

River Delta Unified School District

Master Plan for English Learner Success: *Unlocking the World of Multilingualism*

August 9, 2019



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Introduction

The River Delta Unified School District (RDUSD) serves a diverse group of students with the goal of “Creating Excellence to Ensure All Students Learn.” Our student population is 30% English learner (EL) with 94% of our ELs speaking Spanish as their first spoken language. Additional languages include 4% Tagalog and 2% Khmer. Our student population is made up of many ethnicities with the majority of our students 63% identifying as Hispanic/Latino, 49% White, 6% Two or More Races, 2% African American, and 1% Filipino. We serve approximately 1,942 students PK through 12th grade at 12 quality schools: 2 traditional high schools, 2 middle schools, 1 continuation high school, 2 alternative education schools, 1 adult education school, and 4 elementary schools.

River Delta Unified School District is committed to providing our English learners with the most positively impactful educational experience. These students come to us with a wide range of rich experiences, skills and strengths. Their potential is limitless. The RDUSD *Master Plan for English Learner Success* clearly articulates a comprehensive vision for English learners’ success and captures the hopes and aspirations of their parents, teachers, support staff, administrative staff and community members. It articulates the Six Key Principles for EL Instruction¹, describes our approach to English language development, and explains the model for instruction being implemented districtwide. Most importantly, this *Master Plan for English Learner Success* responds directly to the data collected from our systematic review of our classroom practices and procedures and student interactions.

River Delta USD’s Vision for English Learners

To ensure success for all English learners in RDUSD, and to guide shifts and changes to current practice reflected in this plan, the Master Plan for EL Success Leadership Team developed the following Vision for English Learners that embodies the aspirations of ELs, families, educators, and community members.

RDUSD values the cultures, languages, families, needs, and dreams of EL students by ensuring that every student graduates with the skills to positively contribute to the greater community. We believe all students must leave our schools as both civic-minded and college and career ready in order to be successful in a multilingual world. Our teachers, administrators, parents, and community leaders will intentionally collaborate to provide an equitable education so that all RDUSD EL students have the opportunities

¹ <https://ell.stanford.edu/content/six-key-principles-ell-instruction>

they deserve, which include rigorous academic instruction in emotionally supported, and culturally responsive, learning environments.

The RDUSD vision articulates ambitious goals for all of our English learners. It has been used to guide the development of the *Master Plan for EL Success* and will continue to provide the foundation for continuous improvement as RDUSD implements this plan over the next several years. The California English Language Development Standards, Stanford University's Six Key Principles for EL Instruction (2013), and the California English Learner Roadmap (2017) informed the development and refinement of the other three components for change: RDUSD's Language Development Approach, Core Educator Capacities, and Instructional Program Models.

Overview of the *Master Plan for EL Success* Structure

The *Master Plan for EL Success* provides a roadmap for implementation that includes a robust Theory of Action, a set of Key Components, and an Oversight Structure that must be implemented to improve learning outcomes for English learners. The Theory of Action defines how the district will prioritize and carry out the changes needed to improve educational quality for ELs. The Key Components identify the critical elements that must be in place throughout the district and address core responsibilities of district educators and leaders to improve quality instruction, language development, academic achievement, and graduation rates for ELs. The Oversight Structure identifies the milestones for monitoring progress as well as the communication strategies that will be in place to ensure all stakeholders are aware of implementation successes and challenges.

Figure 1: Master Plan for EL Success Structure



Theory of Action

River Delta Unified School District is committed to improving outcomes for all students who are learning English and ensuring all students reach their full potential, graduating from RDUSD schools fully ready to enter college and/or careers that will allow them to contribute fully to a global society. To do this, the district is ready to commit to engaging in systemic improvement efforts to support all educators in ways that will strengthen teaching and learning and ensure safe, respectful learning environments exist for all RDUSD students and their families.

RDUSD stakeholders worked collaboratively to analyze current district practices in comparison with effective systemic and instructional practices for English learners in order to identify areas of strength and growth. That information was used to build a coherent, systemic Theory of Action to guide the focus and supports that will lead to improved outcomes for all RDUSD English learner students.

The RDUSD Theory of Action identifies five Strategic Goals and the high-leverage strategies that support their attainment. These high-leverage strategies highlight the specific ways that will allow the district to achieve lasting improvements. The table below outlines RDUSD’s Theory of Action that will build systemic coherence and improve outcomes for ELs.

Table 2. Theory of Action

If we...	Strategic Goal 1: Improve the quality of instruction for all English learners
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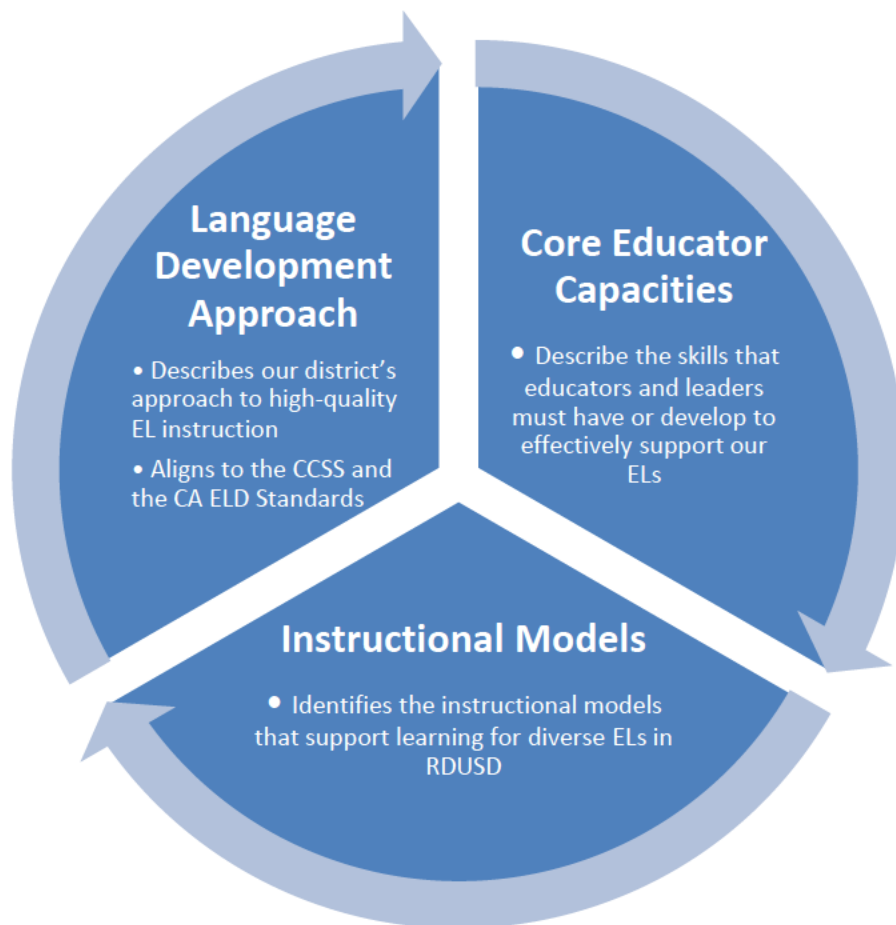
by...	<ul style="list-style-type: none"> • Adopting RDUSD’s Vision for English Learners, the Language Development Approach, the Teaching and Learning Cycle instructional framework, and enacting the Six Key Principles for EL Instruction in all classrooms • Ensuring all teachers deeply understand and implement all CA Standards • Creating systems for teachers to engage in regular collaboration and to ensure high-quality instruction in all classrooms • Ensuring instruction is planned with ELs in mind, through the analysis of student work and the development of rigorous lessons based on student data • Supporting all schools to participate in the instructional rounds process to gauge implementation of the Language Development Approach • Guaranteeing instructional materials are aligned to CA Standards, the <i>Master Plan for EL Success</i>, are age appropriate, and are linguistically and culturally sensitive
If we...	<p>Strategic Goal 2: Improve the quality of assessments and monitoring processes for all English learners</p>
by...	<ul style="list-style-type: none"> • Utilizing authentic formative assessment practices that gauge student application of oral and written language embedded within authentic, rich content that is aligned to the CA ELD Standards and proficiency levels • Building educator capacity to understand the purpose, proficiency demands, and interconnectedness of summative assessments (ELPAC, CAASPP, curriculum assessments, etc.) and their effects on instructional planning • Ensuring all teachers regularly monitor progress of all EL students in their classes in the four domains of speaking, listening, reading and writing outlined in the ELD Standards • Ensuring all sites regularly monitor students of all EL statuses and determine they are meeting requirements of reclassification (RFEP students), EL Support Plans and are making adequate progress toward reclassification (LTEL, EL and Newcomer students)
and if we...	<p>Strategic Goal 3: Engage all RDUSD educators and leaders as learners through ongoing professional learning to build their capacity to serve English learners</p>
by...	<ul style="list-style-type: none"> • Providing all educators with professional learning about diverse ELs (LTELs, RFEPs, ELs in Special Education, and Newcomer ELs) and reclassification expectations and criteria • Designing a substantial and sustained ongoing professional learning plan to ensure all educators understand best-practices for ELs and can successfully implement RDUSD’s Language Development Approach including: <ul style="list-style-type: none"> • Six Key Principles for EL Instruction; • rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards; • scaffolding; • frequent opportunities to engage in academic discourse (oral and written); • intentional use of designated and integrated ELD opportunities; • culturally and linguistically responsive teaching; and • the Teaching and Learning Cycle instructional framework. • Providing equity training for all staff that increases understanding and awareness of cultural diversity

and if we...	Strategic Goal 4: Support the diverse English learners, build on their assets, and provide them with equitable opportunities
by...	<ul style="list-style-type: none"> • Providing differentiated supports to ensure high-quality instruction for diverse ELs (LTELs, RFEPs, ELs in Special Education and Newcomer ELs) that builds on their assets and addresses their specific needs • Prioritizing designated ELD scheduling and the needs of diverse ELs at the district and site levels to maximize their educational opportunities • Leveraging specific support opportunities offered through supplemental programs, such as after school programs, migrant education, etc. • Acknowledging the diversity of our EL populations, including origins of Spanish speakers and speakers of other languages • Connecting diverse EL students with appropriate electives, AP classes, or other coursework that build on individual talents and interests
and if we...	Strategic Goal 5: Encourage family and community participation
by...	<ul style="list-style-type: none"> • Creating welcoming, culturally aware environments at all schools by all staff: bus drivers, secretaries, cafeteria staff, para-educators, teachers, administrators, district office staff • Providing all parents equitable opportunities to participate in school/district organizations, committees, and parent classes/PD/trainings by ensuring: <ul style="list-style-type: none"> • meeting times are flexible • translation services are available • fees are not required • all meetings are held at school sites • frequent reminders are communicated about activities and events • Increasing opportunities for parent and teacher collaboration centered around student learning • Communicating with families using parent-friendly language • Administering annual parent surveys seeking input and feedback
Then...	<p>We will have all ELs engaged in rigorous learning at grade level and beyond, leading to:</p> <ul style="list-style-type: none"> • more EL students who are college and career ready • more students feeling connected to the community and valued • increased parent participation • increased number of EL students in AP classes and various electives • increased attendance rates • higher student achievement for ELs and a districtwide increase in academic achievement • an increase in the number of EL students who are reclassified, and a decrease in the number of LTELs • increased graduation rates

Key Components

The Key Components identify essential elements that must be in place throughout the district and address core responsibilities of district educators and leaders to improve the quality of instruction, language development, academic achievement, and graduation rates for English learners. RDUSD's key components are: 1) RDUSD's Language Development Approach, 2) Instructional Models, and 3) Core Educator Capacities.

Figure 3: Key Components of the *Master Plan for EL Success*



Language Development Approach

All English learners have the double challenge of mastering academic content and academic English simultaneously. To help them meet this challenge, RDUSD's Language Development

Approach (LDA) was designed to identify essential components of instruction that must be present in all classrooms and content areas, every day, to ensure the success of all of our English learners. Our LDA is guided by Stanford University’s Six Key Principles for EL Instruction (2013) and explains how our district will ensure academic achievement for all learners. We believe the Language Development Approach embraced by RDUSD is the best way to guarantee an equitable education for all learners.

In RDUSD we believe that any instructional model for effective language development will include the following components that ensure all ELs receive high-quality instruction in all classrooms throughout our district. The essential components include:

- Six Key Principles for EL Instruction
- rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards
- scaffolding
- frequent opportunities to engage in academic discourse (oral and written)
- intentional use of designated and integrated ELD opportunities
- culturally and linguistically responsive teaching
- the Teaching and Learning Cycle (TLC) instructional framework

Principles for Effective EL Instruction

English learners must have equitable opportunities to master college- and career-ready standards through research-based policies and practices grounded in research. The following are the Six Key Principles for EL Instruction as developed by researchers, practitioners, and other stakeholders through Stanford University’s Understanding Language Initiative, clustered into three overarching domains: Opportunities to Learn, Asset Orientation, and Developing Autonomy.

Table 4. Six Key Principles for EL Instruction

Opportunities to Learn
<ol style="list-style-type: none"> 1. Instruction provides opportunities to engage in discipline-specific practices to build conceptual understanding, analytical skills, and language competence simultaneously. 2. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
Asset Orientation
<ol style="list-style-type: none"> 3. Includes instruction that leverages EL’s home language(s), cultural assets, and prior knowledge.

4. Instruction takes into account that their English proficiency levels and prior schooling experiences are varied.

Developing Autonomy

5. Instruction fosters EL's autonomy by equipping them with strategies necessary to comprehend and use language in a variety of academic settings.
6. Formative assessment practices are employed to gather evidence and guide (both teacher and students) productive next steps to support learning conceptual understandings, analytical practices, and language development simultaneously.

Alignment to California State Standards

It is essential that EL students have access to grade-level content so that they can acquire the skills and knowledge to be successful learners. For students to be successful, they must master the grade-level content called out in the CCSS, NGSS, and CA English Language Development (ELD) Standards. The CA ELD Standards must be viewed as core standards, just as important as the content standards. Teachers must firmly embed them into all instruction, in every classroom, every day.

The CA ELD Standards are not a supplemental set of standards but are of equal importance to the content standards and must be explicitly taught, integrated in all subject areas, so that all students have access to grade-level content as they develop language. Instruction must be intentionally planned in interdisciplinary ways so that ELs have opportunities to practice their developing language. The ELD Standards are designed to ensure all students have equitable access to the core curriculum and must be used in both planning and instruction so that students develop content and language through analytical thinking and discourse with other students.

Scaffolding

All teachers must set high expectations for all students and facilitate intentional student learning, with the end goal of student autonomy. Scaffolding is specialized, temporary support focused on bridging the gap between what students can do with assistance and what they can do independently. It requires teachers to know their students – including their linguistic proficiency, content knowledge, challenges, and strengths – well enough to provide effective supports that guarantee access to rigorous, grade-level content while developing English. Scaffolding should not simplify content and learning but allow students to access content in a meaningful way. Scaffolds should be removed when they are no longer needed. For our English

learners, scaffolds must be provided so that all students can access grade-level content and support their social-emotional and linguistic needs. Academic conversations and student groupings are examples of high-leverage scaffolds for English learners.

There are two types of scaffolding that all teachers should understand and use: planned scaffolding and just-in-time scaffolding. Planned scaffolding requires teachers to anticipate potential challenges in content and language prior to instruction. Since even the most carefully planned lessons will not be able to predict all of the challenges students will face, teachers must also be able to adapt their instruction in the moment (just-in-time scaffolding²), making refinements and adjustments based on student learning. Both types of scaffolding are specialized, temporary, and intentional choices about how to support a learners' future independence. They are dependent on information from ongoing formative assessment practices and when used regularly, will enable students to master grade-level standards and develop English.

Academic Discourse

Extended and sustained uses of disciplinary language for academic purposes can generally be described as "academic discourse." The sooner ELs start being able to understand and use a series of connected sentences, or back and forth exchanges of sentences to express ideas for academic purposes, the sooner they will be able to tackle grade-level content and concepts. It is important that content and language be taught simultaneously – not waiting until students have mastered all the vocabulary and grammar they need, but rather helping them to learn the vocabulary and grammar that is embedded in the oral and written academic texts.

For ELs to acquire English, teachers must understand and explicitly teach students how to shift register. Register is the specific language, words, sentence structures, and even body language you choose to appropriately communicate based on your purpose and audience. For example, when students discuss the steps of the water cycle with their peers on the water cycle, they may choose a more informal register as they work on understanding the scientific concepts (*I think first the water goes up, then it rains down*). When they write, or give a class presentation about the water cycle, they need to shift to a more formal register, using more academic vocabulary and language (*Water evaporates into a gas and rises to form clouds. As it condenses it gets heavier until it can't stay in the air anymore and falls to the ground as rain.*) Students need to be supported with sentence frames and opportunities to practice shifting register, and to consider the purpose of their communication as well as the audience they are communicating to, in order to appropriately choose how they will talk and write about a topic and be successful.

² As called out in California's ELA/ELD Framework

To build the oral language skills that are the foundation for written language skills, students need frequent opportunities to engage in extended, sustained academic discussions in all subject areas. English learners need to practice academic discussions around academic ideas. Responding with words, short phrases, or even complete sentences to questions asked by the teacher is not enough. To engage in academic discourse that builds content and language simultaneously, teachers need to consider the following things for English learners when they plan for academic discussions (Gibbons, 2014):

- Learners need to understand what is said to them and what they read – not through simplifying the content, but ensuring the content is a little above what students can read and produce on their own with supports to understand the meaning.
- Learners need to use the new language themselves – having multiple opportunities to practice both what they are saying and how they are saying it.
- Learners need opportunities to use “stretched” language – or language that goes a little beyond what they are currently comfortable using
- Learners need models of new language, especially the academic registers of school – which all staff need to explicitly model.
- Learners need opportunities to build on the resources of their home language – and should be supported to speak and write in it to deepen and express their content knowledge.
- Second language learning is facilitated when students are using new language to learn other things, such as subject content – therefore language learning should be integrated with content learning.

Understanding that academic discourse is much more than a “turn-and-talk” has substantial implications for how teachers plan lessons, select and design materials, gather and respond to evidence of learning, and invite and support students to participate. It also has significant implications for how instructional leaders observe classroom interactions and provide feedback to teachers. All teachers need to support student engagement in academic discourse using language in sustained, content-specific ways. All teachers will be intentional in the development of short- and long-term plans that value all students’ developmental levels and ensure the academic success of all students.

Integrated and Designated ELD

Integrated ELD occurs throughout the day and across all disciplines by all teachers. For EL students to be academically successful, they need to develop conceptual understandings of academic content, analytical practices, and sophisticated uses of English at the same time. It is critical that all teachers see themselves as teachers of English, and all teachers take responsibility for contributing to the development and reclassification of all ELs in RDUSD.

English learners should engage in activities that are interactive, engaging, meaningful, relevant, intellectually-rich, and challenging as they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of how language is a complex, dynamic, and social resource for making meaning, and they develop language awareness. Students demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type. (California ELA/ELD Curriculum Framework, 2015)

Designated ELD is a protected time where teachers use the CA ELD Standards as the lesson focus in order to develop critical English language skills necessary for success in the content areas. Some essential features of designated ELD include a focus on forms, scaffolding, planned and sequenced events, meaning, academic English, intellectual quality, and extended language interactions.

Schedules should be made with every effort to group students by proficiency level for designated ELD instruction. The specific plan for accomplishing this grouping will be decided at the school level, based on data analysis of the levels existing within the school’s EL population. Grouping is flexible, allowing students to move through the levels upon meeting the criteria for more advanced groups.

The following table shows how designated and integrated ELD work together to provide a comprehensive approach to English language development.

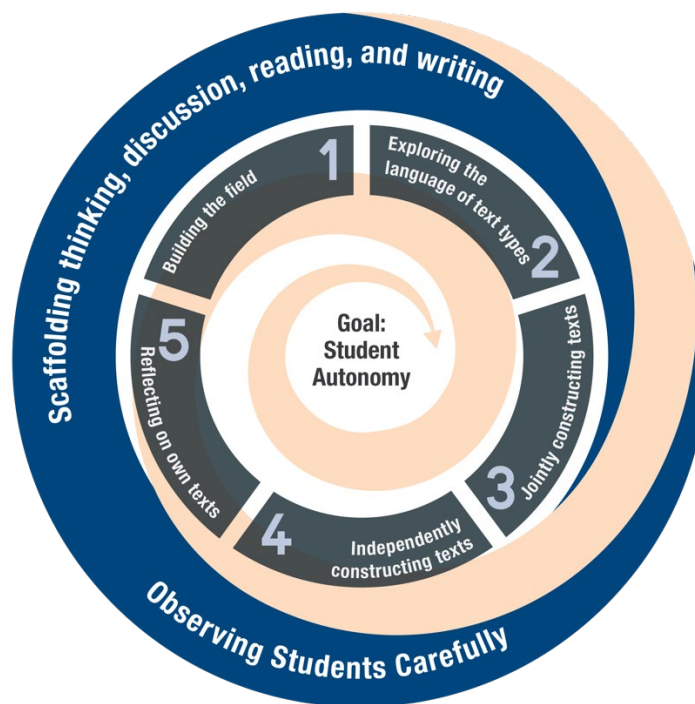
Table 5. Integrated and Designated ELD

Integrated ELD					Designated ELD
Provided by all teachers to all English learners throughout the school day and across all subjects.					Provided by skilled teachers during protected time during the regular school day.
Language Arts	History/ Social Science	Math	Science	Other Subjects	
<i>The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards</i> to ensure students strengthen their abilities to use English as they simultaneously learn content through English.					Teachers use <i>the CA ELD Standards as the focal standards</i> in ways that build into and from content instruction to develop the critical language knowledge and skills ELs need for content learning in English.

The Teaching and Learning Cycle (TLC) Instructional Framework

An instructional framework is a process for scaffolded, cumulative learning through a coherent sequence of lessons that build toward concrete learning goals and meets the specific needs of all students. It guides how we organize and design our instruction to promote understanding of content as well as what needs to happen in order for students to produce their own high-quality texts. By adopting an instructional framework, such as the Teaching and Learning Cycle (TLC), students will engage in the meta-analysis of texts so that students can create and enhance their reading and writing abilities through intentionally planned lessons that include many opportunities to discuss different genres of text.

Figure 6. The Teaching and Learning Cycle



Adapted from Derewianka (2011), Gibbons (2015), Spycher & Linn-Nieves (2014)

Having a consistent process to high-quality lesson design benefits all students. It is important to have a clear and coherent instructional framework for EL instruction to empower all of our students by giving them the power and the tools needed to learn a language and how to use the language effectively throughout the various academic disciplines. Using an instructional framework as a planning guide, teachers can ensure instruction is interactive and develops meaningful learning.

The TLC makes instructional practices clearer for teachers and students and creates the unity needed for ELs to make the progress and become academically successful, regardless of curriculum or grade level by focusing on five stages of planning and instruction. The five stages

work together to build content knowledge, language awareness, scaffolded writing support, formative assessment practices, independent writing, and reflective student practices about their writing. By implementing such an approach, we will see more purposeful and intentional scaffolding to support ELs' language and content development in tandem. By ensuring all teachers explicitly teach how language works and how to use language effectively in writing and speaking and understand language when they are reading and listening, we will see a shift to more independent writing and ELs developing stronger language skills, deeper content knowledge, and greater confidence.

Culturally and Linguistically Responsive Teaching

Students learn better when they feel included, see themselves reflected in their classrooms, are encouraged to feel proud of their culture and language, and can express their views, opinions, and unique perspectives. Culturally and linguistically responsive teaching (CLRT) takes into account the languages, cultures, and backgrounds of students and values them as assets that the students bring, not deficits that need to be overcome. CLRT is essential for students to thrive and reach their highest potential.

Teachers in culturally responsive classrooms build on students' cultural experiences and backgrounds, encourage students to use their home languages and create classroom environments that include multicultural displays, posters, literature, art projects, and lessons. Teachers are aware of what is displayed in their classrooms and consider if the literature, posters, and student work represent a culturally aware classroom. They support students to value each other's unique cultures by modeling appropriate speaking and listening skills. By valuing all cultures, the teacher is in turn, valuing the individual student. When a student feels valued, he/she will feel comfortable to share their thoughts and feelings, take risks, and learn. When an entire classroom is willing to share their thoughts and feelings, a culturally diverse environment will flourish.

Some shifts in classroom practices as a result of building culturally and linguistically responsive environments include the following:

- Re-framing the way teachers think of "errors". (see Figure 6 below)
- Providing writing and other assignments addressing a variety of audiences and purposes rather than focusing solely on academic expository writing. This allows students to become comfortable code-switching and using a variety of registers.
- Seeing home language use in the classroom as positive, encouraged, and honored
- Recognizing that the majority minority (Spanish-speakers in RDUSD) receive a lot of attention, but the "minority minorities" should feel equally represented and reflected in classrooms.

- Teachers and all students – English learners and English-only students – will no longer have a "deficit" mindset towards ELs.

Table 7³. New Ways of Talking About Language

Instead of	Try this
Thinking in terms of <ul style="list-style-type: none"> • Proper or improper • Good or bad 	See language as <ul style="list-style-type: none"> • Appropriate or inappropriate • Effective or ineffective in a specific setting
Talking about grammar as <ul style="list-style-type: none"> • Right or wrong • Correct or incorrect 	Talk about grammar as <ul style="list-style-type: none"> • Patterns • How language varies by setting and situation
Thinking that students <ul style="list-style-type: none"> • Make mistakes or errors • Have problems with plurals, possessives, tense, etc. • "left off" and -s, -s's, -ed 	See students as <ul style="list-style-type: none"> • Following the language patterns of their home language or home varieties of English • Using grammatical patterns or vocabulary that is different from Standard English
Saying to students <ul style="list-style-type: none"> • "should be", "are supposed to be", "need to correct" 	Invite students <ul style="list-style-type: none"> • To code-switch (choose the type of language appropriate for the setting and situation)
Red notes in the margin <ul style="list-style-type: none"> • Correcting students' language 	Lead students to <ul style="list-style-type: none"> • Compare and contrast language • Build on existing knowledge and add new language (standard English) • Understand how to code-switch appropriately

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers' and the broader school community's open recognition that students' primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and can also be leveraged to build proficiency in English and in all school learning (de Jong and Harper 2011; Lindholm-Leary and Genesee 2010). Teachers are encouraged to do the following:

³ Source: The California ELA/ELD Framework, cited from *Code-Switching Lessons: Grammar Strategies for Linguistically Diverse Writers, Diverse Writers*, 17. Portsmouth, NH: Heinemann.

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
- Get to know students’ cultural and linguistic background knowledge and experiences and how individual students interact with their home language and cultures.
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum.
- Use texts that accurately reflect students’ cultural, linguistic, and social backgrounds so that students see themselves in the curriculum.
- Continuously expand understandings of cultures and languages so as not to oversimplify approaches to culturally responsive pedagogy (CA ELA/ELD Framework, p. 64).

Instructional Models

River Delta Unified School District currently offers one instructional model, the Academic Language and Literacy (ALL) model, to English learners. This model ensures ELs acquire the necessary English language skills and core content knowledge needed to graduate and be prepared for college and career. Should the interest for alternative programs develop, RDUSD will respond by appropriately providing a dual immersion or other instructional model to the extent possible and in compliance with current state law.

Since every classroom, regardless of grade level or content area, in RDUSD will be implementing the ALL instructional model, they must include essential components that align them to our comprehensive Language Development Approach (LDA):

- Six Key Principles for EL Instruction
- rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards
- scaffolding
- frequent opportunities to engage in academic discourse (oral and written)
- intentional use of designated and integrated ELD opportunities
- an instructional framework
- culturally and linguistically responsive teaching

English learners should be placed in the appropriate setting based on parent decision, ELPAC scores, and other indicators of their ELD progress, including, but not limited to, curriculum-embedded assessments, prior schooling, grades, and teacher recommendations.

Overview of RDUSD’S Instructional Model (PK–12)

The descriptions and charts below outline the English language instructional model available in RDUSD.

Academic Language and Literacy Model (ALL)

RDUSD Definition: ALL is an instructional model for English learners at all ELPAC levels that includes comprehensive integrated and designated⁴ ELD instruction. The model aims to develop full proficiency in English, and mastery of all grade-level core curriculum standards. English learners receive core content area instruction (integrated ELD) with students who only speak English (EO), Initially Fluent English Proficient (IFEP) students, and students reclassified from English learners to Fluent English Proficient (RFEP). ELs in this model also receive targeted English language development instruction (designated ELD), which includes the use of the home/primary language and appropriate EL instructional supports to enrich comprehension and engagement. Instruction in this model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline-specific uses of language. In the Academic Language and Literacy Model, content-area instruction is taught in English using specific research-informed instructional strategies.

Teacher Qualifications: Teachers have appropriate certification and training to meet the needs of English learners.

- Multiple or Single Subject Teaching Credential
- Cross-cultural, Language and Academic Development: CLAD, BCLAD, or equivalent

Teachers participate in ongoing professional development to ensure instruction encompasses all criteria in the LDA and enables full implementation of RDUSD's *Master Plan for English Learner Success*.

Goal	EL Students Served	Language Development Approach Components	Language(s) of Instruction
To support English learners in all classrooms as they master grade-level core content, progress toward English language proficiency and reclassification, and attain cultural proficiency.	ELs at all ELPAC proficiency levels	<p>All instructional models offered in RDUSD are required to contain the following essential components that align them to our comprehensive Language Development Approach (LDA):</p> <ul style="list-style-type: none"> • Six Key Principles for EL Instruction • rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards • scaffolding • frequent opportunities to engage in academic discourse (oral and written) • intentional use of designated and integrated ELD opportunities • culturally and linguistically responsive teaching • the Teaching and Learning Cycle instructional framework 	Instruction is predominantly in English, with home/primary language support offered to facilitate English acquisition.

⁴ ALL encompasses the programs formerly known as ELM and SEI in RDUSD. All school districts and county offices of education are to offer, at a minimum, an SEI program to English learners. (EC §§ 306(c)(3); 305(a)(2).)

Dual Language Instructional Models

Dual language instructional models use both the students' primary language and English to teach academic content and English. Schools with 20 or more students at a given grade level receiving Parental Exception Waivers will provide a bilingual program, as determined by the district. Schools with fewer than 20 students at a given grade level may offer a dual language instructional model or allow students to transfer to a school at which such a model is offered. Should the numbers of approved waivers for a dual language instructional model reach 20 or more per grade in a language other than Spanish, the district will work with the school to identify staffing and materials so that instruction in that language can be provided.

A dual language instructional model aims to develop full proficiency in English and also reach full academic proficiency in the primary language (biliteracy). There are various dual language instructional models, and should one be requested, RDUSD will ensure the use of a strong research base to select the best dual language instructional model to meet the needs of students. Dual language instructional models differ in the initial time allotted to instruction in both the primary language and English, with some maintaining 50 percent instruction in each language, and others beginning with 90 percent instruction in the primary language and increasing the time of instruction in English each year.

Program Options Available at the Middle and High School Levels

English learners enrolling in middle school and high school have diverse needs. They cannot be well-served by a single program, setting, or approach. It is the intent of the district to frequently update our professional understanding of specific student strengths and needs and to adapt the instructional program to meet the individual needs of students.

Diverse Groups of English Learners

English learners enrolling in school are a very diverse population. In order to facilitate proper program placement and to best ensure that ELs will succeed in school it is useful to informally identify broad categories of English learners. Grouping students this way is not intended to track students into pre-determined schedules. Rather, it is intended as a tool to help sites gather student information and assist with program placement and support. There are four groups of ELs within River Delta Unified School District. These include:

- Newcomer ELs with adequate formal schooling;
- Newcomer ELs with limited formal schooling;
- Long-term ELs (>6 years as ELs) who are not meeting benchmark or expected progress; and
- ELs who are meeting benchmarks and making expected progress toward language and academic goals

Our program is designed to meet the needs of students in each of these groups as outlined in this section.

Newcomer English Learners with Adequate Formal Schooling

Newcomer students are classified by their recent arrival to the United States. Often, these students enter school with very little or no English language proficiency. They may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country. These students are challenged with the need to master English quickly in order to complete all district high school graduation requirements. They must also meet district and state content and performance standards. Time becomes the critical factor for these students.

These students need an accelerated designated ELD program that is rigorous, yet flexible. They must be able to progress at their own rate. Opportunities to move between levels must be frequent (at quarter or semester if appropriate). Attention to content instruction is also important. These students need to successfully complete the high school course of study. Whenever possible, the program must reduce the language barrier utilizing bilingual personnel or other forms of language assistance. Delaying enrollment in higher end courses until they master English may be an option for students who have earned credit for course work already completed in their native country. The typical four-year trajectory may not apply for some of these students, and they may require an additional year of high school in order to master English and meet course requirements for graduation or be offered adjusted graduation requirements under AB2121. In all cases, it is important that these students be counseled correctly, be made aware of the challenges ahead of them, and be given a definite learning plan that will enable them to successfully complete high school.

In addition to receiving instruction that incorporates all components of RDUSD's Language Development Approach, newcomer students receive specialized support, as determined by the ELSAT, that may include:

- newcomer students being assigned to one classroom at their grade level and are "clustered" with other newcomer students when possible
- intensive ELD
- initial enrollment in non-language dependent electives required for graduation (secondary students)
- setting academic and social goals
- targeted counseling, mentoring, tutoring
- developing an individualized, differentiated plan to help reach their goals
- providing a separate literacy course (or set of courses for students with interrupted educational backgrounds if the school has both preliterate and literate newcomers)

- using technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, tracking of student progress)
- providing extra learning time through after school programs, summer school, Saturday Academy, and/or vacation institutes, etc.
- engaging parents/guardians by teaching them about schooling in the United States and showing them how to be involved in their children’s education

Newcomer English Learners with Limited Formal Schooling

The students who enter at the secondary level with little or no prior schooling face a daunting challenge and require a unique focus. Not only do these students require an intensive ELD program, but they also need specialized content instruction that lays the foundation for high school curriculum. These students often benefit from intensive initial literacy development. The under-schooled student who enrolls for the first time at the high school level will need additional time in order to develop English language proficiency and to complete all requirements for high school graduation. Careful counseling, development of a long-range learning plan, and articulation between school levels, including Adult School are essential.

In addition to receiving instruction that incorporates all components of RDUSD’s Language Development Approach, newcomer students receive specialized support, as determined by the ELSAT, that may include:

- being assigned to one classroom at their grade level and are “clustered” with other newcomer students when possible
- intensive designated ELD
- initial enrollment in non-language dependent electives required for graduation (secondary students)
- setting academic and social goals
 - targeted counseling, mentoring and tutoring
 - developing an individualized, differentiated plan to help reach their goals
- providing a separate literacy course (or set of courses for students with interrupted educational backgrounds if the school has both preliterate and literate newcomers)
- using technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, tracking of student progress)
- providing extra learning time through after school programs, summer school, Saturday Academy, and/or vacation institutes, etc.
- engaging parents/guardians by teaching them about schooling in the United States and showing them how to be involved in their children’s education

Long-Term English Learners

"Long-term English learner" (LTEL) means an English learner who has been enrolled in schools in the United States for more than six years, and has not met the criteria for reclassification.

The students among this growing sub-group of identified English learners are often not immigrants, but rather students who were born in the United States and have attended United States schools for their entire lives. Some may have entered as immigrants in their early elementary years. These students often demonstrate native like oral fluency in English yet for a variety of reasons they have not yet achieved levels of academic proficiency in reading and writing. They fail to score high enough on standardized tests to meet reclassification requirements.

In addition to receiving instruction that incorporates all components of RDUSD's Language Development Approach, LTEL students need intensive and purposeful differentiated supports to be successful. To this end, River Delta USD proposes to actively pursue AVID training for new teachers, prioritizing teachers of LTEL students. District data has demonstrated promising, positive results for students in AVID programs. By providing structured, intentional instruction for LTEL students that maximizes academic discourse, engaging curriculum and strategies for academic success, we will be better prepared to reduce the number of LTEL students and prepare them for success in and beyond the RDUSD system.

Building and fostering strong, caring relationships is also critical for LTEL success. LTEL students should be placed with ELD teachers who understand the needs of this subgroup of ELs and can connect them with tutors and academic counselors who can help them understand the importance of reclassification, the reclassification process, and encourage their personal buy-in to achieve success. Assigning a specific staff member to each LTEL student, to check in on a regular basis about school, aspirations, and to provide support can greatly increase a students' chance of reclassification and on-time graduation.

Additional supports for LTEL students, as determined by the ELSAT, may include:

- An accelerated standards-based articulated ELD curriculum, either through an English Language Arts class with accommodations and interventions for the student's level of English proficiency, or an intervention class that addresses designated ELD, language, and literacy skills.
- Placement in an Academic Language and Literacy (ALL) instructional setting for the core academic subjects with integrated ELD, provided by an appropriately credentialed CLAD or BCLAD teacher.
- Counseling and frequent achievement/benchmark monitoring to ensure that the student is making adequate and accelerated progress in classes that meet high school

graduation and post-secondary requirements.

- Intervention support during the school day. In addition to support provided during the school day, intervention support may be provided before and/or after school.

ELs Who are Meeting Benchmarks

ELs in Grades PK–12 are offered designated ELD for each of the four levels of proficiency as part of the ALL instructional model. Students are provided designated and integrated ELD based on initial assessment scores on the ELPAC for new students, annual ELPAC scores, and curriculum embedded assessments. Flexibility for students to advance in ELD levels during the year, when assessment results indicate they meet the criteria for entry into the next level, is built into the school’s master schedule. At the high school, students receive credit toward graduation for all designated ELD courses, including any that have been repeated upon completion of English 1 with a passing grade. ELD courses shall be monitored for effective implementation to ensure that students are progressing through the courses within the timeframe of the design.

The goal of designated ELD is for students to develop proficiency in English as rapidly as possible. Students are supported to develop at their own pace to move up English Language Proficiency (ELP) levels whenever necessary. Change in ELP levels will be based on the data including, but not limited to, the following:

- District approved ELPAC progress indicators
- Classroom performance samples
- Designated ELD curriculum-embedded assessments
- Teachers’ anecdotal recommendations based on daily observation and student work examples

A member of the ELSAT conducts periodic reviews (at least once within the semester) to collect and analyze the above data to identify English learners who meet or exceed course benchmarks. Students who are successful in completing coursework ahead of schedule shall be immediately accelerated to the next level of ELD.

Core Educator Capacities

Core educator capacities define the essential skills for rigorous grade-level, standards-based instruction that all educators need to effectively support ELs across our RDUSD system.

Currently the majority of RDUSD’s students who are learning English as a second language are placed in classrooms with teachers who have limited preparation related to English Language Development and are appropriately scaffolding core content instruction for ELs aligned to the standards. To address this challenge, all educators will be encouraged and supported to meet

the Core Educator Capacities defined in the RDUSD Academic Language and Content Achievement Certificate.

Core educator capacities for rigorous grade-level standards-based instruction that all teachers need to develop and apply in their classrooms with ELs, are listed below.

Teacher Actions

Each of the Six Key Principles for EL Instruction charges educators to examine their classroom practices and understand what must be in place to maximize ELs' access to and success with these new standards that prepare ELs for college and careers. The set of principles can be used to initiate discussions among practitioners who share similar roles and responsibilities or have unique responsibilities. What immediately follow are descriptions of some of the implications for teachers in the classroom across the areas of instruction, curriculum, assessment, and professional learning.

Instruction

- Teachers value students' native language(s), draw on students' home language(s), and instruction leverages ELs' experiences, perspectives, strengths, needs, home language(s), cultural assets, prior knowledge, and English proficiency to accelerate disciplinary content and language learning.
- Teachers provide opportunities for students to engage in linguistically complex and content-rich tasks, including negotiating meaning through disciplinary discourse.
- Teachers are highly skilled and intentional about the design and use of temporary scaffolds so that students experience rigor and struggle productively.
- Teachers clearly communicate to students the academic expectations of the classroom (i.e. goals, objectives, and their rationale), ultimately strengthening students' metacognitive abilities.
- Teachers design and foster multiple learning opportunities centered on students' interests, aspirations, and achievements that build partnerships with parents.

Curriculum

- Instruction simultaneously develops ELs' conceptual understandings, analytical practices, and academic language at grade-level discourse and standards-aligned content learning.

Assessment

- Students engage in oral and written discourse, in which they argue from evidence, present explanations, describe their reasoning, make conjectures, justify conclusions, and validate findings.
- Teachers understand and use formative and summative assessment results to improve instruction and provide students with timely and useful feedback that encourages students to reflect on their own learning and thinking.

Professional Learning

- Teachers meet regularly with colleagues to reflect and co-plan instruction that accelerates competencies, content, and English language proficiency.
- Teachers collaborate to analyze texts and tasks for discipline-specific language, practices, and content demands as well as to analyze student work products for discipline-specific language proficiency, practices competencies, and content knowledge.

School Leader & Administrator Actions

The principles require school leaders/administrators and districts to carefully address the needs of ELs when designing the infrastructure and supports that will help maximize EL progress toward meeting the core content and ELD standards. What follow are descriptions of overarching considerations for school leaders/administrators and district leaders. This is an opportunity for leaders to examine current practices and evaluate their impact on EL attainment. The core content and ELD standards pose significant demands for ELs and will require that RDUSD administrators establish new practices to help ELs meet them.

Vision for English Learners: Responsive and Rigorous Instruction and Curriculum

- School leaders carry out the district's Vision for English Learners, have clear and high expectations for all ELs, and provide socioemotional supports to students who have experienced or are experiencing turmoil as a result of their immigration and/or reunification circumstances.
- School leaders implement the district's EL Response to Intervention (RTI)/multi-tiered system of support models to ensure they meet the needs of ELs.

Resource and Funding

- School leaders ensure that human and fiscal resources are maximized for discipline-specific learning, language, and literacy development.

Professional Learning

- School leaders ensure that teachers of ELs receive professional development on discipline-specific language and literacies development and have time to co-construct lessons and units that integrate content and language development including ways to differentiate instruction for subgroups of ELs (Newcomers, SIFE, Long-term ELs, ELs with IEPs, etc.).
- School leaders provide all teachers of ELs the time to develop their expertise in meeting the needs of ELs.

School Environment Supportive of Quality Instruction

- School leaders design and provide structures and time for common planning so that all teachers, including ELD/bilingual teachers and content area teachers, share the responsibility of educating students and understanding the cognitive demands and discipline-specific language challenges of curriculum, instruction, and assessments.
- School leaders create opportunities that strengthen the capacity of parents of ELs to support learning, language, and literacy in the discipline.
- School leaders prioritize the scheduling of designated ELD instruction.
- School leaders ensure that the content area teachers are providing rich, discipline-specific integrated ELD instruction.

Data Used to Diagnose and Inform

- School leaders collect, disseminate and analyze data (i.e. nativity, proficiency levels, years of services, home language, prior schooling) to inform culturally relevant curriculum and instructional practices.
- School leaders seek observable evidence of integrated and designated ELD instructional practices and are able to articulate means for improving implementation when teachers need support.
- School leaders ensure that ELs are assessed in fair and equitable ways. Assessments should test content knowledge. This means that at times, testing in the native language may be appropriate.

Vision for English Learners: Responsive and Rigorous Instruction and Curriculum

- District prioritizes socioemotional supports for ELs along with an emphasis on rigorous academic instruction.
- District develops a system-wide model for Response to Intervention (RTI) specifically for ELs.

Resource and Funding

- District intentionally sets aside funds in support of making this vision a reality.
- District adopts and purchases a variety of high-quality, age- and grade-appropriate materials that support rigorous instruction in all content areas in English and the students' native languages.

Professional Learning

- District ensures that site based professional learning opportunities provide time and structures for all teachers of ELs to learn from each other and plan instruction for ELs.
- District builds the educators' knowledge base so that all recognize and can articulate the diversity among ELs and plan instruction accordingly, rather than treating them as monolithic in nature. This includes recognizing their diversity of language, culture, prior schooling, etc. This diversity should be considered when making decisions at the district, school, and classroom level.

District Environment Supportive of Quality Instruction

- District builds a culture of collaborative inquiry through professional learning plans that bring a focus to EL subgroups and help build capacity for quality teaching.
- District supports and encourages bilingual staff/paraeducators to become credentialed teachers/administrators.

Data Used to Diagnose and Inform

- District creates structures and systems that enable schools to access and analyze data relevant to EL student performance and progress.

- District supports and facilitates groups of educators engaged in developing curriculum promoting formative assessment practices for bilingual classrooms.

Professional Learning

Professional Learning Structure

RDUSD believes that investing in sustained and targeted professional learning is vital to fully implementing the *Master Plan for English Learner Success*. The goal of creating and enacting an integrated professional learning system is to guarantee all District decisions and actions are tightly aligned to the EL Roadmap and *Master Plan for English Learner Success*, and to ensure we provide all students, especially ELs, with teachers and staff that are equipped to support their academic progress/success. All educators in RDUSD need to have a foundational understanding of high-quality integrated and designated ELD instruction for ELs that is implemented in all classrooms during integrated and designated ELD. To this end, the district will engage in building systems of “reciprocal accountability” (Elmore, 2004) in which they will provide high-quality professional learning and support for all educators, so that they can provide high-quality educational experiences for all students.

For student learning to be improved in deep and sustained ways, reciprocal accountability must be demonstrated through a community-wide effort in which all stakeholders—principals, teachers, counselors, other school and district staff, the superintendent and trustees, parents, students, and any external partners— take individual and joint responsibility for owning and executing the improvement plan. All people involved must hold each other accountable for meeting high, clearly defined expectations. Too often, accountability is operationalized punitively from the top down, but when accountability is reciprocal—with resources for supporting capacity building, processes that are transparent and inclusive, and clearly defined roles and expectations. In this way, all parties are responsible to each other for achieving their common goals. In our district, all leaders, teachers, staff, parents, students, and external support providers work together to clarify roles and identify expectations for each groups’ and individuals’ performance. Everyone’s work is evaluated so that appropriate action can be taken to improve performance when capacity or will is lacking (Bryk et al., 2010; Elmore, 2000; Futernick, 2010).

Furthermore, the California ELA/ELD Framework highlights the research base that identifies the essential need for deep, ongoing professional learning as a key driver for change in outcomes for ELs. “Rigorous scientific studies have shown that when high-quality [professional learning] approaches are sustained by providing teachers with 50 or more hours of support per year,

student test scores rise by an average of 21 percentage points” (2010,1)⁵. RDUSD believes that professional learning must go beyond traditional “sit and get” approaches, and engage teachers and administrators in a process of continuous improvement through the analysis of student data, reflection on individual and collective practices, and collaboration with colleagues in support of refining knowledge and skills to improve teaching, leading, and student learning. At the center of all professional learning, educators should be focused on increasing student achievement and building their capacity – leveraging existing relationships and resources – to engage in ongoing cycles of continuous improvement. Professional learning should also be transparently connected to other district-supported initiatives and make certain all teachers are effectively implementing relevant standards-based curricula utilizing best-practices that maximize access for English learners.

To enact the *Master Plan for English Learner Success*, professional learning will be focused on two major areas 1) Building Core Educator Capacities and 2) Exploring Opportunities to Establish Dual Language Instructional Models. The district also will provide ongoing professional development and funds to support capacity development at the site level.

Building Core Educator Capacities

As a means of providing access to the curriculum for all students and developing the language abilities of our English learners, the River Delta Unified School District supports ongoing staff development to meet the needs of all district personnel responsible for the education of English learners. All district personnel, including instructional aides, counselors, and after school program staff, will receive professional development to increase their awareness and sensitivity to the cultural and linguistic diversities of our student population, as well as professional development necessary to ensure an understanding of the *Master Plan for English Learner Success* and its key components, to provide equal access of all students to the total curriculum. Initial basic staff development will be designed to provide cultural sensitivity awareness, in theory and practice, as called for in *Master Plan for English Learner Success*. Ongoing training will be based on the role of individual staff members in relation to meeting the needs of English learners. This training will comply with the components outlined in the *Master Plan for English Learner Success* and implemented districtwide.

The Department of Ed Services will provide staff development to ensure understanding of all elements of the district’s *Master Plan for English Learner Success* and the Language Development Approach:

⁵ California’s ELA/ELD Framework (2015)

The Master Plan for English Learner Success Team used a professional learning protocol to identify and substantiate important content aligned to quality instruction and practices for ELs that teachers, school leaders, and district leaders need.

The team identified the following content as areas for growth for K-12 teachers and coaches.

- **Understanding our diverse ELs**
- **Understanding ELs’ hopes and aspirations, and how they are performing**
- **Academic Discourse:** Developing a deep knowledge of the disciplinary vocabulary, language purposes, and discourse that ELs need and how to structure multiple opportunities for students to actively use language
- **ELA/ELD Integration, Math/ELD Integration, Science/ELD Integration, and Social Studies/ELD Integration:** Developing an understanding of academic language and literacy that introduces teachers to scaffolds and strategies aligned to language functions and structures in the ELA, math, science, and social studies discipline, and supports the design of tasks, provides coaching, and allows time for reflection during implementation
- **Designated ELD:** Developing a foundational understanding of language development and strategies for teaching English learners within the content disciplines
- **Language Transfer:** Developing a deeper understanding of how a second language is developed and strategies to transfer language skills from one language to another
- **Academic Writing:** Learning a coherent pedagogical approach such as the Teaching and Learning Cycle for scaffolding deeper thinking, extended discussions, interactive reading, and language development, including high-quality writing
- **EL Formative Assessment:** Learning a wide variety of methods to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course
- **Cultural Sustainability:** Learning how to work closely with students and families to identify, protect, enhance, and advocate for important traditions, ways of life, cherished spaces, and our vital relationships to each other and the world
- **Coaching:** Coaches learning how to build will, skill, knowledge, and capacity of teachers looking at the intellect, behaviors, practices, beliefs, values, and feelings of an educator; learning how to foster conditions in which deep reflection and learning can take place, where teachers can take risks to change their practice, where powerful conversations can take place, and where growth is recognized and celebrated
- **Long-term ELs:** Learning instructional design of course work and strategies for developing autonomy
- **Newcomer ELs:** Learning best practices for welcoming newcomers and establishing partnerships with families as well subject-specific teaching strategies for newcomers

- **Dual Language Programs:** The benefits to all students of offering high-quality dual language programs
- **Curriculum Design:** Developing lessons, units, and courses that simultaneously develop ELs conceptual understandings, analytical practices, and academic language and are designed to engage students in productive struggle with central ideas in the discipline as students build content knowledge and develop rich discipline-specific language and discourse
- **Instructional Materials Selection/Adaptation:** Learning how to review, select and adapt culturally responsive materials in native languages and English; learning to make use of English language proficiency levels that are appropriate for the grade level spans and aligned with the standards when planning individual and group learning experiences that accelerate ELs' development
- **Language Supports and Scaffolds:** Learning how to create classrooms that are supportive of using and learning language
- **Instructional Framework and Guiding Principles for EL Instruction:** Developing an understanding of the shifts required in curriculum, instruction, and assessment for implementation of the new standards, and having hands-on opportunities to acquire ways in which to purposefully plan teaching strategies that respond to these shifts
- **Parent Engagement:** Facilitation and organization of ELAC and DELAC meetings and other strategies to engage parents in meaningfully contributing to their child's academic success

School and centralized leaders need the same topics with additional attention to systems transformation, classroom observation, providing relevant feedback, supporting teachers in the development of effective instructional practices, and parent engagement.

Each year, the Department of Ed Services will assist in providing an extensive program of staff development opportunities for administrators, teachers, paraeducators, as well as parents and guardians of English learners.

Building the Core Educator Capacities

To effectively carry out the *Master Plan for English Learner Success*, RDUSD is committed to ensuring all teachers have the necessary understanding and skills to implement the Language Development Approach. This calls for all educators to engage in a learning journey that includes building, implementing, and refining new knowledge and strategies through designated coursework to obtain the RDUSD Multilingualism Support Certificate.

All educators will be encouraged to progress through a series of professional learning sessions around the components of the Language Development Approach and the Core Educator

Capacities. In these learning sessions, they will become informed about California’s EL Roadmap, build a solid foundational understanding of California’s ELA/ELD Framework, improve their ability to provide appropriate grade-level scaffolds and withdraw them as appropriate, increase culturally and linguistically responsive teaching practices and asset-based instruction, and improve their ability to collaborate with peers to ensure student work is used to improve further instruction in both integrated and designated ELD.

The Master Plan Advisory Committee will meet to ensure all professional learning offered through the district is tightly aligned to components of the LDA, and to design a transparent set of coursework to receive the Multilingual Support Certificate. All staff in the district will begin the learning journey by becoming familiar with the *Master Plan for English Learner Success* and its key components (Vision for English Learners, Language Development Approach, Core Educator Capacities, Instructional Models), the overall strategies for improvement described in the Theory of Action, and their associated responsibilities to successfully implement the plan.

All RDUSD educators will have ongoing opportunities to reflect on current instructional practices, as individual educators and as a school community, and determine areas of growth each school year. Each staff will develop individual goals and school staff will collaborate to construct the school’s professional learning plan that will be integrated into the School Plan for Student Achievement.

The district will provide multiple and sustained opportunities for the deliberate integration of resources and expertise to deepen and accelerate teacher learning and pedagogical practices that lead to strengthened learning opportunities and outcomes for ELs.

Exploring and Growing Dual Language Opportunities

Investing in exploring the opportunities to develop a Dual Language instructional model in RDUSD aligns strongly with California’s Vision for English Learners and the Global 2030 Initiative, and also has the strong potential to benefit overall student achievement across the district. RDUSD has a student population of both English learners and monolingual English students who would benefit from a dedicated effort to understand, communicate with stakeholders and explore the creation of a Dual Language instructional model. Successful Dual Language models also require skilled and qualified teachers, which will influence RDUSD’s efforts to attract and retain qualified personnel to successfully implement such an instructional model.

To explore the interest in developing a dual language instructional model in RDUSD, a Dual Language Committee will be formed of stakeholders to lead a multi-year effort, focused on educating stakeholders (educators, parents, and community members) about dual language education opportunities. In the first year, the Dual Language Committee will research effective

dual language approaches to educating English learners. By the end of the first year, the team will articulate the best recommended dual language model that could be implemented in RDUSD with enough parent support and interest.

In the second year, the team will design dual language awareness information sessions and handouts to communicate about the potential district offerings, and these offerings will be included on enrollment forms so that RDUSD can collect data on parent/family interest. The team will also explore ways to gather data on current student and family interest in participating in such programs if they were to be created.

In year three, RDUSD leadership will invest in beginning to recruit and plan for implementing a dual language program, if enough interest from families was evidenced by the data collected in the previous year. The team will consider staffing needs and potential locations to begin a program, and will strategically plan how to establish and sustain an effective dual language program in the following years, creating a strong pathway resulting in students attaining the California State Seal of Biliteracy. The Director of English Learners, with support from the Master Plan Advisory Committee and Executive Cabinet, will support the effort by determining human and fiscal resources needed to successfully begin the selected model.

Evaluation and Accountability

Oversight Structure at a Glance

The *Master Plan for English Learner Success* is designed to ensure that the Strategic Goals and High-leverage Strategies articulated in the Theory of Action are implemented, that systemic and instructional practices are continually improving, and that all stakeholders are learning to increase their effectiveness within the system. To accomplish this, RDUSD will establish a Master Plan Advisory Committee, a set of critical annual milestones to measure progress, and a set of communication strategies to share progress with stakeholders. This structure is illustrated in Figure 8 and discussed further below.

Figure 8. Oversight Structure



The purpose of evaluating our services for English learners is to ensure educational access to all students in order to maximize the success of all EL students. By monitoring the extent to which English learners are acquiring English and achieving the state’s academic content standards, RDUSD is better positioned to strengthen systemic supports, instruction, access, and the overall implementation of the *Master Plan for English Learner Success*.

1. The Master Plan Advisory Committee

The Master Plan Advisory Committee (MPAC) is also charged with the task of continuously monitoring and supporting the effective implementation the *Master Plan for English Learner Success* and ensuring attainment of RDUSD’s Vision for English Learners. The Master Plan Advisory Committee is designed to ensure that there is a process for planning and coordinating optimal programs for the success of our English learners and is led by the Coordinator of English Learners. The MPAC includes the Directors of Educational Services, site administrators, DELAC officers, and teacher representatives. The MPAC meets quarterly to discuss topics pertaining to the implementation of our programs for English learners.

The Master Plan Advisory Committee also:

- Plans and monitors system-wide professional learning structures for all educators in progress to receive the certificate;
- Ensures that practices, resources, and personnel are being used effectively to implement the RDUSD *Master Plan for English Learner Success*;
- Communicates regularly to the Superintendent and community about implementation progress, successes, and challenges;
- Ensures integration and brings clarity, cohesion, compliance, and continuing improvement to the district’s programs for English learners.

At the district level, the annual analysis of student outcomes determines the level of effectiveness of RDUSD EL placement, programs and services. This information is used to determine professional development to teachers, administrators, parents/guardians and staff. The annual evaluation report is shared at a regular meeting of the Board of Education. Data from the annual evaluation is also shared with site principals and DELAC members, who may make use of it in framing their input to the Board.

2. Milestones

Performance targets will mark our milestones for successful implementation and increased opportunities and outcomes for ELs and former ELs in these areas:

- Increased EL graduation rates annually, including the percentage of students enrolling in, and completing, A–G courses at the high-school level;
- Increased EL enrollment and attainment of Advanced Placement course credits;
- Increased EL enrollment in GATE, AVID, etc.;
- Increased number of students graduating with the Seal of Biliteracy;
- Increased number of students reclassifying as Fully English Proficient annually;
- Increased percentage of parents participating in school activities and contributing to their child’s education;
- Decreased LTEL rate in middle and high schools annually;
- 25% of RDUSD teachers and leaders will have obtained the RDUSD Certificate of Educator Core Capacities by 2022; 45% by 2023; 60% in 2024; 75% in progress by 2025.

3. Communication Strategies

RDUSD strongly believes that creating processes to transparently communicate regularly with stakeholders is a key driver to ensuring that the Vision for English Learners is realized. To this end, RDUSD plans to share progress and learning to help school communities adopt and adapt successful practices with others. The district is committed to investing in opportunities to maximize learning gains for both students and adults, as educators collaborate to change outcomes for EL students. Each site will plan to educate their parents on the key components of this plan and, furthermore, offer any parent education nights that help them better understand its overall purpose. Some ways that RDUSD will communicate with stakeholders include:

- Annual reports to the Superintendent and community including a summary of progress and attainment of milestones

The annual summary of progress will be presented by the Coordinator of English Learners to the Superintendent and the Board of Education. The report will include a summary of the

current implementation of the *Master Plan for English Learner Success* including success and challenges with recommendations to increase effectiveness and outcomes for all EL students.

Monitoring Implementation of the *Master Plan for English Learner Success*

The *Master Plan for English Learner Success* is designed to significantly improve the quality of instruction for ELs by addressing the essential elements within a school system that influence EL access to standards-aligned education. The Key Components discussed earlier must be implemented throughout the district to maximize ELs' potential and reach RDUSD's ambitious improvement goals for ELs. The district believes that educating parents on these Key Components through home visits, play groups, and preschool settings. The strategic goals listed below are tightly aligned to RDUSD's goals for all students and represent significant systemic shifts that will attend specifically to issues of equity facing our EL students.

District and site staff will periodically monitor implementation of the *Master Plan for English Learner Success*. The primary goal of the monitoring is to ensure that every school in the district is effectively and successfully implementing the Key Components to maximize systemic change and rapidly increase positive outcomes for EL students.

The RDUSD monitoring process:

- Establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved;
- Promotes full involvement of all stakeholders (administrators, teachers, parents/guardians and students) in all phases of planning, implementation and evaluation activities;
- Provides for high levels of coordination between district-level and site-level improvement efforts; and
- Ensures that evaluation is an integral part of school improvement initiatives and activities.

Evaluation Design

The Master Plan Advisory Committee will conduct an annual evaluation of implementation of the *Master Plan for English Learner Success*, structured around the five strategic goals in the Theory of Action and the articulated milestones. The evaluation will focus on the questions and desired outcomes listed in Table 9, in order to address high priority areas of service to, and outcomes (goals) for, English learners. The evaluation data gathered, and the analyses performed, provide a rich source of information on the implementation of the *Master Plan for English Learner Success* and outcomes for students. The data will be used at the district and site levels to inform future planning and cycles of improvement.

Table 9. Evaluation Goals and Questions

Strategic Goals	Evaluation Questions
<p>Strategic Goal 1: <i>Improve the quality of instruction for all English learners</i></p>	<ol style="list-style-type: none"> 1. Has the district Vision for English Learners been adopted and widely communicated? 2. What evidence exists that the Teaching and Learning Cycle (TLC) and CA Standards are being used in planning and delivery of instruction in all classrooms, everyday? 3. Are teachers adapting district-adopted curricula as needed to align to RDUSD’s Language Development Approach?
<p>Strategic Goal 2: <i>Improve the quality of assessments and monitoring processes for all English learners</i></p>	<ol style="list-style-type: none"> 1. What formative assessment practices are in place to gauge student language proficiency in all four domains (reading, writing, speaking and listening)? 2. Are all district mandated assessments (SIPPS, NWEA-MAP, Writing Benchmark Assessments) informing instruction the academic and language achievement of ELs? 3. What supports have been provided to develop deep educator capacity about the ELPAC assessment tasks, directly aligned to the CA ELD Standards? 4. Are reclassification data and procedures for all EL students easily accessible and actively used by district leaders, site leaders, and teachers? How? 5. Can teachers of ELs identify the proficiency levels of all of their EL students, and report on progress?
<p>Strategic Goal 3: <i>Engage all RDUSD educators and leaders as learners through ongoing professional learning to build their capacity to serve ELs</i></p>	<ol style="list-style-type: none"> 1. Has a clear, comprehensive professional learning system been articulated for and communicated to all RDUSD educators including clear expectations? 2. What percentage of educators have begun/completed the LDA training modules (Certificate of Core Educator Capacities)? 3. What coaching support has been provided to educators to implement the Language Development Approach? What instructional practices have changed as a result of coaching support? 4. What changes in instruction (teachers) and observation/feedback/support (coaches/administrators) are occurring as a result of the professional learning? 5. Is all professional learning offered in the district specifically addressing the needs of ELs? How?

Strategic Goals	Evaluation Questions
	<ol style="list-style-type: none"> 6. What evidence exists in classroom/school environments that they are culturally and linguistically responsive? 7. How is the district incentivizing all educators participate in core capacities models (i.e., offering continuing education units, stipends, etc.)?
<p>Strategic Goal 4: <i>Support the diverse ELs, build on their assets, and provide them with equitable opportunities</i></p>	<ol style="list-style-type: none"> 1. How are curriculum materials differentiated to respond to the needs of diverse students? 2. What differentiated instructional models and practices are in place, or have been added/adjusted, to address the needs of diverse ELs? 3. How are diverse EL groups performing academically and linguistically? 4. How have scheduling practices changed to respond to the needs of diverse EL students? 5. What percentage of ELs participate in classes and activities such as Advanced Placement and Honors courses, Academic Decathlon, APEX, AVID, After School Program, GATE, college entrance exam preparation, and university enrollments, compared to their EO peers?
<p>Strategic Goal 5: <i>Encourage family and community participation</i></p>	<ol style="list-style-type: none"> 1. How has the <i>Master Plan for English Learner Success</i> been shared with families and the school community? What opportunities are provided for providing feedback? 2. In what ways do schools and the district engage and communicate with families? <ol style="list-style-type: none"> a. What is the evidence these strategies are building home-school relationships? 3. Has the rate of parent/guardian participation in: ELAC, DELAC, LCAP, parent leadership capacity building opportunities, etc. increased? 4. What is the comparative percentage of parents/guardians of ELs and RFEPs to parents/guardians of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? 5. In what ways are we ensuring all parent and family members have access to the meetings, events at school and in the district? <ol style="list-style-type: none"> a. What language are parent meetings conducted in? b. What language is translation provided for, and how often? 6. What data are collected regarding all parents' instructional model preferences, and what actions have been taken as results of those data? 7. How have the practices of informing parents about the various instructional models shifted or evolved?

Monitoring at the School Site Level

School principals are responsible for the daily, site-level implementation of the *Master Plan for English Learner Success*. Principals are provided with annual training on the Theory of Action and Key Components of the plan and on their role in ensuring complete implementation at their sites. Throughout the academic school year, principals complete sections of the Principal's Assurances Checklist for EL Program Services and submit it to their supervisor and the Director of Equity, State and Federal Programs, and Accountability according to the timeline indicated on the checklist. This facilitates ongoing communication with the supervisor and the district Director of Equity, State and Federal Programs, and Accountability, and assist in monitoring the consistent implementation of the plan throughout the school district. The Superintendent/designee reviews all Principal's Assurances Checklists at the end of the academic year.

Sites are encouraged to use the evaluation criteria above (Figure 11) to conduct self-assessments at their sites to determine strengths and areas of need and make adjustments accordingly. After gathering, analyzing, and discussing the information, each site develops its School Plan for Student Achievement, with objectives, activities, and timelines for addressing the areas of need. The site also compares student outcomes at the site level to the district goals for EL students and uses this information to address identified areas of needed improvement in services to ELs. This information is included in the school's presentation of data results to the board of trustees.

A formal, district-level monitoring review of each site's data results and school plan is conducted each year, providing feedback to site administration. The principal facilitates modifications of the school plan to reflect suggestions from the district-level review. District staff uses these reviews as an additional way to identify site level support needs.

The State Evaluation and Accountability Systems

The California Department of Education (CDE) has established two interrelated systems of accountability, evaluation and continuous improvement for California schools and districts. These are:

- a rubric for evaluating Local Control and Accountability Plans (LCAP – See Appendix A), making use of required metrics for evaluating progress in each of the State Priority areas that district LCAP plans must address, and
- an Accountability and Continuous Improvement Program (California School Dashboard) that provides an in-depth, multidimensional picture of school and district performance as well as improvement over time.

Conclusion

River Delta Unified School District is committed to working in concert with administrators, teachers, support staff, district staff, community members, students, and parents to provide effective instruction for all English learners. The district is committed to closing the achievement gap for all students. English learners must receive ongoing, systemic support through the cycle of instruction, assessment, monitoring, and evaluation. By regularly monitoring student achievement data, RDUSD leaders will be able to address student academic needs as well as identify and support the implementation of effective instructional strategies for ELs in a systematic way.

Accountability work is something we all do. This includes students, parents, and all personnel at the site and district level including teachers, counselors, support staff, and administrators. Rather than considering evaluation as a specific event or an annual report, we must consider it to be a part of our daily work. We are all responsible for ensuring that EL programs are optimally effective. It is with unwavering commitment that RDUSD has created a transformational *Master Plan for English Learner Success* that will cohesively guide the district's efforts and resources to continuously improve outcomes for our students.

The educators and leaders of River Delta USD, together with parents and community stakeholders, have defined a bold Vision for English Learners that RDUSD will strive to encourage, support and obtain in the years to come. Through this process, the district has engaged in a long-term commitment to systemic reform in service of our English learner students and their families who are depending on us to ensure they all graduate with multiple opportunities for success. The district has intentionally engaged in a deep process of learning and inquiry; observed EL students' learning opportunities; examined the systems, practices, and results that comprise our current reality; and seen clearly where RDUSD needs to improve. It is with unwavering commitment that RDUSD has created a transformational *Master Plan for English Learner Success: Unlocking the World of Multilingualism* that will allow opportunities for everyone to know and do better and will cohesively guide the district's efforts and resources to continuously improve.

Appendix A: Policies and Practices

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Initial Identification and Placement

It is important that all students entering RDUSD schools are assessed and placed in the most appropriate instructional setting to meet their needs. The following section outlines the process for initial identification of English learners and the process for instructional model placement.

STEP 1: Registration, Including Completion of the Home Language Survey

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children, which is included in the school registration packet as part of the district's enrollment procedure. The results are maintained in student records and entered by school site registrars into the California Longitudinal Pupil Achievement Data System (CALPADS) and will assist schools in providing appropriate instruction for all students.

If the student is enrolling in a California school for the first time, the parent/guardian completes the Home Language Survey.

- If the answers to items 1, 2, 3, and 4 on the HLS are "English", the student is classified as English Only (EO) and the student is placed in the Academic Language and Literacy (ALL) model with no further language acquisition supports.
- If the home language is determined to be other than English, the student is assessed for English proficiency (Continue to Step 2).

If the student has a prior enrollment in a California school, then the Home Language Survey results from the prior school are used to determine if the student has a primary language other than English. The student's primary language and language proficiency data may be obtained from the state's CALPADS database.

During enrollment at the school site, the parent/guardian completes and signs an Annual Parent Notification Form which includes a description of the Academic Language and Literacy (ALL) instructional model and any other instructional models the district is offering/considering offering.

STEP 2: English Language Proficiency Assessment for California

State regulations require that if the student's Home Language Survey indicates that a language other than English is used in the home, the student's English language proficiency must be assessed within 30 calendar days of initial enrollment. Students' English language proficiency is assessed as part of the enrollment process by trained personnel, with assistance provided by the district's Coordinator of English Learners. Every effort will be made to make the enrollment

and initial assessment process as convenient as possible for parents/guardians and students.

The assessment used to determine initial English proficiency is the English Language Proficiency Assessments for California (ELPAC). The ELPAC is a standardized language proficiency test, based on the California English Language Development (ELD) Standards (2012), designed to measure the English proficiency of non-native speakers. All students are assessed in the domains of reading, writing, listening and speaking. The ELPAC includes two types of assessment: Initial and Summative. The Initial ELPAC is used at the time of initial enrollment in California, and the Summative ELPAC is taken each year thereafter, to assess growth.

In RDUSD, new enrollees are tested at the school site for their English proficiency skills within 30 calendar days and primary language skills within 90 calendar days of their initial enrollment date. The goal is to make the enrollment and initial assessment process convenient and streamlined for parents and students.

Students with disabilities: If a student has an Individual Education Plan (IEP), the ELPAC or any of its parts may be waived if that student's IEP provides for an alternative assessment in place of all or part of the ELPAC. The IEP team determines if the ELPAC may be taken with designated supports or accommodations. In RDUSD, the Ventura County Comprehensive Alternate Language Protocol (VCCALPS) is administered most frequently with students in moderate to severe placements but may also be appropriate for students in other placements. The EL Site Coordinators will assist the Special Education caseworkers in the process of appropriate placement of special education students who have language proficiency needs.

If the student is enrolling in a California school for the first time, trained LARC personnel will administer the ELPAC and the results of the assessment will be used to determine the student's English language proficiency. Based on the Initial ELPAC results, the student is classified as either initially fluent in English (I-FEP) or as English learner (EL). A student is classified as I-FEP if the ELPAC overall score is Level 4 (Well Developed). Students scoring at Levels 1 to 3 are classified as English learners. A preliminary score is calculated for the purpose of determining the student's placement. The results are sent to parents/guardians within 30 days of receipt by the district. ELPAC results are maintained in the student's EL folder inside the CUM folder, and in the district's student information system for future use in monitoring student progress and in program evaluation.

If the student has a prior enrollment in a California school, the district will obtain data on the student's language classification, English proficiency, and prior program participation from CALPADS and use that information to make an appropriate determination regarding the student's language classification and instructional model in which the student will be placed.

Table A.1. Criteria for Classifying a Student as Either Initially Fluent in English Proficiency (I-FEP) or English Learner (EL)

Home Language Survey	Initial ELPAC Performance	Language Classification
Answers to items 1, 2, 3, and 4 are all “English”	<u>NO</u> ELPAC administered	English Only (EO)
Answer to any question is a language other than English (e.g., Spanish, Hmong, etc.)	ELPAC administered <ul style="list-style-type: none"> • Minimally Developed (Level 1) • Somewhat Developed (Level 2) • Moderately Developed (Level 3) 	English Learner (EL)
Answer to any question is a language other than English (e.g., Spanish, Hmong, etc.)	ELPAC administered <ul style="list-style-type: none"> • Well Developed (Level 4) 	Initially Fluent English Proficient (I-FEP)

STEP 3: Primary Language Assessment and Determination of Recommended Instructional Model Placement

All identified English learners are assessed for proficiency in listening, speaking, reading, and writing in their primary language within 30 calendar days of initial enrollment at the school site. Whenever possible, a fluent speaker of the student’s primary language who is trained in test administration, conducts the assessment. An informal assessment will be administered by a teacher or paraeducator who interviews the parent and/or student with an interpreter if necessary. The following are district-adopted primary language assessment instruments:

Results of the primary language assessment are placed in the student’s EL folder, entered into the district student information system and communicated to parents via the Initial Parent Notification Letter. The results of this survey are used to evaluate the student’s literacy development in the primary language and to make program recommendations.

STEP 4: Parent/Guardian Notification of Assessment Results and Placement

As part of the identification process, parents are notified of the results of their child’s initial assessments via the Initial Parent Notification Letter, which is mailed to the parent. The purpose of the letter is to explain the English proficiency and primary language assessment results, program options, placement, and the waiver process for an alternative program. Parents are asked to sign and date all documents and return them to the school site. The parents are provided copies of all primary language assessment and ELPAC results. The results are also provided to the child’s teacher(s) and verified by the site’s administrator or designee (i.e. Principal, Asst. Principal or EL Site Monitor). The school secretary, under the direction of

the site administrator or designee, enters the assessment results for each student tested in the district's Student Information System. The school site personnel prepare the English Learner Folder and places the Home Language Survey, Initial Parent Notification Letter and the assessment results in the folder. The English Learner Folder becomes a part of the student's cumulative record file (CUM).

The Initial Parent Notification Letter explains the program options and gives parents a written description of the Academic Language and Literacy instruction model, currently the only offering in RDUSD.

English learners are tested annually with the ELPAC until they qualify for reclassification status. Parents will receive an Annual Parent Notification Letter informing them of their child's assessment results and their level of English proficiency. This letter will also serve as a reminder of the program options for placement and the Parental Exception Waiver. Parents may request the Parental Exception Waiver at any time.

STEP 5: Program Placement

The principal or designee assigns the English learner to an appropriate placement based on the student's assessment data and the parent's/guardian's preference. All students identified as English learners will be placed in RDUSD's Academic Language and Literacy (ALL) instructional model and will receive appropriate additional supports to meet their language development needs including designated English language development classes, before and after-school supports as appropriate, primary language support when possible, and academic interventions.

Parents/guardians of pupils enrolled in the school may choose the instructional model that best suits their child. Schools in which the parents/guardians of 30 pupils or more per school, or the parents/legal guardians of 20 pupils or more in any grade, request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Proposition 58, Sections 305 & 310. English learners with parental/guardian requests shall be given an opportunity to go to another school within the district if their site does not have sufficient number of parental/guardian requests at their site.

Copies of Initial Parent Notification forms are kept on file by the site principal. The original is placed in the cumulative record of the student. The information is entered into the district student information system for electronic storage.

Kindergarten Registration, Assessment, and Placement

A special process is used for assessing the language proficiency of new Transitional Kindergarten (TK) and kindergarten students at the beginning of each school year.

Pre-registration begins in March of the school year preceding the child's entrance into PK or kindergarten. When the parent/guardian pre-registers the child, the Home Language Survey is completed and used to determine whether language assessment is required.

During the official assessment period (beginning July 1 and continuing until all assessment of new kindergartners is completed, but no later than 30 days from when classes begin), staff trained in ELPAC and primary language assessment procedures is assembled to complete ELPAC testing of PK/kindergartners.

Assessment results are processed as quickly as possible by the school district personnel. Parents will be notified by the district and/or school site of the results and the options for placement for the child. The same procedures related to parent/guardian notification and program placement that are used for other students are used for kindergartners. Parent/guardian meetings are arranged to inform them about River Delta's Academic Language and Literacy instructional model and explain parental/guardian choice rights. All information is provided in written form in English and Spanish, and in other languages as feasible. Group meetings will be arranged to orient parents and explanation of the waiver process, as needed.

Transfer Students

When students transfer between schools in the district, all relevant data regarding the student's English learner assessment history including current scores, current student placement, academic progress and interventions are sent to the receiving school. The site principal or designee is responsible for reviewing the information in the student information system to make sure the student is properly placed in his or her new class(es).

Transfers Between District Schools

When students transfer between schools in the district all relevant data regarding the student's EL assessment history, current scores, current placement, records of academic progress, and interventions are sent to the receiving school. The site principal, or designee, at the receiving school are responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in his or her new class(es), as specified in the student's current records, before approving the intra-district transfer request. All intra-district transfers are subject to space availability at the site requested.

Transfers from Other California Schools

Students who arrive from another California school with records of a Home Language Survey (HLS) and initial language status (EO, EL, and FEP) need not go through the RDUSD identification process. Students transferring from another California school often have records of a Home Language Survey, scores on the mandated assessments, and an initial language status. Records

are accepted from the previous school and data is entered into the Student Information System. The student's transcripts are reviewed to determine prior placements and academic history. If the student's prior records cannot be acquired from CALPADS or the prior district within ten (10) days of enrollment, English language assessment proceeds and the identification, notification, and placement process is implemented per the above description in Steps 1-5.

Transfers from Out-of-State or from Other Countries

The five-step identification, notification, and placement process described above and shown in Figure 11 will be followed when enrolling students who are new to the state or from another country. All relevant assessment, academic progress, and placement information will be entered into the Student Information System at the time of enrollment. Transcripts are reviewed to determine the student's prior placements and academic history.

The date the student is enrolled in the district is entered into the student's records and the student database system and is used to mark the date they first enrolled in a California school and (if appropriate) the date they first enrolled in a US school.

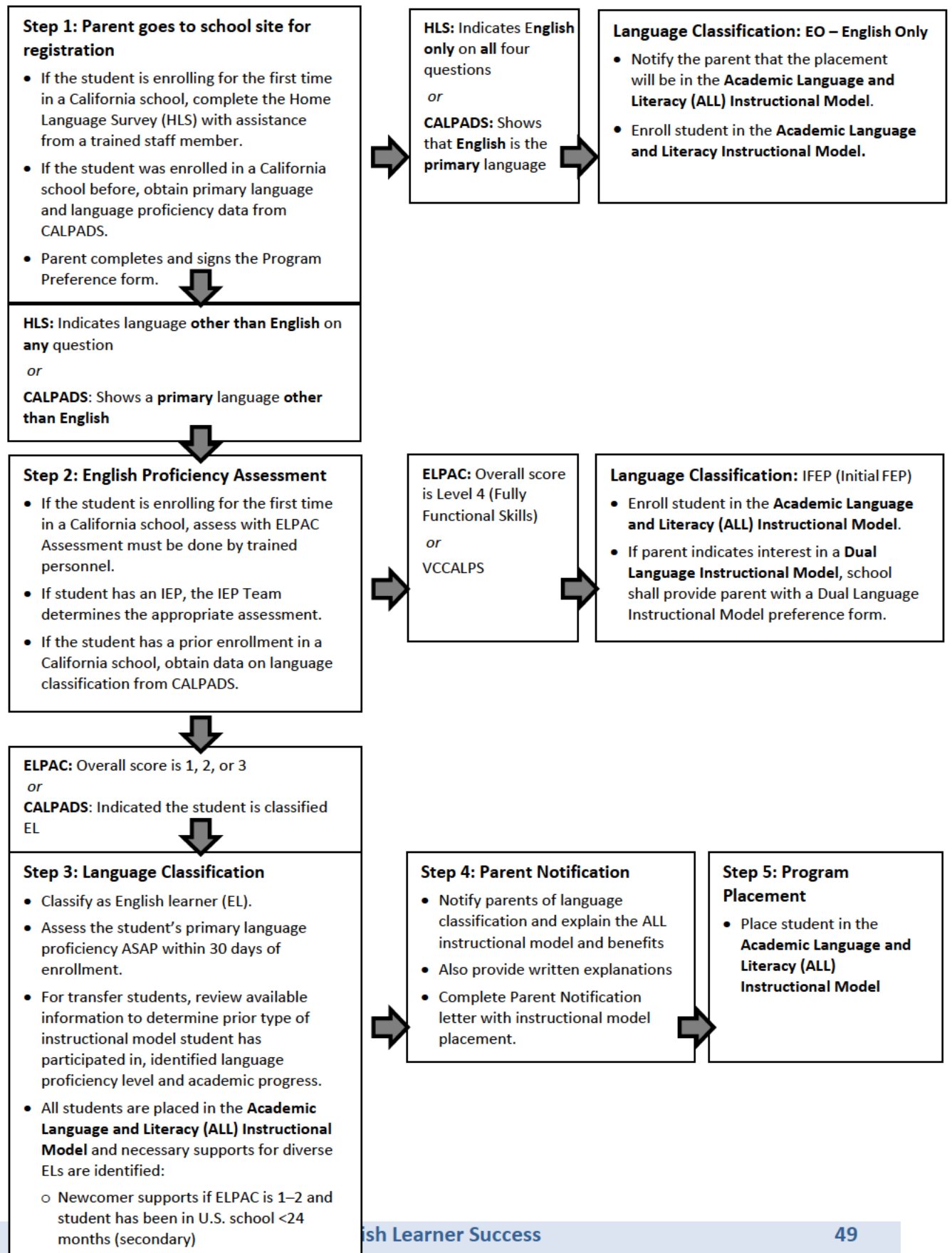
Professional Development for Staff and Administrators on Initial Identification, Placement, and Parental/Guardian Options and Informed Consent

To facilitate informed decision-making and improve school-to-home communication regarding program options and placement, the district will provide ongoing training for staff and administrators on procedures relating to initial identification, placement, and all legal requirements and district policies related to the implementation of this *Master Plan for English Learner Success*, including procedures for:

- initial identification;
- assessment;
- program placement options and district procedures;
- parents'/guardians' rights to information related to identification, assessment and program placement through a method/language that is comprehensible to them; and
- parents'/guardians' rights to agree with or decline recommendations regarding program placement and other EL services (Right to Informed Consent).

EL Site Coordinators will assist the Special Education caseworkers in the process of appropriate placement of special education students who have language proficiency needs.

Figure A.2: Initial Language Proficiency Assessment, Identification, and Placement Process



Monitoring of Student Progress and Reclassification

Student achievement and progress is monitored regularly as part of the RDUSD system of curriculum implementation. When an English learner attains specific levels of academic achievement and language proficiency, they qualify to be reclassified from an EL to an RFEP student. If an EL student is not making adequate progress, additional support, intervention and action are necessary. The individualized EL Support Plan for this type of student is designed to help students meet English proficiency and academic achievement goals.

To ensure success for all students, it is essential to monitor ELs' academic performance at school sites, K-12, using formative assessments in order to identify and proactively address any developing academic deficits and provide appropriate supports to ensure student success. This monitoring of academic and language proficiency continues by trimester at the elementary level and quarterly at the secondary level for current English learners and for four years following a student's reclassification to ensure that students continue to meet expected academic growth. District-adopted assessments provide information that informs instruction and alerts teachers to students that may not be making adequate progress.

The district monitors, for a minimum of four years, the progress of reclassified students to ensure correct classification, placement, and additional academic support, if needed. The district maintains key data on the progress and assessments in the student's permanent documentation records (CUM). Each English learner who meets the established reclassification criteria is Fluent English Proficient (RFEP). After four years of progress monitoring, each RFEP who has demonstrated English language proficiency comparable to that of the average native English speakers is classified as FEP and can participate equally with the native English speakers in the regular instructional program.

Starting in the fall of each year, the English Learner Student Assistance Team (ELSAT) which includes the school administrator, EL Specialist, and staff members with relevant information, reviews the ELPAC scores and classroom performance of all ELs and identifies students meeting reclassification criteria, meeting growth expectations but not meeting reclassification criteria, and students not meeting growth expectations. Appropriate next steps are taken for all four groups of students, as demonstrated in the table below.

TableA.3.

Identification Type	Next Steps
Reclassified Fully English Proficient (RFEP) Students	The district monitors progress for a minimum of four years.
Students meeting reclassification criteria	Student enters the reclassification process
Students meeting growth expectations but have not yet met reclassification criteria	Student continues to be monitored for language proficiency and academic achievement by formative and annual district and State assessments
Students not meeting growth expectations	Student receives an individualized EL Support Plan, developed to meet his/her specific language and academic achievement needs

State, District, and Formative Assessments

Student progress is monitored at least annually, using both state- and district-mandated assessments. The assessments are shown in **Figure XX** and are used to determine students' English language proficiency and academic performance.

District-adopted assessments, such as NWEA-MAP, are used regularly during the year to monitor students' progress in English language development (listening, speaking, reading and writing), language arts, and math. Curriculum embedded assessments in language arts are taken in English in the ALL instructional model. If a language group increases in size to the point where dual language instructional models are necessary or desirable, then assessments in that language will be adopted.

English learners are administered formative and summative assessments equivalent to those used by English Only (EO) and Initially Fluent English Proficient (I-FEP) to monitor academic performance. Summative assessments such as the California Assessment of Student Performance and Progress (CAASPP), California Alternate Performance Assessment (CAPA), California Modified Assessment (CMA) tests are given to all students regardless of language and classification. Formative assessments such as curriculum-embedded, district benchmarks in English/Language Arts are taken in English.

The ELPAC is administered to all English learners annually to measure English language development progress. English learners who have been in U.S. schools for less than 12 months and whose primary language is Spanish will be given the Standards Test in Spanish (STS) to measure academic performance. ELPAC and STS are for English learners only and are taken as annual assessments.

Students on Individualized Education Programs (IEPs) may be given alternative assessments in place of the CAASPPs and ELPAC as allowed by the state and identified on their IEP. In RDUSD, the Ventura County Comprehensive Alternate Language Protocol (VCCALPS) is administered most frequently with students in moderate to severe placements. It may also be appropriate for students in other placements, which can be determined by the IEP team in collaboration with the EL Specialist.

Annual Notification of Language Status and Assessment Results

English learners are tested annually with the ELPAC until they qualify for reclassification status. Parents will receive an Annual Parent Notification Letter informing them of their child's test results. This letter will also serve as a reminder of the current program options for placement and the Parental Exception Waiver. Parents may request the Parental Exception Waiver at any time.

Monitoring Progress of English Learners with Benchmarks

RDUSD has developed yearly benchmarks to monitor progress of ELs in language acquisition and academic content. The benchmarks provide a way to monitor ELs from the first day of enrollment in the district. ELs are expected to improve every year in language acquisition and academic content. RDUSD believes that by committing to and implementing the *Master Plan for English Learner Success*, building instructional and leadership capacity through ongoing professional learning, and focusing on the Strategic Goals and High-leverage Action Steps articulated in the Theory of Action, all EL students across the district will meet reclassification criteria and achieve success.

The benchmark reports:

- assist in monitoring students' language and academic growth.
- can be modified for students with special needs within the IEP for monitoring progress and achieving expected growth goals.

The benchmarks establish clear expectations of growth in English proficiency and academic performance and performance for each year an English learner is enrolled.

Table A.4. Expected Benchmarks for English Learner Students

Overall ELPAC Level at Time of Entrance to the Program	Level 1	Level 2	Level 3	Level 4 with Subtests Level 1 or 2	Level 4 and Subtests Level 3 or 4	Reclassified or Post Reclassification
Timeline toward reclassification based on ELPAC overall score at time of initial enrollment year	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on CAASPP (ELA)	Level 1	Level 1	Level 2	Level 3	Level 3 or 4	Level 3 or 4
Expected Performance Level on CAASPP (Math)	Level 1	Level 1	Level 2	Level 3	Level 3 or 4	Level 3 or 4
Expected Performance Level on Standards-based Test in Spanish (STS)	Proficient or Advanced					

How EL Benchmark Reports Are Used

The English Learner Support Team will generate benchmark reports electronically on a semester basis. The benchmark reports will be used by teachers, counselors and site administrators in planning student course placement, parent/student conferences and to determine student participation in intervention programs. If students do not meet the benchmarks, they may be placed in an intervention program before/during/after school tutoring, and/or summer school.

Site administrators and staff will review the results and students who are, and are not, meeting the expected benchmarks. Students who are meeting benchmarks will continue to be monitored until they are able to be reclassified as fully English proficient (RFEP). Students who are not meeting expected benchmarks will be provided additional support immediately. At grades K–6, ELD/ELA teachers will review benchmark reports with parents during parent conferences.

Use of Assessment Data for Instructional Planning

Teachers use the language arts and mathematics curriculum embedded assessment data to

analyze student progress every 6 to 8 weeks; results drive differentiated instruction and provide a basis for classroom interventions as appropriate. Formative assessment practices aligned to the CA ELD Standards should be used in all classrooms to evaluate and monitor the English language development of EL students. The results and information gathered through these processes should guide the formation of designated ELD groupings and provide the basis for designated ELD instruction by proficiency level for all ELs.

ELPAC data (supplemented by curriculum embedded, and benchmark assessment results) are used for instructional groupings in ELD at the elementary level, and student placement in appropriate ELD courses at the middle and high schools. Teachers must also use formative assessments to identify areas of ELD progress and need for individual students as well as for groups of students, and to modify instruction accordingly.

CAASPP and NWEA/MAP assessment results are to be used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of interventions and assign them to appropriate instructional schedules. Students who meet or exceed benchmarks for growth on these assessments are accelerated and/or moved to more advanced groups/classes at appropriate junctures throughout the year.

Reclassification Process

Annually, the ELSAT, led by the Director of English Learner Services collects and reviews the CAASPP test results, ELPAC scores, student grades, and any other relevant assessment data for all EL students and identifies those students who are eligible for reclassification. Additionally, the district has articulated a Pathway to Reclassification for students with IEPs who do not meet standard reclassification criteria. The district's criteria are shown in Table XX on p. XX. In alignment to California's Department of Education guidance, the criteria include multiple measures of:

- English language proficiency (listening, speaking, reading and writing);
- Academic achievement in reading, and writing, measured in English;
- Teacher's evaluation of student's curriculum mastery as demonstrated by successful participation and achievement in grade-level classes; and
- Consultation with parents/guardians for their opinion and input during the process of reclassification.

When a student has met the above assessment criteria, the principal or designee notifies parents and guardians of their right to participate and be consulted in the decision to reclassify their child. The school provides an opportunity for the parent or guardian to attend the reclassification meeting. The meeting will be scheduled at a time convenient for the parent/guardian and translation will be provided if needed. If they are unable to attend, the

parent/guardian may communicate his/her opinion in writing or via phone call. The parent's/guardian's input is documented on the reclassification form.

Parental/guardian participation and support is essential to ensure the maximum number of RDUSD students are reclassified. To this end, site and district leaders will make multiple attempts to inform and involve parents in understanding the reclassification process. Sites are encouraged to take additional steps to involve parents/guardians in the reclassification process, including:

- Discussing the importance of reclassification, and the process to reclassify, at ELAC meetings;
- Meeting individually with parents/guardians of ELs who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal; and,
- Inviting parents/guardians to a group meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for up to four additional years. Students are also included in this meeting/celebration.

The River Delta Unified School District has adopted the following reclassification process to enable students initially identified as English learners to exit specialized EL program services and participate without further language assistance as Reclassified Fluent English Proficient (RFEP) students. ELs shall be reclassified when they have acquired the English skills necessary to receive instruction and achieve academic progress in English only at a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's regular instructional program. The reclassification criteria validate each student's readiness to exit from specialized English learner (EL) programs, by demonstrating achievement and mastery of grade-appropriate standards of:

- English language proficiency, including reading, writing, speaking and listening; and
- Academic achievement in reading and English language arts

The table below outlines the expectations for the level of achievement that students should attain as they progress through RDUSD schools. Note that the table is built around two main parameters 1) the student's ELPAC level and 2) the number of years in school and encompasses all of our high-quality instructional models. Students are expected to move through the language proficiency levels (at least one per year) and are expected to reclassify within six years. If a student enters mid-year, then s/he is placed and monitored in her/his entering proficiency level but will not be expected to move in the first six months.

The reclassification decision is made by district and school personnel, including the English Learner Student Assistance Team (ELSAT) after considering the evidence regarding the student's performance, and in full consultation with the parent/guardian (See Figure 10). The membership of the ELSAT includes: the site administrator or designee, the EL Site Coordinator, content classroom teacher(s), ELD teacher, and any other relevant specialists. The process for reclassification is as follows:

1. The process of student identification for reclassification will begin in the Fall of each school year and is ongoing throughout the year.
2. The site administrators and EL Site Coordinator will review data on the academic performance of English learners and generate a list of potential candidates for reclassification.
3. The Reclassification forms for potential candidates will be completed by the principal or EL Site Coordinator.
4. The English Learner Student Assistance Team (ELSAT) makes arrangements to consult with parents to review the student's progress and the reclassification criteria. Translation services will be available upon request, and forms will be made available in Spanish, or other home languages as needed. During the meeting, the student's progress is discussed as well as the recommendation to reclassify the student to Fluent English Proficient (RFEP). If the parent is unable to come to the school, a person speaking the parent's primary language will consult with the parent on the phone or by mail and document the conversation on the Initial Reclassification Form.
5. Once a student is approved for reclassification, the site administrator or designee will change the student's status to RFEP in the Student Information System.
6. The site administrator or designee places the original Initial Reclassification Form and a copy of the Initial Reclassification Parent Notification in the student's EL folder. The outside of the student's EL folder is marked "RFEP" and dated in large black letters. A copy of the original Initial Reclassification Form along with the Parent Reclassification Notification will be sent to parents and to the Director of EL Services.
7. The reclassified student will no longer receive designated ELD support classes or services. While changes in placement may occur at any time, the normal procedure is to make the placement at a natural instructional break (i.e. beginning of a semester or a trimester).

Table A.5. RDUSD Reclassification Criteria 2019-2020

	Grade Level Measures		
Multiple Criteria	1st and Fall 2nd Grade	Winter/Spring 2nd Grade	3rd–12th Grade
English Language Proficiency (ELPAC)	ELPAC Proficiency: Overall score of: 4-well developed	ELPAC Proficiency: Overall score of: 4-well developed	ELPAC Proficiency: Overall score of: 4-well developed
Academic Achievement	“Meets Expectations” at Grade Level for Reading in English during most recent assessment window	NWEA MAP RIT Reading Score at or above the district average during most recent assessment window, but not below yellow band (Student Profile Report)	CAASPP English Language Arts at or above the midpoint of “Nearly Met” (Level 2) OR NWEA MAP RIT Reading Score at or above grade-level district mean during most recent assessment window, but not below yellow band (Student Profile Report) OR NWEA MAP RIT Reading Score at or above 10th grade end of year mean
Teacher Evaluation	Report Card indicates that student is at or above grade-level standards in all English Language Arts.	Report Card indicates that student is at least approaching standards in English Language Arts.	Report Card indicates that student is at or above grade level and a minimum of “C” in English Language Arts.
Parent Input and Consultation	Parental opinion and consultation	Parental opinion and consultation	Parental opinion and consultation

Monitoring Procedures for RFEP Students

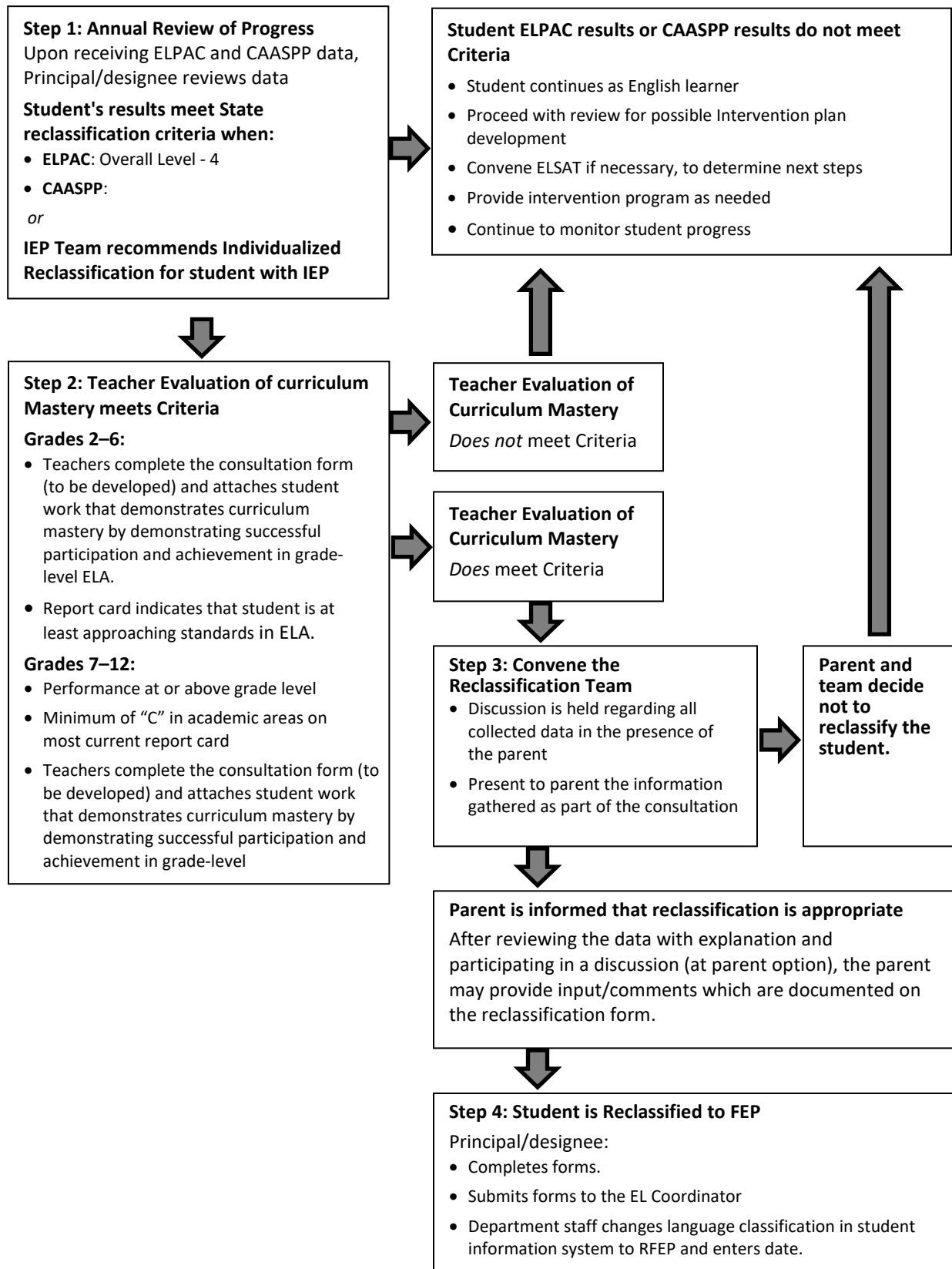
Students who have been reclassified as RFEP will receive follow-up monitoring for a minimum of four years after reclassification. The school's English Learner Student Assistance Team maintains a roster of RFEP students who need to be monitored while attending their school. Follow-up occurs 90 days, and each year for a total of four years after the initial date of the student's reclassification. Reclassified students who have difficulty in the core curriculum will have access to the support services and interventions offered at the site to all students who are not meeting academic standards. Those support services are outlined in the Single Plan for Student Achievement and will be reviewed with parents at the time of the parent conference or scheduled meeting. If the student's grades fall below grade level or the student is not making adequate progress in any academic class, the site ELSAT is convened to evaluate the student's progress. Using the district's EL Support Plan, appropriate intervention measures are recommended, which may include but are not limited to any of the following:

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

The progress of ELs and reclassified students will be examined annually in comparison with the data of the average native English speaker. A process of evaluating the effectiveness of program elements will be used to examine the impact of programs on the academic progress of all EL students.

Figure A.6. The Reclassification Process

The annual reclassification process begins as soon as official ELPAC and CAASPP results are received by the school.



EL Support Plans

River Delta Unified School District is committed to closing the achievement gap for English learners. When EL students are identified as not meeting expected proficiency growth in English or in the content areas by the ELSAT, an individualized EL Support Plan is instituted.

No later than October of each year, the ELSAT reviews the results of the spring testing (end-of-year results on district-identified assessments for Kindergarten, first and second graders) and develops or revises an EL Support Plan for each student not meeting the growth expectations. No later than the fall parent/guardian conference, the EL Support Plan is discussed with the parent/guardian, amended to include the parental/guardian input, and documented on the appropriate forms. This plan includes interventions to be provided, identifies the language(s) to be used, and timelines.

The student is then provided with the intervention programs/services as specified in the EL Support Plan. His/her progress is carefully monitored throughout the school year, at each assessment interval. Adjustments and modifications to the plan are made when the data continues to show slow progress or no progress. All records, including a copy of the plan, are kept in the student's EL Folder as an addendum to the CUM.

In the spring of each year, the ELSAT assesses the effectiveness of the implemented interventions and achievement of students with EL Support Plans. If a student continues to make inadequate progress, a meeting is held with the ELSAT, which includes the parent/guardian. Teachers, program and settings are monitored for regular, systematic implementation of best practices and effectiveness of effort. During this meeting, the following things are discussed:

- The teacher identifies all interventions that have been implemented, using a Pre-Referral Checklist as a guide;
- The team reviews and modifies the list of interventions to be implemented;
- Modification of instructional practices, grouping, language of instruction, and effective design are also considered;
- An EL Support Plan is developed, to be implemented through the first quarter of the following year. This plan identifies the intervention and acceleration schedule for the individual student. Use of additional time (intersession, summer school, before and after-school) is also considered and defined in this plan; and,
- The parent/guardian will be contacted to inform them of the lack of progress, to discuss the individualized acceleration/intervention plan and invite them to review and inform forthcoming discussions and invite them to participate on the team in the decisions and actions of the ensuing interventions.

The revised EL Support Plan is developed based on the analysis of the student's needs and the results of the evaluation from the previous interventions.

Group data are disaggregated and examined to measure the effectiveness of the various intervention programs for different groups of English learners.

If the student continues to make inadequate progress, he/she is referred to the Student Study Team (SST) for a more comprehensive examination to diagnose his/her needs and planning of an appropriate program. The student's progress continues to be monitored. The implementation of program, settings and implementation of best practices continues to be monitored by the principal, and the district. For students with IEPs, the team may determine that further interventions are inappropriate based on a student's qualifying condition.

The district Coordinator of English Learners working with other departments, as appropriate, will provide ongoing guidance and professional development to schools on how to manage the process of developing and monitoring effective EL Support Plans. This department will also provide training on how to efficiently conduct monitoring reviews and implement planning sessions.

Identifying ELs Who Are Not Meeting Expected Growth

The district employs a number of measures to monitor student progress. The EL Specialists at each school develops a list of all students who are not meeting expectations.

The teacher completes the Pre-Referral Checklist for an EL Support Plan (Form 11) and submits it to the ELSAT. The ELSAT convenes and prescribes appropriate interventions for the individualized EL Support Plan. In addition to in-school and/or school-sponsored interventions, the student may be placed in instructional resources that extend beyond the school's curricular day.

Monitoring of EL Support Plan Effectiveness

The ELSAT at each site will regularly monitor the progress of the referred student by doing the following:

- At minimum, the team will meet twice a year (recommended timeframe: October–January; April–May) to review the most recent assessment data for the referred student(s). At this time, the ELSAT will possibly modify, extend, or replace interventions, when required.
- The classroom teacher, EL Specialist, and/or any other persons who have been assigned responsibility while developing the student's English Learner Support Plan will closely and regularly monitor the student's work to determine the efficacy of the selected interventions.

- If the interventions are not successful, the ELSAT will pursue other avenues of support until a correct match has been found for the referred student or other specialized assistance (i.e. Student Study Team for possible referral for Special Education testing) has been explored.

Documentation of the EL's Support Plan will be filed in the green folder in the student's cumulative file.

Training on the EL Support Plan

Each year, all teachers serving EL students with EL Support Plans will work collaboratively with an EL Specialist to understand the current plan and the associated roles and responsibilities of staff to ensure student success.

Special Education Services for the English Learner

English learners have access to Special Education services just as all other students in RDUSD. Careful review by the Coordinator of Special Education and the School Psychologist of all referrals takes place first, to determine whether Special Education assessments (speech, language, social, emotional, or academic) are warranted or if student performance/behaviors are related to expected patterns of second language acquisition. When it is determined that an English learner needs to be assessed, whether it be speech, academic or cognition, the testing will be initiated upon parent's written approval. As appropriate, assessments will be conducted in the primary language of the student, English, or both languages, making certain that cultural differences are taken into consideration when determining eligibility.

Instructional decisions related to student's language acquisition status must be described in the Individualized Education Plan (IEP) to the extent that the student's English Language Development program relates to his/her need for Special Education services. The IEP must include a goal that addresses ELD. English learners in grades K–12 with an IEP continue to receive high-quality ELD instruction in both integrated and designated ELD settings from all teachers. Special Education staff, including Special Day Class staff, will receive the same training as general education staff in working with ELs. English learners may also be served through mainstreaming with authorized teachers. In SDC classes, the authorized Special Education teacher provides ELD instruction to the student. Bilingual paraeducators may also be assigned to the program to provide direct support to English learners with an IEP.

Pathway to Reclassification for Special Education Students

English learners who receive Special Education services may not receive different treatment than those who do not receive Special Education services (34 C.F.R. section 104.4(b)(1)(i)-(iv))

and 28 C.F.R. section 35.130(b)(1)(i)-(iv).

If an English learner student has an Individualized Education Program (IEP) the following procedures are followed. River Delta USD will continue to seek guidance from the CDE as recommendations for reclassification procedure continue to evolve and assessments for both academic achievement and English language proficiency are calibrated across the state and country.

RDUSD will ensure that reclassification criteria for dually classified students (EL and Special Education) provide the most appropriate range of support services for the student, and do not prevent any student from being reclassified because of their identified disability. For these reasons, RDUSD will follow guidance⁶ provided to consider reclassification for three distinct groups of students: 1) students with disabilities who are able to access all four domains of the ELPAC with or without appropriate accommodations; 2) students with significant cognitive disabilities and must be assessed using an alternate English language proficiency assessment (not ELPAC); and 3) students with disabilities that preclude assessment in one or more of the domains on the ELPAC or alternate assessment.

The IEP Reclassification Team should consist of at least one expert on the student's English language acquisition (such as the designated ELD teacher, EL site coordinator, or Rtl teacher), a special education teacher who works with the student, a regular education teacher (if applicable), and one or both of the child's parents.

Table A.7. The Reclassification Process for EL Special Education Students

Student Groups	Reclassification Process
Group 1: Special Education students who are able to take the ELPAC	Same as for EL students in the general education setting with appropriate modifications for academic achievement based IEP recommendations
Group 2: Special Education students who are not able to take the ELPAC, but can participate in an alternate ELP assessment	Determined by the IEP Reclassification Team, based on progress on language proficiency assessment and academic achievement assessment (CAASPP or CAA)
Group 3: Special Education students whose disabilities preclude them from taking the ELPAC or VCCALPS in one or more domain	English language proficiency progress on the assessable domains, in addition to state guidance on other additional criteria for non-assessable domains

⁶ Guidance taken from: CCSSO Framework on Supporting Educators to Prepare and Successfully Exit English Learners with Disabilities from EL Status. The Council of Chief State School Officers, January 2019.

Group 1: Students with disabilities who are able to access all four domains of the ELPAC, with or without appropriate accommodations

The reclassification process used for students with IEPs who are being instructed using the general education curriculum and assessed with the ELPAC, with or without appropriate accommodations, is the same process used for general education students. K-12 students with IEPs are considered for reclassification each year by reviewing their progress on ELPAC in conjunction with their annual IEP as part of the "Pathway to Reclassification". If the student's achievement does not meet district reclassification criteria due to their diagnosed disability, the IEP team may recommend the student be reclassified based on factors other than performance on achievement assessments.

This "Pathway to Reclassification" includes the student's Case Manager as the head of the Reclassification Team. If a student in this situation fails to meet the standard reclassification criteria within the expected time frame, an IEP team will determine further services needed, including assessment accommodations, to be used. Prior to making this determination a thorough assessment is conducted and the IEP must include a statement of the student's development of proficiency in English. The principal or designee at the school site, and district staff from the Department of English Learner Services and the Department of Special Education will be involved in, and must concur with, the determination. Services and monitoring continue until the student is reclassified. The majority of dually classified students should fall into this group of students.

Group 2: Students with the most significant cognitive disabilities who must be assessed using an alternate English language proficiency assessment

These students are those who participate in the California Alternate Assessment (CAA) rather than the CAASPP and the VCCALPS instead of the ELPAC. A small segment of the overall EL population should be eligible for the alternate ELP assessment. Since measurement of their skills is often difficult, the district will consider the reclassification of these students after careful review of individual progress and needs. Reclassification to Fluent English Proficient means the student has learned English sufficient to participate in English in their program and can remedy any and all deficits that may have been incurred in the academic content. Because these students typically receive medical care for many years, special consideration is given so that the language classification (EL or R-FEP) determination does not cause physical, emotional, or other harm to the student's well-being. The decision shall be made in a manner that provides the best benefit to the student and their family. The IEP team reviews the data and makes the decision about reclassification.

Group 3: Students with disabilities that preclude assessment in one or more of the domains on the ELPAC or alternate assessment

Title I regulations state, “If an English learner has a disability that precludes assessment of the student in one or more domains of the English language proficiency assessment required under for the affected domain(s) (e.g., a non-verbal English learner who because of an identified disability cannot take the speaking portion of the assessment), as individual or team designated by the LEA to make these decisions under Title II of the ADA, a State must assess the student’s English language proficiency based on the remaining domains in which it is possible to assess the student (34 CRF § 200.6(h)(4)(ii)).”

Pursuant to this regulation, for a very small number of ELs with disabilities who are not able to access one or more domains and for whom there are no appropriate accommodations take the speaking portion of the state ELP assessment” [34 CRF § 200.6(h)(4)(ii)], ELP must be assessed using the remaining domains.

Special Education Services: Gifted and Talented Education (GATE)

The River Delta Unified School District is committed to ensuring equity in its Gifted and Talented Education (GATE) program. Many culturally and linguistically diverse students do not attain high scores on achievement tests and are therefore overlooked for eligibility in gifted programs. RDUSD ensures equal access to all students through its identification, referral process, testing and teaching methodologies in its GATE programs.

Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. This allows for students from all ethnic groups to be identified for the services provided through the GATE program. A parent or teacher may refer a student for GATE testing. English learners may be identified, along with native English speakers, based on their ability or talent in one of the following areas: intellectual, creativity, academics, or visual and performing arts.

All English learners participating in the GATE program must continue to receive English Language Development and appropriate second language services to provide access to the core curriculum.

Staffing

River Delta Unified School District is committed to providing high-quality instruction to all English learners we serve. We believe all teachers must be knowledgeable about, and proficient in, implementing research-based best instructional practices for English learners, such as those described in our RDUSD Language Development Approach. In order to do this, the district hires

appropriately credentialed teachers and instructional aides, and provides ongoing, focused, effective and research-based professional development to all administrators, teachers and staff. By recruiting, hiring and retaining quality talent throughout our district, we will prepare and empower educators with the instructional and leadership skills required to work effectively with English learners.

Staffing and Certification

Our students are guaranteed to be served by teaching personnel who hold appropriate credentials necessary to instruct English learners. River Delta Unified School District actively recruits and hires teachers who are fully authorized or “actively pursuing” the required credential. Every effort is made to hire fully-credentialed teachers, but if candidates are not available, teachers in training can fill the positions as long as they complete all requirements within a specified time. All newly hired teachers who do not have appropriate authorization are required to sign a Commitment Letter as part of their contract with Department of Human Resources indicating their intentions to complete their credentialing requirement and identify an expected completion date (3 years for CLAD/CTEL and 3-5 years for the BCLAD).

All teachers providing ELD must be authorized with a Cross-cultural Language and Academic Development (CLAD) credential, California Teacher of English Learners (CTEL), or equivalent. All teachers who provide primary language instruction must be appropriately authorized with a Bilingual Cross-cultural Language and Academic Development (BCLAD) credential, or equivalent. Annual progress towards achieving EL Authorization will be monitored by the Director of Human Resources and Educational Services.

Whenever open teaching positions require BCLAD/CLAD certification, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions. If fully credentialed candidates holding the BCLAD/CLAD are not available, teachers in training for B/CLAD may fill the positions as long as they acquire an emergency BCLAD/CLAD and complete all requirements within the required time specifications.

Each spring, the Human Resources Department collects information from teachers on their progress in fulfilling the requirements. New teachers in training are considered to be on interim assignment and teachers without a CLAD/CTEL or BCLAD will not receive Tenure status until all required authorizations are completed.

Teacher authorizations are monitored to ensure that all staff members working with English learners receive relevant professional development and support. The Department of Human Resources monitors the progress of teachers in training until they fulfill their agreements to complete EL authorizations.

Recruitment Procedures - Teachers

Teacher hiring and placement decisions are based on student and program need, including EL enrollment data, and other relevant factors.

The English Learner Staffing Annual Report will be completed each April by the Director of Personnel. It will be shared with the Department of Ed Services, presented to the DELAC and kept on file. The report will monitor the district's progress toward full certification of all teachers working with English learners until all shortages of qualified teachers are remedied. The EL Annual Staffing Report will document the number of teachers who are fully certified and those in training, as well as results of hiring and staff training efforts each year.

The district's Department of Ed Services works closely with the Director of Personnel on issues of recruitment, interviews, and recommendations to site administrators. The following yearly actions constitute the district's approach to recruitment of teachers for English learners.

Each spring, the district develops a district EL staffing plan based on the number of EL students reported on the annual Language Census report, and takes into consideration the parent and guardian expressed interest in alternative instructional models for ELs, the number of English learners in special education programs, ELD, primary language support, primary language instruction, and the number of current teachers who need to complete authorizations. The Department of Human Resources, the Department of English Learner Services, in partnership with site and district leaders collaborate to identify district staffing needs. Principals are then informed regarding the needs for adequate numbers of qualified teachers to fully implement the school's instructional model.

Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, the Director of Personnel and site administrators assign properly credentialed and EL authorized teachers to specific programs requiring their specialized expertise. When there are not a sufficient number of EL authorized teachers available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary EL authorizations within an identified timeline.

Advertising and aggressive recruitment efforts are undertaken, internally and externally, until all positions are filled. Job announcements will be widely published in:

- Teacher training programs at college and university campuses;
- County Offices of Education;
- School sites and the River Delta Unified School District office;
- Web-based advertising agencies, such as EDJOIN, and social media;

- National Education Association (NEA), California Teachers Association (CTA), American Federation of Teachers (AFT) and California Federation of Teachers (CFT) publications;
- Local newspapers, including foreign language, organizational newsletters and publications;
- Recruiting booths, annually, with an active member of named professional groups on the recruiting team (such as take a teacher member of CAFE to CAFE conference to recruit), at conferences such as:
 - National Association for Bilingual Education (NABE) when the conference is held in California;
 - California Association for Bilingual Education (CAFE);
- Career Day events at local colleges/universities and secondary schools, where the district provides information concerning needs for dual language teachers and paraprofessionals, employment opportunities and procedures for hiring;
- Use of informal contacts in the community and/or local community organizations to identify potential local candidates; and
- The Human Resources Department will encourage classified employees to pursue teaching careers/ credentials and inform them of opportunities to do so.

The district will provide information concerning district needs for ELD, bilingual teachers, and other employment opportunities. Announcements will indicate that River Delta Unified School District is seeking bilingual educators in the languages most highly represented in the district as needed.

Hiring Priorities and Procedures

Teachers

Highest priority is given to the hiring of BCLAD teachers.

The second priority is given to the hiring of CLAD or equivalent certified teachers who have capacity to speak languages other than English that are represented in our student population. These teachers should be placed in classrooms with English learners when possible. They may receive support from bilingual paraeducators who use their primary language to clarify, explain, motivate and direct students.

The third priority is given to a bilingual teacher who does not yet have BCLAD authorization and who may be assigned to designated bilingual classrooms as a Bilingual Teacher-in-Training. These potential BCLAD teachers must gain BCLAD authorization within 5 years.

The fourth priority is given to teachers who are in the process of obtaining a CLAD or equivalent authorization. Such teachers have 3 years to complete the CLAD authorization.

The Director of Personnel manages job applications, eligibility interviews, and processing procedures for both teaching and paraeducator positions. Applicants meeting the district's screening requirements are available to the site principal for interviewing and placement in an appropriate position.

Human Resources will provide principals a list of certificated teachers and their particular authorizations to serve English learners. Teachers are placed according to student program needs. Teachers who are assigned to classrooms requiring EL authorization but are not actively pursuing appropriate authorization are notified that if completion of needed authorization is not pursued, they may be reassigned or displaced.

Administrative Staff

In order to support the implementation of EL programs and services at the school sites, the district makes it a hiring priority to staff school sites with administrators who possess the BCLAD, CLAD, or equivalent authorization or who are taking part in a staff development plan as part of their professional development. Currently employed administrators are highly encouraged to complete the appropriate EL authorization.

Bilingual Paraeducators

To support student access to core curriculum, River Delta Unified School District employs qualified bilingual paraeducators. The district also encourages these staff members to pursue a teaching credential.

Site administrators and staff will plan staffing of paraeducators based on the need for primary language support. The number of English learners, site and district categorical budget, and the need for primary language support services at the school, are all of the factors that must be considered when making staffing decisions. The RDUSD employs a number of bilingual paraeducators who provide support with intake, assessment, and instructional services at the school sites, as well as, districtwide interpreting and translating support. Bilingual paraeducators are available to interpret and translate documents for their assigned sites based on their availability and the appropriate allocation of school site categorical funds when work is requested outside of the paraeducator's work hours. The Department of Ed Services employs a district interpreter and translator to facilitate services needed at the district offices. Requests for interpretation and translation services from the district translator are submitted to the Director of Ed Services for processing.

Recruitment of bilingual paraeducators is done through the district website, EDJOIN and internal and external announcements at:

- School sites;
- Local colleges and universities; and
- Other community organizations

Announcements will indicate that River Delta Unified School District is seeking bilingual paraeducators in the languages most represented and needed in order to better serve RDUSD's multilingual and multicultural community. Applications are continuously accepted and, when a pool of applications is collected, proficiency testing takes place.

Bilingual paraeducators are an integral part of an EL Program. Paraeducators contribute specialized skills and work closely with the full instructional team to plan for the needs of the students. When the teacher does not hold a BCLAD, the bilingual paraeducator works with the CLAD teacher to provide primary language support to motivate, clarify, direct, support and explain facts and concepts to the English learner. It is essential, therefore, that the bilingual paraeducators be assigned to classrooms to work with ELs of greatest need during core content instruction in English/Language Arts, Math, Social Studies and Science. They support the classroom instruction in many ways but are not responsible for ELD instruction. Appropriate student supports include, but are not limited to:

- Previewing and reviewing lessons in primary language;
- Providing one-on-one or small group follow-up and/or reinforcement of English instruction; and
- Using primary language instructional materials to facilitate the understanding of concepts, directions, assignments, and content delivered during English instruction.

Paraeducators also assist with a variety of language needs outside of the classroom. Due to the valuable nature of their direct student supports, clerical duties outside of the classroom may not constitute more than 20 percent of their job description. Appropriate tasks outside of the classroom include, but are not limited to:

- interpreting for Parent-Teacher Conferences and notifications;
- attending and interpreting at ELAC and DELAC meetings;
- ELPAC testing;
- primary language testing; and
- providing interpretation and translation services in additional situations that may not be named above.

English Learner Specialists

An EL Specialist will be assigned to each school based on current enrollment of ELs. They are required to hold a BCLAD or CLAD credential. Other qualifications include:

- Demonstrated knowledge of effective practices for educating ELs;
- Thorough familiarity with district programs and services for ELs;
- Ability to work in a collegial manner with other teachers, administrators and staff:
 - Work closely with site principals and district staff on site organization of services to ELs;
 - Maintenance and usage of assessment data for the purposes of leading grade-level and individual teacher discussions;
 - Monitoring of student progress and reclassification;
 - Collaboration with teachers, including provision of content expertise and peer coaching.

EL Specialists are selected using a process that includes both district and site personnel. They are provided training and support by the district necessary to carry out the duties of the position.

Parent/Guardian and Community Engagement

Communication in the Home Language

It is the goal of the River Delta Unified School District that parents of English learners at all schools will participate meaningfully in the education of their children. To support this goal, RDUSD will make every effort to effectively communicate with parents and guardians of English learner students. Whenever possible, the school will provide translations of school information for all language groups. In addition, when 15 percent or more of the students enrolled at a school site speak a single primary language other than English as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents will be written in English and the primary language.

Interpretation and translation services will be made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, and English Learner Student Assistance Team (ELSAT) meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level. Site administrators will plan for and provide for primary language through the use of district approved interpreters and translators or other staff.

The district has a number of approved bilingual staff who support districtwide interpreting and translating. They are available to interpret or translate documents for all sites, based on availability and the site's categorical funds if work is requested outside of the translator's work hours. Human Resources will provide a list of district-approved translators and interpreters for sites to contact.

The district has at least one district translator/interpreter to assist with department and parent communication in relation to district level services. All requests for translations and

interpretations need to be submitted to the Department of Educational Services for processing using the RDUSD Translation Services Request Form.

Federal law requires that schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English. Schools must provide translation or interpretation from appropriate and competent individuals and should not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

Parent Outreach and Engagement

School sites may assign a staff member to provide parental support at the site, and/or may employ a parent liaison to build relationships with parents/guardians. All parent meetings should be parent friendly and mindful of inclusive practices. Meetings should be held at convenient meeting times, in easily accessible locations (at the school site whenever possible), and offer childcare, refreshments, and translation services whenever possible.

Schools can further encourage parent engagement by providing opportunities for parents to volunteer and by providing training on how parents can effectively contribute to their child's education and the school community.

Initial and Annual Notifications of Parent/Guardian Rights and Program Options

The process for initial identification and placement of students in an appropriate instructional model, and the role of the parent/guardian in that process, are shown in **Figure 8**.

Annually, EL parents/guardians will receive a written notification which includes:

- Their student's annual assessment results (ELPAC);
- Information regarding all the district instructional model placement options; and,
- An opportunity to review the current and proposed (if applicable) instructional model placement options and select the option that best suits their student.

Parent training sessions shall be provided on parental rights. Parents should be supported, in a variety of ways, to access these rights. Training on school advocacy may be provided. Such trainings can include informational sessions on school operations and who to go to for assistance related to problems or concerns. All school sites will also review the supports and programs offered within this *Master Plan for English Learner Success* with parents at the beginning of each school year. This will include information about program placement, reclassification, and monitoring of student language and academic progress.

River Delta Unified School District recognizes that parents are a critical component of the successful education of children. As part of the district's effort to more systematically involve parents in their children's education, the district establishes policies and procedures to maximize their involvement. The District English Learner Advisory Committee (DELAC) and the sites' English Learner Advisory Committee (ELAC) will be a source of information to the parents, as required by law. The information disseminated at the committee meetings will be provided in another language(s) when the need arises and is feasible.

Parent/Guardian Advisory Committees

English Learner Advisory Committee (ELAC)

Each school with 21 or more English learners must establish a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

ELAC Requirements:

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

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 the second bullet point above. (EC § 52176[b]; 5 CCR § 11308[d].)

The site principal is responsible for establishing an ELAC and monitoring that the ELAC has fulfilled its responsibilities. The principal or a designee will:

- Assist the ELAC membership to develop meeting agendas;
- Assist the ELAC membership in selecting meeting dates;
- Publicize meeting agendas 72 hours in advance in English and other languages, as required;
- Schedule and hold planning and general membership meetings;

- Provide childcare for general membership and planning meetings;
- Submit required documentation to the district’s Director of EL Services;
- Conduct elections each year by September 30;
- Monitor the functioning of the ELAC including the following:
 - Members serve for two years, with half the membership elected each year;
 - Membership composition reflects the percentage of English learners in the school;
 - Membership may include school staff and community members; however, the number of community and school staff members is fewer than the number of parents/guardians of English learners;
 - If a member must be replaced during the year, the replacement will serve for the rest of the school year. At the beginning of the next year, an election must be held to fill the position;
- Arrange for additional training from the Director of EL Services as needed;
- Review ELAC meeting minutes to ensure that ELAC members have the opportunity to participate in training and discussions, and to provide advice in each area of ELAC responsibility.
- No later than its second meeting of the year, the ELAC elects at least one representative to the District English Learner Advisory Committee (DELAC).

District English Learner Advisory Committee (DELAC)

Since there are 51 or more English learners in this district, there is a functioning District English Learner Advisory Committee (DELAC) in RDUSD. The DELAC provides parents the opportunity to advise the governing Board of Education on at least the following:

- A timetable for and development of a district *Master Plan for English Learner Success*, taking into consideration the Local Control and Accountability Plan (LCAP), the Local Educational Agency Plan (LEAP) and the School Plans for Student Achievement (SPSA) from the school sites as these plans relate to English learners;
- Development of a districtwide needs assessment on a school-by-school basis;
- The district program, goals, and objectives for programs and services for English learners;
- The plan to ensure compliance with applicable teacher or aide requirements;
- District student reclassification procedures;
- Written parent/guardian notification of assessment results and recommended instructional model placement; and,
- The district’s Consolidated Application and Local Control and Accountability Plan (LCAP).

Other Areas that may be of interest to the DELAC may include, but are not legally required:

- The findings and conclusions of any evaluation of EL services;
- The results of compliance monitoring reviews (Categorical Program Monitoring or CPM);
- A cumulative report of the number of parent/guardian preference for dual language programs and program placements; and,
- Program evaluation results.

The DELAC meets to plan, discuss, and provide advice on all required items, at least 5 times per year and operates according to guidelines contained in state and federal regulations.

Other DELAC Implementation Provisions Include:

- The DELAC operates according to guidelines contained in its by-laws.
- The EL Coordinator is the district liaison to the DELAC. The EL Coordinator or designee assists with the agenda preparation, meeting notices, arrangements for meetings, and all communications pertaining to the DELAC.
- The DELAC will communicate their ongoing advice to the Superintendent and governing Board of Education via the Director of EL Services. The DELAC will make quarterly reports to the Superintendent and the governing Board of education.
- The DELAC President presides at meetings and signs all letters, reports, and other committee communications with prior approval of the membership. In the President's absence, or in the event of resignation or the inability to perform the duties, the Vice President assumes these duties.
- The district provides all DELAC members with appropriate training, materials, and information needed to carry out their responsibilities and duties.
- DELAC minutes will be forwarded to the Superintendent or designee via the EL Director.

Every employee of the RDUSD is accountable for ensuring that *Master Plan for English Learner Success* is optimally implemented and effective. Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor and the district for approval to ensure that any such modifications meet the standards set by the RDUSD Board of Trustees and that they are consistent with state and federal law.

Funding and Resources

River Delta Unified School District follows funding mandates by the Education Code, state regulations and district policies. Categorical funds are used to supplement the core educational program and not to supplant general fund monies. General fund monies provide the core educational program and an equitable base facilities and materials to all students. Expenditures

are audited annually by the district's Business Services and by both internal and external auditors.

California has developed a system for funding schools and districts, and for holding them accountable for providing programs that address state priorities for improving student outcomes. This system consists of a Local Control Funding Formula (LCFF), combined with a Local Control and Accountability Plan (LCAP), both of which are briefly described below.

The Local Control Funding Formula (LCFF)

State funds are allocated to districts using a three-part funding formula.

1. Each district receives a base grant based on the number of students enrolled. The amount of funds per student is adjusted depending on the grade span. Thus, for example, students enrolled in K-3 are funded at a different rate from students in grades 9-12. The total amount of base funds actually allocated to the district is called the adjusted base grant.
2. In addition to the adjusted base grant, the district receives a supplemental grant based on the number of students who are English learners, foster youth, or low income. The amount allocated per student equals 20% of the adjusted base grant per-student rate.
3. Finally, if the district's enrollment of English learners, foster youth, and low-income students is above 55% of its total enrollment, then the district receives still more funds in the form of a concentration grant in the amount of 50% of the adjusted base grant per-student rate. The concentration grant is based on the number of English learners and low-income students above 55% of district enrollment.

In determining the number of students who are counted for the supplemental and concentration grants, the state uses an "unduplicated student" count. This means that a student who is both an English learner and a low-income student is counted only once for the purpose of determining the funding level. The supplemental and concentration grant funds must be used to support improved or increased services for English learners, low income students and foster youth.

The Local Control and Accountability Plan (LCAP)

Each district is required to submit a three-year Local Control and Accountability Plan, and to update the plan annually. The plan must be based on a comprehensive needs analysis, and the process of development must include the engagement of parents/guardians, students and other stakeholders, including the DELAC. In the planning process, districts are required to "solicit input on, and ... provide to pupils, effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs..." (California Ed Code, Sec. 305).

The plan defines specific, measurable goals for students and improvements that will be made during each of the three years. It demonstrates that improved and increased services will be provided for three specific target groups identified by the State: English learners, low Income students, and foster youth. It includes a description of services that must be clearly related to the identified goals and must focus on how the services will impact student performance. Finally, it includes a budget that shows how the LCFF funds are used to support student performance and address the needs of the special student populations.

The plan must address the following eight state priority areas:

1. Basic Services
2. Implementation of the Common Core State Standards
3. Parent/Guardian Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Access to a Broad Curriculum
8. Other Student Outcomes (which may be defined by the local district)

California's system for accountability was designed to not only address state priorities but at the same time to fulfill federal mandates under ESSA for standards-based educational systems, annual measurement and reporting of student academic progress, and providing supplementary services to students, including English learners.

The district will follow California Department of Education guidance on how districts and schools can implement and strengthen comprehensive, research-based programs and services for all profiles of English learners via the LCAP, and provide support for establishing continuous improvement strategies and expectations that enable access to college- and career-ready learning as well as opportunities to attain the State Seal of Biliteracy.

The district will consider alignment of LCAP goals, actions/services and expenditures with the mission, vision and principles of the California English Learner Roadmap and use the Roadmap Principles as a lens for assessing strengths and needed improvements in services, programs and approaches to address the needs of English learners as the LCAP is developed/updated. Also, the LCAP will provide for the implementation of the *Master Plan for English Learner Success*.

Every Student Succeeds Act (ESSA)

This federal legislation began implementation in 2016-17, replacing No Child Left Behind, but continues many of the provisions of the prior federal law, as well as including new approaches. The two sections of the law that are most important for English learners are Title I and Title III.

Title I provides for supplemental instructional services to students at risk of school failure, including English learners and other groups, such as students from low income families. Among authorized activities, Title I funds interventions for students designed to increase their academic achievement and overall success in school.

Title III provides for a variety of services to English learners and immigrant students and their families. These services fall into four categories:

- Identification and implementation of Language Instruction Educational Programs with demonstrated effectiveness;
- Professional development for instructional staff members and administrators to increase their effectiveness in working with and for English learners;
- Parent/guardian, family and community engagement activities;
- Support for different groups of English learners such as preschoolers, immigrant students, long term English learners; former English learners (i.e., R-FEPs); English learners with disabilities, and others.

For planning and funding purposes, each school must develop a School Plan for Student Achievement (SPSA) in consultation with the School Site Council, and the Master Plan Advisory Committee must review the portions of the SPSA that have to do with services provided to English learners. In addition, each district must develop a Local Education Agency Plan (LEAP) that meets federal and state guidelines and shows how the district will support schools in implementing and reaching the goals of their SPSAs. Any federally funded services must be supplemental to, and not supplant, services that the local and state agencies are responsible for providing.

The trio of plans, the SPSA, the LEAP and the LCAP, should inform and support a coherent approach to program improvement in each school and throughout the district. The California Department of Education is currently working on ways to merge the LCAP and the LEAP into one plan.

Planning and Budgeting in the River Delta Unified School District

Developing the LCAP

The Director of Education Services oversees and coordinates the development of the district's LCAP and the annual updates to it. The process for this plan includes the following steps:

STEP 1: Gather data related to each of the 8 priority areas. The information contained in the evaluation plan produces a broad range of useful information related to English learners that will be used to inform the LCAP.

STEP 2: Involve stakeholder groups, including sharing of information, and eliciting input on the

definition of needs, goals and improvement in services for all students. Among the groups to be involved are parents/guardians, district and school personnel, students, community organizations that serve students, families, etc. The DELAC is informed of and involved in the process.

Each school principal also forms a planning group that includes staff, parents/guardians, and community in developing a site level plan (the SPSA) that follows ESSA and LCAP guidelines. The site ELAC and School Site Council are involved in the development of the site level plan, and these plans are integrated into the district level plan.

STEP 3: Analyze and prioritize needs, using the data that has been gathered and the input from the stakeholder groups.

STEP 4: Develop goals in all 8 priority areas, both overall and for each of the following groups that are defined in the California Education Code, Section 52052:

- ethnic subgroups,
- socioeconomically disadvantaged pupils,
- English learners,
- pupils with disabilities,
- foster youth, and
- homeless youth.

STEP 5: Use needs assessment data to evaluate services and devise increases and improvements in services that will enable the district to meet the defined goals. Develop activities that address the needs of students in each of the subgroups listed in Step 4.

STEP 6: Share the draft plan with stakeholder groups and solicit input.

STEP 7: Revise and finalize the plan.

STEP 8: Submit the plan to the Board for approval.

STEP 9: Submit the plan to the County Office of Education for review and approval, and then to the State Department of Education.

STEP 10: Revise the district and site plans each year, based on needs assessment data and following the steps.

Appendix B. Data Analysis and Findings

B.1 Quantitative Data

EL Student Demographic and Performance Data Analyses

Introduction

In developing the *Master Plan for English Learner Success*, River Delta USD utilized an inquiry approach to collect and analyze both quantitative and qualitative data. RDUSD sought to illuminate the learning opportunities and outcomes it's ELs were experiencing by asking and answering powerful questions.

The purpose was not to assign fault to any educator or student. Rather, it was to shed light on what students are experiencing in order to clearly understand what is occurring and how best to strengthen the capacity of adults in the system, revise policies and practices throughout the system, and improve services and outcomes for ELs. This Appendix shares key demographic and performance data that were prepared for the Master Plan for English Learner Success Team and to support its efforts to debrief school site visits and derive key areas for the *Master Plan for English Learner Success* focus.

RDUSD English Learner Population

Highlights

The population of English learners in RDUSD⁷ is significant:

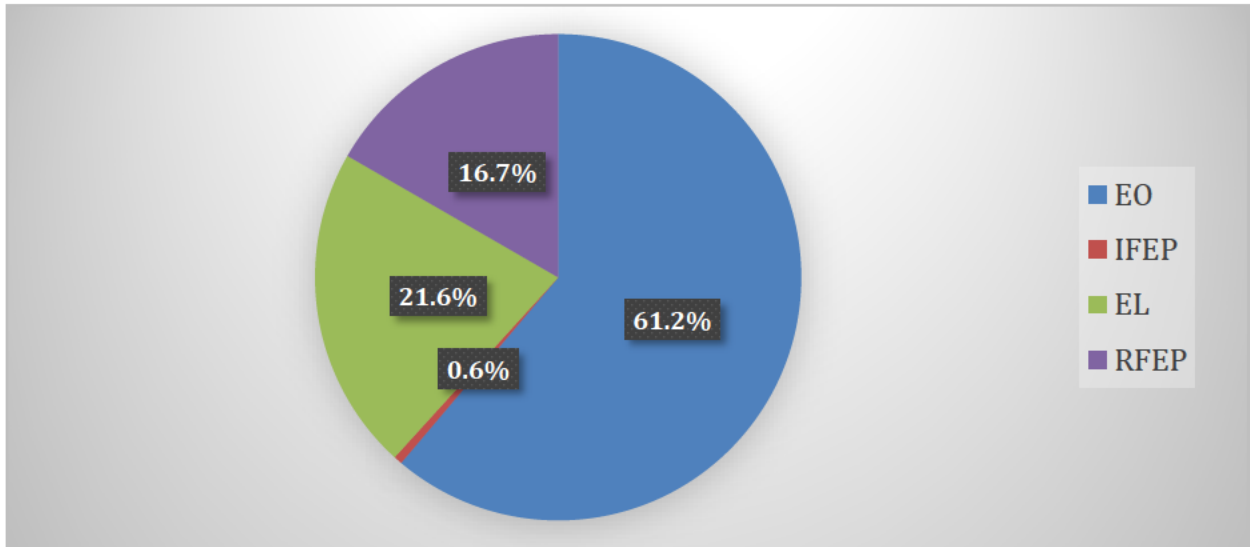
- 38.3% of students are EL or former EL (RFEP) students
- 21.6%, more than 1 in 5 current students are English learners; most are who are Spanish-speaking students
- 18% of RDUSD's current EL students are considered Long-Term ELs (more than 6 years as an EL)

1. How many current and former English learners are there in River Delta Unified School District?

As illustrated in Figure B.1, during the 2017–2018 school year, there were 2,322 students enrolled in RDUSD. Of those, 888 were students who were classified as Ever ELs: 387 were former or reclassified ELs (38.3% of all students; 43.6% of Ever ELs); and 501 were current ELs (21.6% of all students; 56.4% of Ever ELs).

⁷ DataQuest report for 2017–2018 school year

Figure B.1. Percent of RDUSD Students by Language Status (2017–2018)



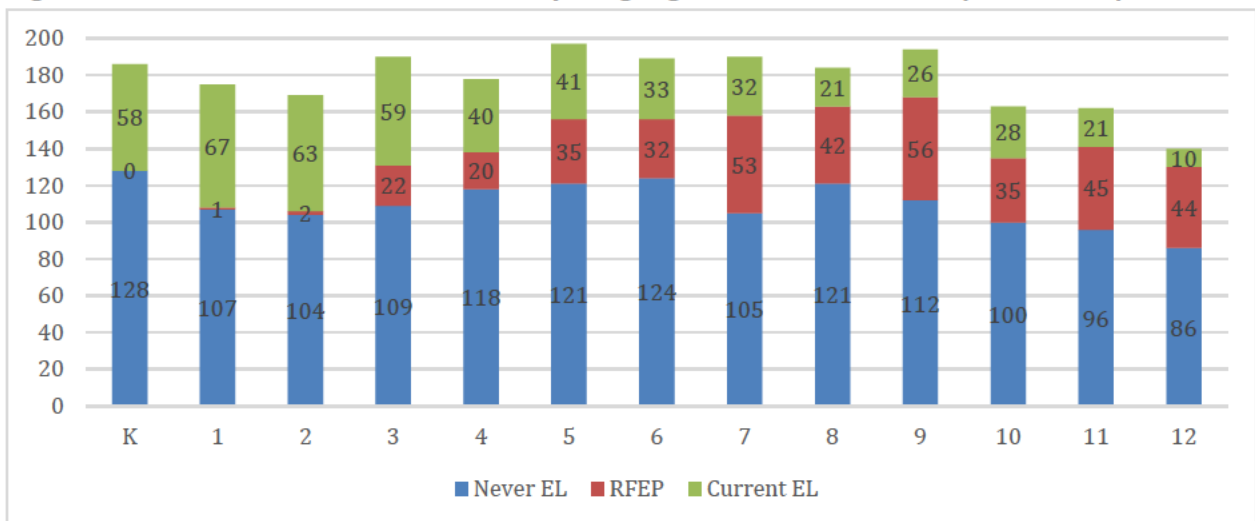
Total Number of Students = 2,322

1. What is the number of Current and Former ELs? In which grade levels are they?

During 2017–2018, the largest number of Current and Reclassified ELs was in grade 7 (85), followed by grade 9 (82), with grades 6–10 having the most Current and Former ELs (RFEPs).

The fewest number of Current and Former ELs were in grade 12 (903). Grade 2 had the largest number of Current ELs (54), followed by kindergarten (58). Grade 9 had the largest number of RFEP students (56). See Figure B.2.

Figure B.2. Number of RDUSD Students by Language Status⁸ and Grade (2017–2018)

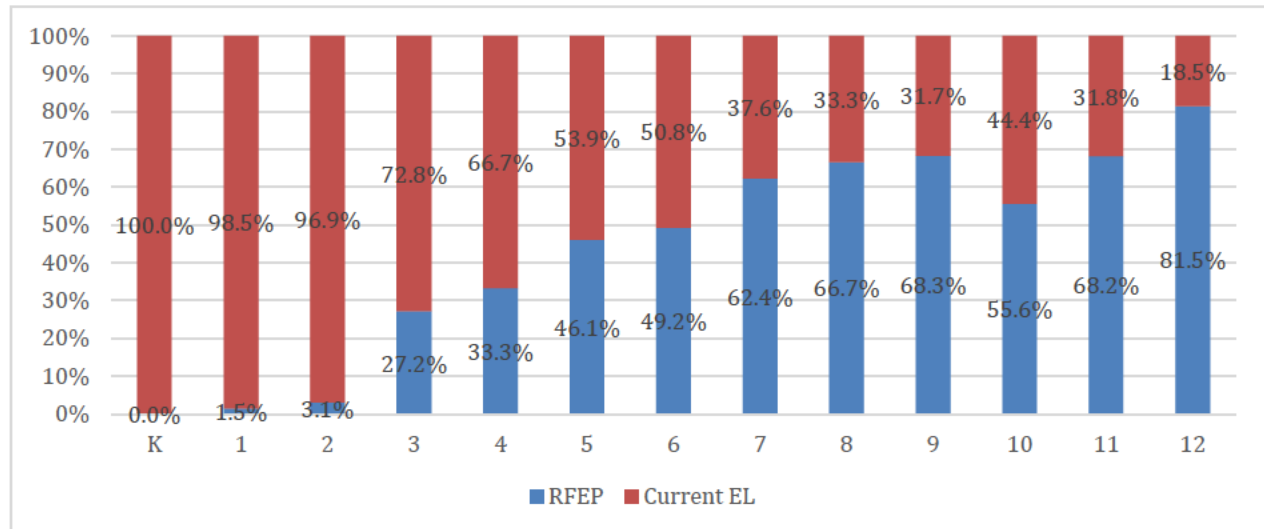


⁸ The term “Never EL” refers to students who are either English Only (EO) or Initially Fluent English Proficient (IFEP).

2. What is the percent of Current and Reclassified ELs? In which grade levels are they?

During 2017–2018, the largest percentage of Current ELs were in early grades (K–2 at nearly 100%). Grades 7–12 had more RFEP students than ELs.

Figure B.3. Percent of Current and RFEP Students by Grade (2017–2018)



Examining Progress in Learning English, Attaining English-Language Proficiency, and Performing Academically

ELPAC as a Measure of English Language Proficiency

Current ELs are grouped into four English language proficiency levels based on their scores on the English Language Proficiency Assessment for California (ELPAC) test, which is designed to measure student progress toward meeting the California English Language Development (ELD) Standards, which describe the English language skills that students need to succeed in school. The four English language proficiency levels are: Beginning Stage (1), Somewhat Developed (2), Moderately Developed (3), and Well Developed (4). Level 4 is needed for reclassification as fluent English proficient (RFEP).

The ELPAC test is composed of four sub-tests: one each in listening, speaking, reading, and writing. Students receive a score on each sub-test. The overall score is a combination of two other scores, an oral language score (Listening and Speaking) and a written language score (Reading and Writing). Table B.4 below shows how the four ELPAC levels relate to the three proficiency levels described in the CA ELD Standards.

Table B.4. Comparison of ELPAC and CA ELD Standards Proficiency Levels

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging: Requires substantial linguistic support	Expanding: Requires moderate linguistic support	Bridging: Requires light linguistic support	

3. How do ELs perform on ELPAC?

In order to protect student privacy, the California Department of Education does not report numbers on test results where 10 or fewer students were tested. Due to the small numbers of students in River Delta USD taking the ELPAC, grade-level breakdowns of the ELPAC results are less informative than the overall number of students scoring at each proficiency level. As illustrated in Table B.5, over half of all RDUSD students performed at an overall Level 3 (Moderately Developed) or Level 4 (Well Developed) on the summative ELPAC assessment in 2018. With the lack of specific data from the state on English language proficiency assessments, it is critical for RDUSD to ensure high-quality formative assessment practices are in place, and tightly aligned to the CA ELD Standards, to ensure regular growth for all EL students.

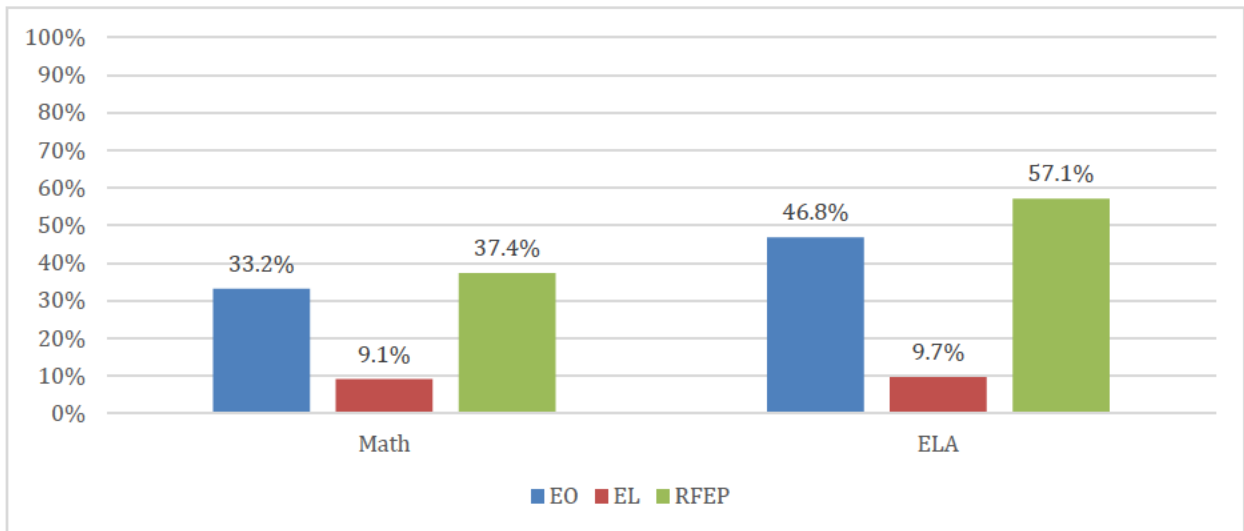
Table B.5. Percentage of EL Students by ELPAC Level (2017–2018)

Level 1	Level 2	Level 3	Level 4
12.07%	17.32%	30.71%	39.90%

4. What proportion of Students met or exceeded grade-level standards on CA State Assessments?

During 2017–2018, results on the CA State Assessments showed that the proportion of ELs that met or exceeded grade-level standards was significantly lower than RFEPs or Non-ELs. As illustrated in Figure B.6, the percentage of ELs that met the performance standard for ELA was nearly identical to the percentage of students that met the performance standard in math, with both being under 10%.

Figure B.6. Percentage of RDUSD Students Scoring Meets or Exceeds Standards on the CAASPP by Language Status (2018)



5. How do ELs vs. Non-ELs perform on the State ELA Assessment?

There are significantly fewer EL students meeting and exceeding the standards on CAASPP than their EO and RFEP peers in both ELA and Mathematics. Fewer than four percent of all EL students at any grade level performed at a Level 4 on either the CAASPP English Language Arts or Mathematics test in 2018. The percentages of EL students at all grade levels meeting the CAASPP standard (Level 3) were far below their EO peers. The majority of EL students at each grade level scored a Level 1 on both the ELA and Mathematics assessments, with the exception of grades 3 and 4 in Mathematics.

Table B.7. Student Proficiency on CAASPP English Language Arts by Language Status (2018)

	English Only				EL				RFEP			
	1	2	3	4	1	2	3	4	1	2	3	4
3	24.19%	22.58%	30.65%	22.58%	53.66%	29.27%	17.07%	0.00%	4.00%	16.00%	44.00%	36.00%
4	28.57%	21.43%	21.43%	28.57%	68.97%	24.14%	3.45%	3.45%	4.00%	20.00%	52.00%	24.00%
5	28.77%	23.29%	34.25%	13.70%	64.00%	24.00%	12.00%	0.00%	15.63%	25.00%	46.88%	12.50%
6	26.47%	23.53%	33.82%	16.18%	52.00%	36.00%	12.00%	0.00%	6.45%	22.58%	58.06%	12.90%
7	29.00%	26.00%	36.00%	9.00%	86.21%	10.34%	3.45%	0.00%	33.96%	32.08%	32.08%	1.98%
8	32.43%	26.13%	31.53%	9.91%	57.89%	36.84%	5.26%	0.00%	15.56%	44.44%	35.56%	4.44%
11	27.17%	27.17%	28.26%	17.39%	66.67%	27.78%	5.56%	0.00%	13.95%	18.60%	44.19%	23.26%
All	28.47%	24.73%	31.32%	15.48%	63.98%	26.34%	9.14%	0.54%	15.75%	27.17%	42.91%	14.17%

Figure B.8. Students Meeting or Exceeding Standard (Levels 3 and 4 combined) on CAASPP English Language Arts by Language Status (2018)

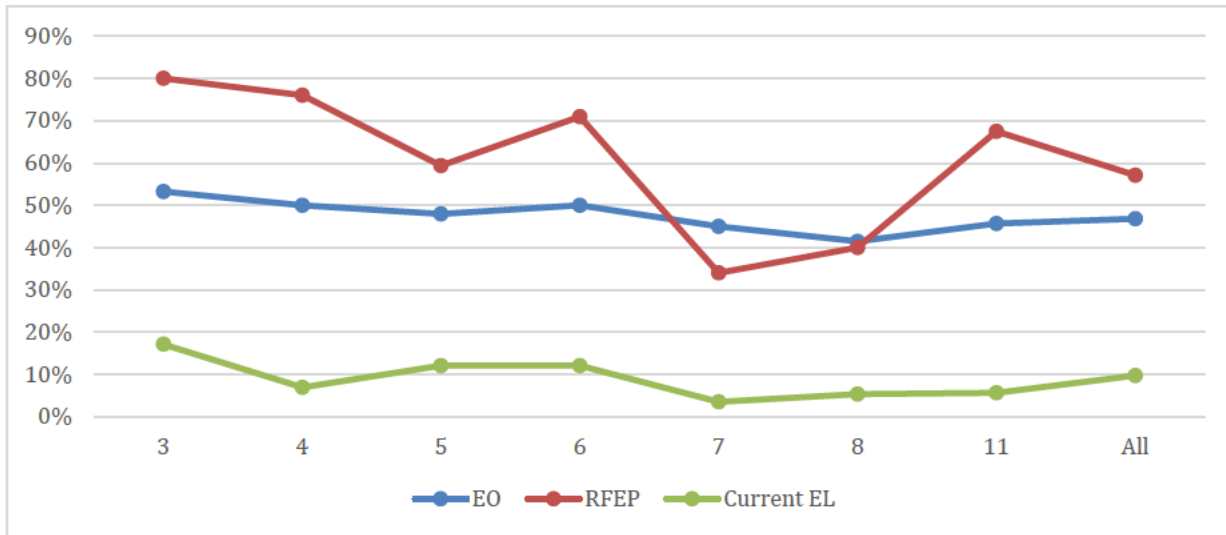
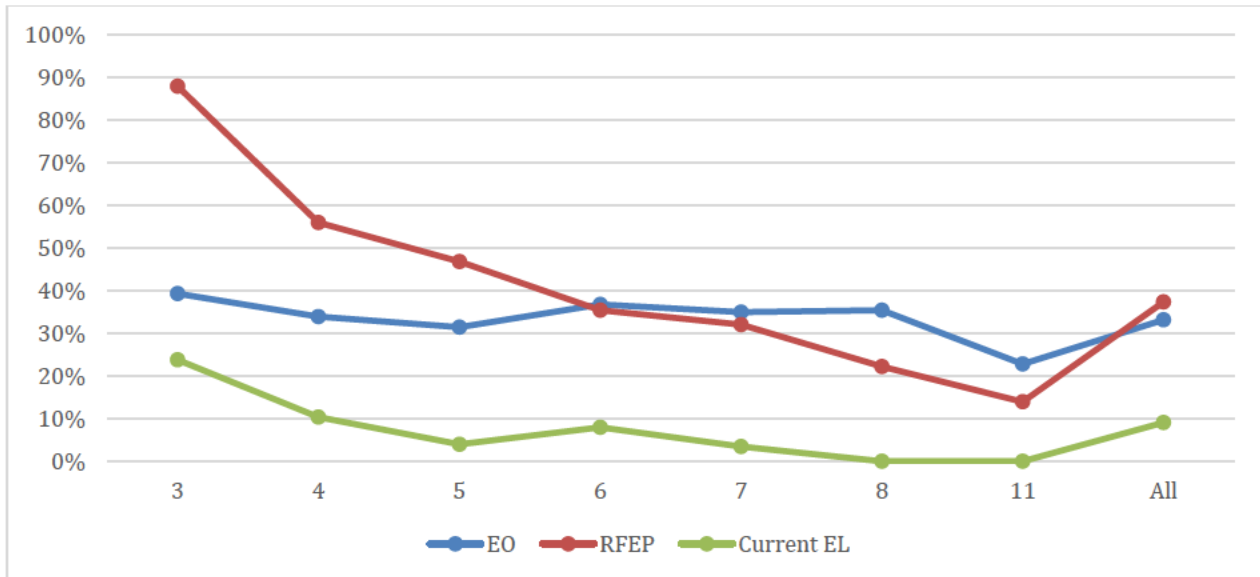


Table B.9. Student Proficiency on CAASPP Mathematics by Language Status (2018)

	English Only				EL				RFEP			
	1	2	3	4	1	2	3	4	1	2	3	4
3	36.07%	24.59%	26.23%	13.11%	45.24%	30.95%	21.43%	2.38%	8.00%	4.00%	52.00%	36.00%
4	26.79%	39.29%	23.21%	10.71%	37.93%	51.72%	10.34%	0.00%	4.00%	40.00%	44.00%	12.00%
5	32.88%	35.62%	12.33%	19.18%	68.00%	28.00%	4.00%	0.00%	12.50%	40.63%	21.88%	25.00%
6	33.82%	29.41%	20.59%	16.18%	72.00%	20.00%	8.00%	0.00%	9.68%	54.84%	16.31%	19.35%
7	36.00%	29.00%	26.00%	9.00%	86.21%	10.34%	3.45%	0.00%	32.08%	35.85%	20.75%	11.32%
8	31.82%	32.73%	18.18%	17.27%	78.95%	21.05%	0.00%	0.00%	42.22%	35.56%	13.33%	8.89%
11	58.70%	18.48%	17.39%	5.43%	100.00%	0.00%	0.00%	0.00%	44.19%	41.86%	13.95%	0.00%
All	37.32%	29.46%	20.36%	12.86%	65.78%	25.13%	8.56%	0.53%	25.59%	37.01%	23.23%	14.17%

Figure B.10. Students Meeting or Exceeding Standard (Levels 3 and 4 combined) on CAASPP Mathematics by Language Status (2018)



6. What proportion of RDUSD students graduate high school?

Students who are classified as English learners at any point during ninth through twelfth grade are more likely to drop out than their peers. The graduation rate for ELs increases significantly when looking at a five-year graduation rate, and nearly mirrors the 5-year graduation rate for all students. Ensuring all English learners have the opportunity to completing high school beyond the traditional 4-year approach can be one way to ensure English learners are adequately prepared to succeed beyond high school.

Table B.11. RDUSD Graduation Rate for All Students and English Learners⁹ (2018)

	4-year Graduation Rate ¹⁰	5-year Graduation Rate ¹¹
All Students	89.6%	91.8%
ELs	84.0%	91.4%

⁹ Students who are marked as EL at any time during the four-year cohort, or the DASS graduation rate, for the class of 2018.

¹⁰ Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

¹¹ The percentage of students who received a high-school diploma within five years of entering ninth grade. This includes students who graduated in four or five years.

B.2 Qualitative Data

English Learner Shadowing and Classroom Observations

This appendix provides findings from two sources of qualitative data gathered in the 2018–2019 school years during the River Delta Unified School District *Master Plan for English Learner Success* development process.

In the fall of 2018, RDUSD Master Plan for EL Success Leadership Team members shadowed a total of nine English learners. Each educator followed a pre-identified student for three to four hours during their school day, using a tally sheet to record the number of minutes the student was engaged in academic listening, speaking, and other activities. The students were not informed that they would be shadowed that day so that team members could observe them in their natural school environment. The results of the tally sheets were synthesized at a Master Plan for EL Success Leadership Team meeting following the shadowing.

In addition, other team members conducted a total of 18 classroom observations. Each classroom observer used a classroom observation snapshot form to gather data related to the Six Key Principles for EL Instruction and lasted for a minimum of 20 minutes. Below is a summary of these synthesized notes and discussion.

Overall Student Observations

EL students who were shadowed tended to be very compliant, silent, and disengaged. Students spent a minimal amount of time engaging with academic language, about 5% of the total time observed. Most ELs who did talk used short words or phrases in answers when prompted by teachers and the overwhelming majority of questions asked were recall type questions. Students who had the opportunity to work with peers on collaborative tasks deferred to their more English-proficient peers and continued through the tasks with minimal or no peer talk.

Listening Opportunities

- Students engaged in academic listening to teachers most of the time.
- Students listened to a significant amount of teacher talk and a variety of questioning techniques.
- Teachers usually gave directions orally to the whole class.
- Students valued and acknowledged the ideas of their peers.

Speaking Opportunities

- Approximately 11% of class time observed involved students engaged in academic talk.
- Many students were asked to explain their thinking.
- Talk structures included peer conversations, discussing math, discussing texts and working on vocabulary.

- Approximately 2/3 of classrooms observed demonstrated evidence of academic conversations.
- Teachers asked a variety of questions to students, prompting students to explain their thinking, reflect, redirect, and check for understanding.
- Students' home languages were rarely used. Students were not encouraged by teachers to explicitly use their home languages or cultural resources to complete tasks or engage with the content.
- Observers reported missed opportunities for students to engage in academic conversations in nearly 40% of classrooms observed.
- Students offered peers respectful and useful feedback.
- Very few students were observed refining their communication and apprenticing into content-area discussions.

Reading and Writing Opportunities

- Approximately 11% of the observed classroom time was dedicated to grade-level, academic student writing and 11% was dedicated to academic reading.
- Some ELs took notes in a journal or on a graphic organizer.

Other Interactions

- Observers noted a change in student participation and demeanor when switching classrooms.
- Approximately 1/6 of classroom time observed was not spent on academic tasks (reading, writing, listening, or speaking).
- Most of students' off-task behavior was not disruptive to others.
- Nearly all classrooms had evidence of students being respectful and offering feedback to peers.
- 83% of classrooms observed offered an invitation for students to engage in productive struggle, but only 17% experienced productive struggle.
- 30% of classrooms demonstrated evidence of making connections between disciplinary concepts.

Appendix C. The California English Learner Roadmap¹²

CALIFORNIA ENGLISH LEARNER ROADMAP **STATE BOARD OF EDUCATION POLICY: EDUCATIONAL PROGRAMS** **AND SERVICES FOR ENGLISH LEARNERS**

This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. Many English learners represent the newest members of our society (including recently arrived immigrants and children of immigrants) who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. They also bring skills in their primary languages that contribute enormously to the state's economic and social strengths as a talented multilingual and multicultural population.

This policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, parent/community involvement, and higher education. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.

The impetus for this policy comes from a number of important related developments in California as well as nationally. If properly coordinated and articulated as part of a coherent California English Learner Roadmap, these developments can better serve the state's large population of English learners to attain college- and career-ready standards and to further promote the rich linguistic diversity of the state as it thrives in a global economy and culture of learning, innovation, and advanced technology.

The adopted academic State Standards and the Next Generation Science Standards, and corresponding English Language Development (ELD) standards, signal an important shift toward emphasizing academic uses of language for all students, and student engagement with college- and career-ready curriculum using English and other languages. Taken together, these

¹² California EL Roadmap State Board of Education Policy: Educational Programs and Services for English Learners, Adopted July 12, 2017

standards highlight the tightly interconnected nature of developing disciplinary content understandings, analytical practices, and academic uses of language for all students. This shift enables the educational system to move beyond remediating students' English language skills to simultaneously developing their language and literacy skills while engaging in the full range of academic content learning.

The State Seal of Biliteracy encourages districts to recognize students' biliterate proficiency. Developing assessments in languages other than English that are aligned to state academic standards (e.g., the California Spanish Assessment) are key to recognizing biliteracy and academic achievement in more than one language. The passage of the California Education for a Global Economy Initiative, known as Proposition 58 (amending Proposition 227), moves us beyond improvement efforts focused solely on language of instruction to programs and pathways that effectively develop academic content knowledge, discipline-specific practices and academic language uses, and bilingual-biliterate proficiency.

California's Local Control Funding Formula (LCFF) is premised on local districts providing equitable learning conditions, pupil outcomes, and effective engagement of English learners. Districts are expected to set, with their parent and community partners, meaningful goals and outcomes that require full access to the curriculum, assure English learners' meaningful progress toward attaining academic English proficiency, and closing gaps in academic achievement for students entering as English learners. LCFF provides districts additional resources to build local capacity to implement and support evidence-based practices. State-produced documents provide coherent guidance for districts on implementing more and better comprehensive, research evidence-based services for diverse groups of English learners via the Local Control and Accountability Plan (LCAP) process and provide support for continuous improvement.

Our accountability system is state-determined, and is consistent with federal guidance provided for states to implement the Every Student Succeeds Act (ESSA), which supports our aligning federal and state policies to better integrate and leverage resources, services, assessment and accountability. Consonant with LCFF, ESSA elevates English language proficiency to a central indicator for Title I accountability. It values English language development, which California has identified as both, designated ELD equally with integrated ELD—as presaged in California's English Language Arts (ELA)/ELD Curriculum Framework.

Given ESSA's Title III provisions, California will re-examine standardized, statewide EL entrance and exit procedures and criteria, and report academic performance of key sub-categories of English learners, such as long-term English learners and students with disabilities. The broader federal stance on multiple indicators of performance also complements our system's use of multiple state and locally-collected indicators on academic achievement, EL progress, high

school graduation, chronic absenteeism and student suspension, school climate and parent engagement to advance a more complete picture of district program effectiveness.

This policy also reflects the current national research consensus on second language learning, bilingualism, program effectiveness, and policy research¹³, much of which is consistent with earlier syntheses from the California Department of Education¹⁴.

Findings include the following:

- English language proficiency development is a process that takes five to seven years for those entering with emerging English, benefits from coherent and aligned instruction across that time period, and can take place as an integrated process simultaneous with academic content learning in addition to designated ELD and the development of bilingualism/biliteracy.
- Bilingualism provides benefits from the capacity to communicate in more than one language and may enhance cognitive skills, as well as improve academic outcomes.
- Establishing proper and consistent procedures and criteria for identifying, monitoring, and exiting English learners using appropriate assessment procedures—while developing professional capacity to use assessment results—constitutes a key lever for effective system improvement.
- The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, gifted and talented students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.
- Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive, social, and language development. There is great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities.

The current research evidence base also supports the need to attend to the following instructional factors:

- Explicit literacy instruction especially in the early grades
- Peer-assisted and small-group learning opportunities

¹³ National Academies of Sciences, Engineering, and Medicine (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press. DOI: 10.17226/24677

¹⁴ CDE (1984) Schooling and Language Minority Students: A Theoretical Framework; CDE (1986) Beyond Language: Social and Cultural Factors in Schooling Language Minority Students; and CDE (2010) Improving Education for English Learners: Research-Based Approaches.

- Providing academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
- Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning
- Processes related to social emotional development and identity formation

California is a state that welcomes newcomers and their families, and that addresses their linguistic diversity with a positive, additive orientation. Our schools need to reflect this orientation by affirming, welcoming and responding to a diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

CALIFORNIA’S VISION OF SUCCESS FOR ENGLISH LEARNERS

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

MISSION

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

FOUR PRINCIPLES

Four principles support our vision and provide the foundation of California’s English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English learners. Underlying this systemic application of the principles is the foundational understanding that simultaneously developing English learners’ linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio- emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle #2: Intellectual Quality of Instruction and Meaningful Access

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

Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Principle #4: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

The California State Board of Education will direct the California Department of Education to provide guidance to districts and intermediary support organizations (e.g., county offices of education, California Collaborative for Educational Excellence) on how districts and schools can implement and strengthen comprehensive, research-based programs and services for all profiles of English learners via the LCAP, and provide support for establishing continuous improvement strategies and expectations that enable access to college- and career-ready learning as well as opportunities to attain the State Seal of Biliteracy.

The guidance will invest in and build educators' professional capacity; emphasize collaborative efforts; support effective pedagogy; and develop systemic solutions to create a coherent and positive education system. The guidance will encourage innovative district and school implementation of evidence-based practices for curricula, materials adoption and development, instruction, professional development and leadership that are responsive to the differentiated strengths and needs of English learners, and strengthening appropriate assessment tools and practices. The guidance will be consistent with the requirements set forth in state and federal laws addressing English learners.

- Adopted by the California State Board of Education (SBE) on July 12, 2017. To obtain the posted SBE agenda and item, please visit the California Department of Education SBE Web page at <http://www.cde.ca.gov/be/ag/ag/yr17/agenda201707.asp>.

California Department of Education, July 2017