

English Learner Master Plan Update

Actualización del Plan Maestro de Aprendices de Inglés

Santa Rosa City Schools
April/Abril de 2025

Embrace ♦ Engage ♦ Empower
Abrazar ♦ Involucrar ♦ Empoderar



Alignment of SRCS Mission & Vision Priorities to the California EL Roadmap Principles

Alignment to MVPs 1, 2, 4, 5, 6

- Respond to different EL strengths, needs, & identities
- Support the socio-emotional health & development of ELs
- Value & build upon the cultural & linguistic assets students bring in safe, affirming climates
- Value & build strong family, community, & school partnerships

Intellectual Quality of Instruction & Meaningful Access

Principle #2

Alignment to MVPs 1, 2, 3, 5

- Develop leaders who are knowledgeable & responsive to the strengths & needs of ELs & their communities
- Utilize valid assessment & other data systems to inform instruction & continuous improvement
- Ensure strong programs & build capacity of teachers to the meet needs of ELs through tiered support

Alignment & Articulation Within & Across Systems

Principle #4

Principle #1

Assets-Oriented & Needs-Responsive Schools

Alignment to MVPs 1, 2, 3, 4, 5

- Foster intellectually rich, developmentally appropriate learning
- Integrate language development, literacy, & content learning
- Provide access for participation through native language
- Support meaningful access to full standards-based curriculum

Principle #3

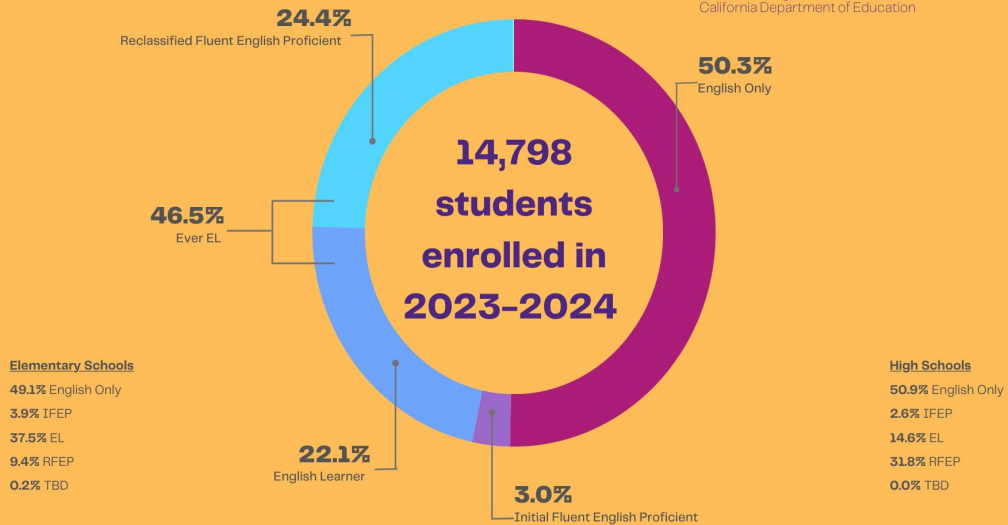
System Conditions that Support Effectiveness

Alignment to MVPs 1, 3, 5, 6, 7

- Provide aligned set of practices & pathways across grade levels
- Foster skills, language(s), literacy, and knowledge for participation in a global, diverse, multilingual 21st century world

Nearly half of SRCS students speak a language other than English.

Data Source: Data Reporting Office; California Department of Education



Sites with English Learner enrollment at 15% or above

Elementary	%
Abraham Lincoln	66.2%
Albert Biella	43.2%
Brook Hill	55.5%
Cesar Chavez Language Academy	40.4%
Helen Lehman	57.2%
Monroe	61.3%
Luther Burbank	59.2%
Proctor Terrace	16%
Steele Lane	59.8%

Secondary	%
Elsie Allen	32.2%
Herbert Slater	21.6%
Hilliard Comstock	34.8%
Piner High	20%
Ridgway High	19.7%
Santa Rosa Middle	20.5%

*Funding allocated allowed for 6 EL Specialists positions to support all 24 school sites for the 23-24 and 24-25 school years.

Comprehensive English Language Development

All English Language Learners are required to receive
Comprehensive English Language Development throughout the day.
This is a function of general education as a part of Tier 1, Core Instruction.

[California Code of Regulations, Title 5 \[5CCR\] Section 11300 \[a\]](#)

Type of ELD	Timing	Instructional Focus	Standards Used
Integrated ELD	Throughout the day, in all content areas	Grade level content, presented, in tandem, with language instruction to support mastery of grade level content standards.	Grade Level Content (Leading) CA ELD Standards (Supporting)
Designated ELD	<p style="text-align: center;">Specific, protected portion of the school day.</p> <p>(30 minutes per day per SRCS English Learner Master Plan)</p>	Language instruction, using the CA ELD Standards in order to assist in attaining the language skills needed to access grade level content.	CA ELD Standards (Leading) Grade Level Content (Supporting)

2022-2023	2023-2024	2024-2025
Dr. Jeff Zwiers Increasing Authentic Communication in Every Classroom	7-Steps to a Language Rich, Interactive Classroom	7-Steps to a Language Rich, Interactive Classroom
GLAD (Guided Language Acquisition Design)	GLAD (Guided Language Acquisition Design)	Ellevation Progress Monitoring
Ellevation Platform	C6 Biliteracy Framework	C6 Biliteracy Framework
Ellevation Strategies	Ellevation Platform	Ellevation Platform
Elementary Grade Level Release Days: ELD In Practice/ELPAC Prep	Ellevation Strategies	Ellevation Strategies
Elementary and Secondary English Learner Collaboratives	Elementary Grade Level Release Days: D-ELD through CCD Units	Elementary Grade Level Release Days: D-ELD through CCD Units, ELPAC Supports, Ellevation
	Elementary and Secondary English Learner Collaboratives	Elementary and Secondary English Learner Collaboratives

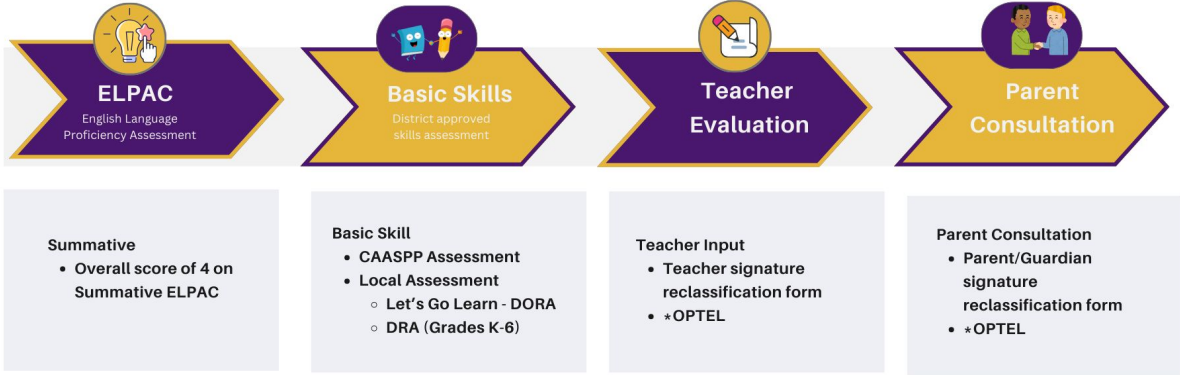
Professional Development

The SRCS Multilingual Services Department has offered a variety of professional development opportunities to teachers and administrators to help strengthen Integrated and Designated ELD across SRCS.



RECLASSIFICATION EXIT CRITERIA

Multilingual students must meet the four criteria below to qualify for reclassification.

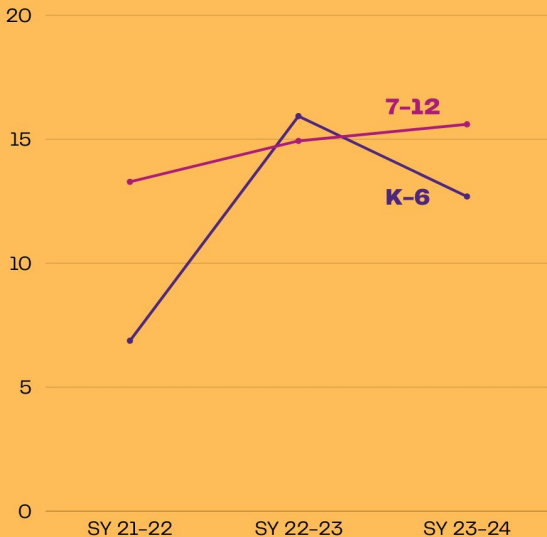


Students are monitored academically for four years from the date of reclassification.

***OPTEL**: Observation Protocol for Teachers of English Learners

Approved by the CA State Board of Ed in November 2023 as the statewide standardized protocol for reclassification Criterion 2 (teacher evaluation of English learner [EL] students) and Criterion 3 (parent opinion and consultation). The California Department of Education strongly recommends LEAs transition to the OPTEL for local reclassification processes.

Reclassification Percentages over the years in SRCS grades K-12



Elementary

12.7% (124)

students grades K-6 were reclassified in school year 2023-2024

10% (171)

students grades K-6 were reclassified in school year 2022-2023

6.9% (120)

students grades K-6 were reclassified in school year 2021-2022

Secondary

15.7% (361)

students grades 7-12 were reclassified in school year 2023-2024

15% (240)

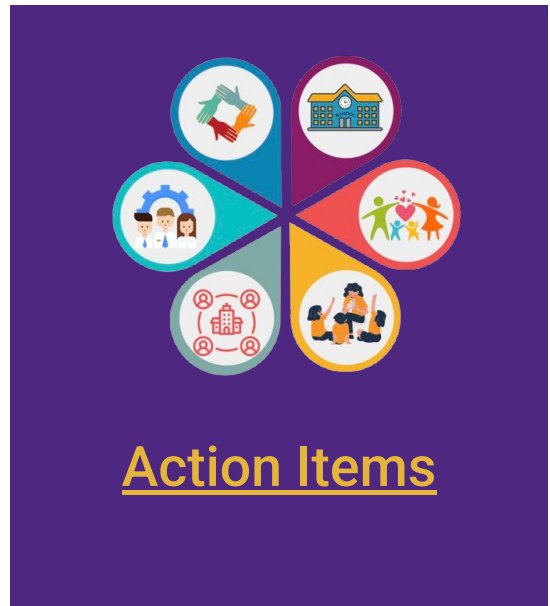
students grades 7-12 were reclassified in school year 2022-2023

13.3% (169)

students grades 7-12 were reclassified in school year 2021-2022

ELMP 24-25

- Development of Collaborative Curriculum Design (CCD) Designated ELD Lessons
- Development of Scope and Sequence of Secondary Designated ELD Curriculum
- Quarterly LARC (Language Acquisition Review Committee) meetings at all sites
- Progress Monitoring procedure implemented K-12 using the Ellevation platform
- Elementary and Secondary Collaboratives
- Professional development focusing on SDAIE (Specially Designed Academic Instruction in English) based teaching strategies



Revisions Needed

- Development of a-g approved SDAIE courses for ELD and for content areas
- Prioritized On-going Professional Development for Staff and Administration
- Revise staffing identified in the ELMP
- Review and revise hyperlinks in plan
- Strategic plan to address the needs of Long Term English Learners (LTELs)
- Districtwide Newcomer Welcoming Process
- Social Worker/Mental Health Specialist to work specifically with students with displacement trauma and other serious needs
- Integrated and Designated ELD Learning Walks as part of Instructional Rounds
- Explicit processes and procedures for support and services of Dually Identified students
- Infographic on Collective Responsibility of Multilingual Learners in SRCS



Collective Responsibility



Santa Rosa City Schools English Learner Master Plan is an overarching master plan that brings together all the many aspects of learning, teaching, and supporting our English Learners. It is not limited to the Department of Multilingual Services but applies to all departments, sites, services, and individuals who dedicate their work to cultivating a successful future for our students.

English Learner Master Plan



LAST REVISION
June 2022



Questions?

[SRCS English Learner Master Plan](#)





Appendix (Resources)

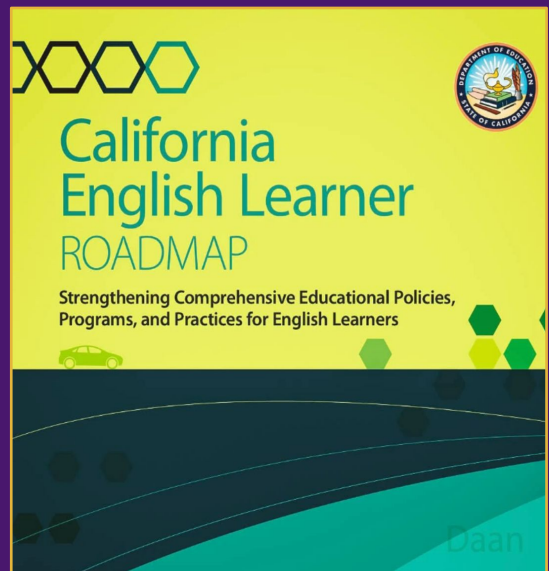


The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017.

This policy is intended to provide guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools.

The *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* builds on the EL Roadmap Policy and provides further guidance on educating English learners. The *CA EL Roadmap* supports LEAs as they implement the EL Roadmap Policy.

<https://www.cde.ca.gov/sp/ml/roadmap.asp>



Typology	Brief Description
ELs who are normatively progressing	English Learners who are in the process of acquiring English and have another language as their primary language.
Long Term English Learners (LTELs)	ELs in 6 th through 12 th grade who have completed six full years in U.S. schools (i.e., now beginning their seventh year and beyond) without meeting the criteria for reclassification. They have 2 or more years at the Intermediate level of English proficiency and struggling with content area learning. Orally quite fluent.
At-Risk-of-Becoming LTEL	ELs with 4 to 5.9 years of schooling in the U.S. who are not progressing as expected in English proficiency and academic studies.
Dually Identified ELs	ELs who have been identified as both English Learners and students with disabilities. They are legally and pedagogically in need of both services.
Newcomers	ELs who have been enrolled in U.S. schools for less than three years. Newcomers may arrive with high levels of formal education, or may be SLIFE, Students with Limited or Interrupted Formal Education.
Reclassified Fluent English Proficient (RFEP)	ELs who have met the state-set criteria to demonstrate proficiency in English. They must be monitored for four years after reclassification to assure continued success.



Typologies of English Learners

ELMP Chapter 2, pages 8-10



Additional Considerations for Our Newcomer English Learners

ELMP Chapter 2, pages 8-10

- Newcomer English Learners may be experiencing trauma
- Secondary-level Newcomers may be unaccompanied minors
- Newcomers students may have interrupted or limited formal education (SLIFE)
- Newcomers and their families need orientation to how U.S. schools operate
- If classes are not taught in the student's primary language, they need SDAIE instruction



Legal Requirements



- All teachers in CA teaching English Learners must have CLAD certification – Cross cultural, Language, and Academic Development

- Upon enrollment, a Home Language Survey (HLS) must be completed for all enrollees. It serves as a screener to determine who is then tested.

- If a language other than English is indicated on the first 3 questions on the HLS, the student is tested on the initial ELPAC within 30 days of enrollment.

- The results of the ELPAC test will determine the student's EL status and placement in EL services.

Legal Requirements (continued)



- The parent or guardian must be notified within 30 days of enrollment of the student's EL status and placement in services.

- Parent or guardian has the right to opt the student out of a program or services, but does not have the right to opt the student out of testing on the ELPAC.

- Parents or guardians may want to make a correction to their initial responses to the Home Language Survey. For example, to change all the answers to 'English'. They have the right to do so. If they make the change before the child is tested, they will not be tested. If the change is made after the child was tested, but the test results show the student scored in English Learner status, the student will continue as an EL despite the change to the HLS.

What is SDAIE?

SDAIE (Specially Designed Academic Instruction in English) is an instructional technique that provides the same grade-level content but uses scaffolds to make academic instruction more comprehensible:

- Background building (e.g. students from outside the U.S. may not have the US History background that others bring)
- Illustrations and visuals and the use of graphic organizers to support the content
- Read or listen to a summary in their primary language before the lesson is delivered in English
- Vocabulary previews to prepare to teach the lesson by identifying potentially unfamiliar academic terminology as well as multiple-meaning words that students may find confusing. (e.g. in Math, a table is not furniture)
- Manipulatives and Hands-on – demonstrations, using props, building models
- Use gestures, body language, and slowed pace of speech to aid comprehension
- Planned interaction – cooperative groups, and discussions using sentence frames to provide language speaking practice rather than a lecture model.



At a Glance - Revisions to Items in the ELMP 2023 - 2024



[SRCS English Learner Master Plan](#)

1. Alignment to current state policy, [The California English Learner Roadmap](#)
2. Multilingual Services Department
3. Correlation of SRCS Board MVPs to the EL Roadmap
4. Updates to current terminology and state policy (e.g. ELPAC rather than CELDT)
5. Newcomer intake process
6. EL progress monitoring procedures per FPM recommendation
7. ELlevation platform
8. Alternate Reclassification for Dually Identified English Learners
9. Awareness of Mental Health and Wellness Needs
10. Translation and Interpretation Guidelines
11. Classified Staff Development
12. ELAC/DELAC Trainings
13. Language Acceleration Review Committee (LARC) at each site

