Section 313[f][2]; 5 *CCR* Section 11303[b])
 - (c) Opportunities for parent opinion, consultation, and involvement during the reclassification process. (*EC* Section 313[f][3]; 5 *CCR* Section 11303[c])
 - (d) Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- 1.1 Each LEA must 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; and
 - (c) Any decisions regarding reclassification. (5 *CCR* Section 11305)
- 1.2 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. Section 6841[a][4][5]; 5 *CCR* Section 11304)

ELD Clerks	<p>Under the direction of the Director of Curriculum and Instruction:</p> <p>Uses Ellevation to provide a list of candidates for reclassification to the school sites.</p> <p>Initiates, monitors and completes the reclassification process in Ellevation</p> <p>Schedules parent consultation meetings, secures parent signatures, files signed copy in cumulative folder, requests translators if needed.</p> <p>Use Ellevation to monitor academic progress of reclassified students for a minimum of 4 years after reclassification. Ensures students making unsatisfactory progress continue to be monitored after each trimester. Parent notifications are sent to the parents/guardians of all reclassified students indicating if the student is making satisfactory or unsatisfactory progress.</p>
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Principal/Designee	Oversees process at the school site Reviews and signs redesignation form (physically or electronically) Monitors progress of reclassified students ensuring students who are not making satisfactory progress are identified and receive meaningful interventions/support.
Teacher	Reviews student performance and provides input for reclassification. Reviews student performance for reclassified students and identifies if student is making satisfactory performance. Provides meaningful interventions/support for reclassified student who are not making satisfactory progress.
Director of Curriculum and Instruction/ Assistant Superintendent	Oversees the entire process

Evaluation of English Learner (EL) Program Effectiveness

A program evaluation must be provided by each LEA and must be used to determine:

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

Principals	Oversee Assessment at the school sites
English Learner Committee	Provides input on English Learner program and input for adding, continuing or eliminating EL activities.
DELAC	Provides input on English Learner program and input for adding, continuing or eliminating EL activities.
District Data Coordinator	Collects data and provides charts and graphs for EL program evaluation
Director of Curriculum and Instruction/ TOSA EL focus	Complete district wide data collection, assessment procedures and monitoring the English Learner Program. Gathers input from all stakeholders. Oversees the program evaluation of English learners.

Chapter 4	Parent Outreach	EL 01
Involvement	Notices in Primary Language	EL 02
	English Learner Advisory Committee (ELAC)	CE09
	District English Learner Advisory Committee (DELAC)	CE 07



Parent Engagement

The Arvin Union School District provides forums and activities to help parents effectively assist their children towards educational success and to advocate for their children within the school. Parents must be well informed of site and district activities, procedures and policies that directly impact their children. The district's website is used as a tool to communicate and inform parents and the community of school and district functions, events and trainings. District and site communication to parents is sent in a variety of media including flyers, newsletters, Facebook, phone, and text messages. It is the joint responsibility of the school and district to educate and help parents clearly understand the educational program options and opportunities for their children. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

There are many parent and community activities available throughout the year in the Arvin Union School District. This list is not all inclusive:

- Parent Committees
 - English Learner Advisory Committee (ELAC)
 - District English Learner Advisory Committee (DELAC)
 - District Advisory Committee (DAC)
 - Parent Advisory Committee (PAC)- Migrant Services
 - Parent Teacher Association (PTA)
 - Parent and community input on LCAP
 - School Site Council
- Parent Education
 - Latino Family Literacy
 - District/Parent Meetings
 - Parenting Partners
 - Nurturing Parenting
 - Family Meals Challenge
 - Loving Solutions/Parent Project
 - Family Literacy and Math Nights
 - Coffee with the Principal

- School, District, and Community Events
 - Back-to-School, Open House, and Parent Conferences
 - Student Performances
 - Awards & Celebrations
 - Lunch on the Lawn
 - Sports
- Parent Centers (at each school site)
 - Parent volunteer hours
 - Resources and Support for learning English
 - Bilingual Workshops



Notices in Parents' Primary Language

Pursuant to Education Code Section 6318 (e)(5) and as defined by Education Code 48985, the Arvin Union School District provides training and materials in the home language of the parent as applicable. Upon enrollment, parents/guardians establish their home language communication preference.

When fifteen percent or more of the student population at the school site speak a primary language other than English all notices, reports, statements, or records are sent to parents or guardians in the language of preference. 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, parent trainings, Student Study Team (SST) meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the District level. Site administrators will plan and provide primary language support using para-educators, translators, or other staff.



English Learner Advisory Committee (ELAC)

The purpose of the ELAC is to advise and assist the school administration and staff on programs and services for English learners. Minimum requirements include:

- Parent members must be elected by parents/guardians of English learners (EL's)
- Parents of EL's must constitute the same percentage of the committee membership as their children represent of the student body.
- ELAC shall assist in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
- ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the Single Plan for Student Achievement (SPSA),
- ELAC receives training materials and training planned in full consultation with committee members, to assist members in carrying out their legal responsibilities
- ELAC elects one member and one alternate to the District English Learner Advisory Committee (DELAC)
- The site principal and the Director of Curriculum and Instruction will review the implementation of the ELAC.



District English Learner Advisory Committee (DELAC)

The Arvin Union School District maintains a DELAC committee in which at least 51 percent of the members are parents/guardians of English learners, not employed by the district. DELAC parent members are elected by the ELAC committees at each school. Each member of the school DELAC is provided training and materials necessary to carry out their legally required advisory responsibilities. Training is planned in full consultation with the DELAC members. The purpose of the DELAC is to advise and assist the District's local governing board on the programs and services for English learners as described in Education Code.

The DELAC must advise on all the following tasks:

- Development of a district master plan, including policies guiding consistent implementation of EL educational programs and services that takes into consideration the Single Plans for Student Achievement (SPSA's)
- Conducting a district wide needs assessment on a school by school basis.
- Establishment of district program goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Review and comment on the district's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP)
- Certify that the consolidated application was developed with review and advice of the DELAC.

Governance and Administration of Parent Involvement, ELAC & DELAC, Parent Involvement

The LEA shall implement an effective means of outreach to parents of ELs to inform the parents how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet challenging state academic standards expected of all students. Implementing an effective means of outreach to parents shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III. (20 U.S.C. Section 6312[e][3][C])

Notices in Parents' Primary Languages

The school and LEA shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. Section 6318[e][5])

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, and records sent to the parent or guardian of such students shall be written in English and the primary language. (*EC* Section 48985)

District, Program and Site Administrators	Plan and provide primary language support using para-educators, translators, or other staff Utilize district media resources to communicate with parents.
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English Learner Advisory Committee (ELAC)

- 1.0 A school site with 21 or more English learners (ELs) must have a functioning ELAC that 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 schoolwide 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 submit the plan to the school site council for consideration for inclusion in the School 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. (*California Education Code [EC]* sections 52176, 62002.5; Title 5, *California Code of Regulations [5 CCR]* Section 11308)
- 1.2 A 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* Section 52176[b]; 5 *CCR* Section 11308[d])

- 1.3 Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the local educational agency (LEA). (5 CCR Section 11308[b])

District English learner Advisory Committee (DELAC)

- 1.0 Each LEA with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. (*EC* sections 52176[a], 62002.5; 5 CCR Section 11308)
- 1.1 The DELAC shall advise the school district governing board on all of the following tasks:
- (a) Development of an LEA master plan, including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.
 - (b) Conducting of an LEA-wide needs assessment on a school-by-school basis.
 - (c) Establishment of LEA 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. (5 CCR Section 11308)
 - (g) Under the local control funding formula, LEAs 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. If the DELAC acts as the ELAC under *EC* sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).
- 1.2 Each LEA must 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 Section 11308[d])

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

Principals	Facilitates formation and meetings of the school site ELAC, Facilitates election of DELAC members to represent the school site ELAC, monitors and submits records as required, meets with Director of Curriculum and Instruction to review implementation of ELAC.
ELAC committee members	Regularly attend meetings and provide input and advice
DELAC committee members	Regularly attend meetings and provide input and advice
Director of Curriculum and Instruction/ TOSA EL focus	Facilitate DELAC meetings, provides annual ELAC training to assist administrators in facilitating ELAC committees, reviews ELAC and DELAC for compliance.

Chapter 5	Professional Development Specific to English Learners	EL 11
Staffing and Professional Development	Teacher EL Authorization	EL 12

Professional Development

The Growth Mindset: People believe.... their talents and abilities can be developed through passion, education, and persistence. For them... it's about a commitment to learning- taking informed risks and learning from the results, surrounding yourself with people who will challenge you to grow, looking frankly at your deficiencies and seeking to remedy them."
-- Carol Dweck



The Arvin Union School District is committed to providing high quality and ongoing professional learning opportunities for administrators, teachers, including special education teachers, instructional support staff and coaches. Learning opportunities will include topics relevant to English learners. Research and enduring concepts for teaching English learners will continue to lead professional development for the district. Current EL Research is an essential component of all implemented English Language Development including:

- Routines and effective strategies that promote higher levels of English
- Review and continued implementation of current instructional ELD practices
- Effective Professional Development specific to English learners

As indicated in the ELA/ELD Framework, our responsibility as a district is to ensure our staff members are well prepared and supported. The district encourages a commitment of all educators to be self-reflective and to maintain a spirit of continuous improvement. It will be an essential feature of successful implementation of any program or instructional practice. The goal of professional learning is to help educators acquire specific skills required to support the language and academic needs of English learners. Input from staff and data is used to plan professional development opportunities. Staff development opportunities to support teachers in providing differentiated instruction for English learners may include the following (list is not inclusive):

<ul style="list-style-type: none"> • Integrated and Designated ELD training • Targeting English learner needs through the ELA/ELD Framework • Implementing ELD standards • Thinking Maps: Pathway to Proficiency for English language learners • Thoughtful Classroom: Resources for listening, speaking, reading and writing • Professional learning community (PLC) process (identification of needs and differentiated instruction) • Publishers Professional Development • Using ELPAC to inform instruction 	<ul style="list-style-type: none"> • District Teacher on Special Assignment training and support. • Academic Coach training and support at the school site. • AVID instructional strategies with EL support • AVID Academic Language and Literacy Strand • State and local conferences/trainings • Biliteracy training • Induction English learner training • Literacy and Vocabulary strategies
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Staff development opportunities occur throughout the school year. These opportunities are provided through on-site trainings, district in-service sessions, and education conferences. Participant attendance is documented.

Additional training opportunities for paraprofessionals are provided by the district. Yearly sessions are scheduled and include professional development to support English learners at all levels to achieve proficiency. Participant attendance is documented.

Teacher EL Authorization

All teachers of English learners hold the appropriate credentials and authorizations to teach English learner students.

The district is committed to ensuring that English learners receive instruction from an appropriately authorized teacher. Teachers assigned to teach English language instruction and/or core curriculum to English learners (ELs) must be appropriately authorized to work with ELs. Teachers who provide academic instruction in the student's primary language must have a BCLAD or other bilingual authorization.

Governance and Administration: PD Specific to EL's and EL Authorization

PD Specific to English Learners

- Each LEA must provide professional development (PD) specific to the implementation of programs for ELs.
- Each LEA must provide sufficient PD to effectively implement the LEA's EL program
- PD 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;
 - (b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
 - (c) 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; and
 - (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.

Evidence

Assistant Superintendent Administrative Secretary	Maintains District Professional Development Spreadsheet
Title III funded TOSA:	Maintains monthly Professional Development Logs
Superintendent/Asst. Superintendent/designee	Maintains agendas, sign-ins, and handouts for Academic Council and Director/Teacher on Special Assignment/ Academic Coach meeting cycle
Principal/ designee	Agendas, sign-ins, minutes, handouts from P.D. and PLC's- maintained at school site by

Teacher EL Authorization

- Teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations.

Process:

Human Resource Department:	Monitor district process for ensuring teachers are authorized to teach English learners.
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Chapter 6	Implementation, Monitoring, & Revision of Title III Plan	EL 04
Program Plans	EL Program Inclusion in Development of the SPSA	EL 05

“By failing to prepare, you are preparing to fail.”

— Benjamin Franklin—

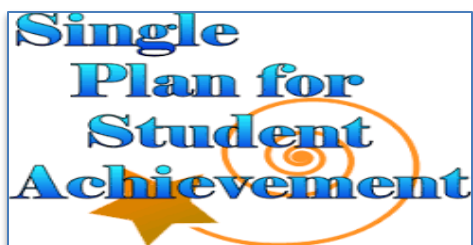
Implementation, Monitoring & Revision of Title III Plan

The Arvin Union School District follows all Federal and State guidelines to create, maintain, and update an approved Local Control Accountability Plan (LCAP) and Federal LCAP Addendum. The Federal LCAP addendum includes Title III professional development and parent involvement, programs and activities, and English proficiency and academic achievement. The LCAP and Federal Addendum are approved by the District School Board of Education and the California Department of Education.



English Learner Program Inclusion in the SPSA (Schoolwide)

Each school site in the Arvin Union School District works with School Site Council at their site to annually develop, review, and approve the Single Plan for Student Achievement (SPSA), including proposed expenditures. The English learner program is included in the development of the SPSA. A comprehensive needs assessment is conducted along with analysis of academic performance and language development data to determine English learner student and program needs. Each year, SPSA implementation is monitored, steps are evaluated for effectiveness, and progress toward program goals is identified. The local governing board reviews and approves the SPSA annually and whenever there are material changes to the plan. The SPSA is monitored by the LEA to ensure it is coordinated with the LEA plan.



Governance and Administration: Program Plan

Implementation, Monitoring & Revision of Title III Plan

4.0 Each Local Education Agency (LEA) and consortia must annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year.

4.1 The LEA receiving Title III funds must use these funds to implement effective approaches and methodologies for teaching English Learners (ELs) and immigrant children and youth. Each LEA must use Title III funds to:

Increase the English Language Proficiency (ELP) of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:

- i. ELP; and
- ii. Student academic achievement

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:

- iii. Designed to improve the instruction and assessment of ELs;
- iv. 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;
- v. Effective in increasing children's ELP or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- vi. 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 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. Section 6825[c][2][A-D])

Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:

- vii. Shall include parent, family, and community engagement activities; and
- viii. May include strategies that serve to coordinate and align related programs. (20 U.S.C. Section 6825[c][3][A-B])

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

Upgrading effective EL instructional strategies;
(20 U.S.C. Section 6825[d][1])

Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures; (20 U.S.C. Section 6825[d][2])

Providing to ELs:

- i. Tutorials and academic or career and technical education; and
- ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators;
(20 U.S.C. Section 6825[d][3])

Developing and implementing effective preschool, elementary, or secondary school language instruction programs coordinated with other relevant programs and services; (20 U.S.C. Section 6825[d][4])

Improving the English language proficiency and academic achievement of ELs; (20 U.S.C. Section 6825[d][5])

Providing community participation programs, family literacy services, parent and family outreach, and training activities to ELs and their families to:

- iii. Improve the English language skills of ELs; and
- iv. 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. Section 6825[d][6][A–B])

Improving the instruction of ELs, which may include ELs with a disability, by providing:

- v. The acquisition or development of educational technology or instructional materials,
- vi. Access to, and participation in, electronic networks for materials, training, and communication, and
- vii. Incorporation of resources into curricula and programs; and
(20 U.S.C. Section 6825[d][7][A–C])

Offering early college high school or dual or concurrent enrollment programs to help ELs achieve success in post-secondary education.

(20 U.S.C. Section 6825[d][8])

Superintendent and Assistant Superintendent	Plan and oversee LCAP and Federal Addendum input and updates, engage all stakeholders
Superintendent and Assistant Superintendent	Submit to Local and State Governing boards for approval

EL Program Inclusion in the SPSA (Schoolwide)

5.0 The EL program must be included in the development of the SPSA.

5.1 The development of the SPSA shall include the following actions:

The administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (*EC Section 64001[g][2][A]*)

The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (*EC Section 64001[g][s][B]*)

5.2 An approved SPSA must contain:

Goals to improve student outcomes, identified through the needs assessment which address the academic and language proficiency needs of ELs. (*EC Section 64001[g][3][A]*)

Evidence-based strategies, actions, or services to reach goals. (*EC Section 64001[g][3][B]*)

Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities, which may include a review of the LEAs budgeting, its LCAP, and school-level budgeting, if applicable. (*EC Section 64001[g][3][C]*)

5.3 The local governing board must review and approve the SPSA annually and whenever there are material changes to the plan. (*EC sections 64000[I]*)

Site principal	Ensures SSC annually approves SPSA and all legal requirements are met
Superintendent/Assistant Superintendent	Review SPSA's and submit to local governing board
Local Governing Board	Approves SPSA's

Chapter 7 Funding	Supplement, Not Supplant with Title III	EL 07
	Time and Effort Requirements	EL 08
	Title III Inventory	EL 06

Supplement, Not Supplant with Title III

General fund resources are used to provide services and programs to Els, including English Language Development and access to the core curriculum.

Arvin Union School District uses Title III funds only to supplement, not supplant Federal, State and Local public funds that, 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.

The District allocates Title III funds for direct services to English learners. Federal Title III for Limited-English-Proficient (LEP) are spent for supplemental services and materials that may include, but at not limited to:

- Staff Development for instructing English Learners
- Supplementary materials for English Learners
- Supplementary resources for teachers to support English learners
- Title III personnel
- Paraprofessionals to work directly with English learners
- Parent education, training and involvement

Time and Effort Requirements

The Superintendent and Chief Business Office monitor that direct and indirect federal funds for salaries and wages are assessed in proportion to the allowable quantity and duties of the employee.

The Assistant Superintendent monitors that either a Personnel Activity Report, an approved sampling method, or a semiannual certification of employment is completed for all employees partially or fully funded with Title III funds.

The form is a grid with columns for 'Employee', 'Title III Funded', 'Non-Title III Funded', and 'Total'. It includes a 'DIRECTIONS' section at the bottom with instructions on how to complete the form.

Title III Inventory

An inventory record is maintained for the LEA by the personnel in the Technology Department.

Governance and Administration: Funding

Supplement, not Supplant with Title III

General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds. (*EC* Section 52168[b][c])

Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, 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 public funds. (20 U.S.C. Section 6825[g]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012–1013)

Each LEA must properly assess charges for direct or indirect costs of Title III Limited English Proficient (LEP) and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee. (2 CFR sections 200.413, 211.43[a])

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

An LEA utilizes no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the administration of this program for a fiscal year. (20 U.S.C. Section 6825[b])

Assistant Superintendent	Monitors the use of Title III funds, ensures categorical funds are used in accordance with the Consolidated Application
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Time and Effort Requirements (Title I and Title III)

Each employee paid in part from Title III and in part from a second funding source, or any employee paid from multiple cost objectives, must provide support for the distribution of their salary or wages among specific activities or cost objectives, or an approved sampling method must be used.

Employees funded solely under Title III must complete a semiannual certification of such employment.

Assistant Superintendent	Monitors that a Personnel Activity Report, an approved sampling method, or a semiannual certification of employment is completed for all employees partially or fully funded with Title III funds.
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Title III Inventory

For all categorical programs, each LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with Title III funds. The record must describe the acquisition by:

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

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.

Technology Department	Maintains an inventory record containing a-j above Title III money is not used for equipment
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