

English Learner Master *Plan*

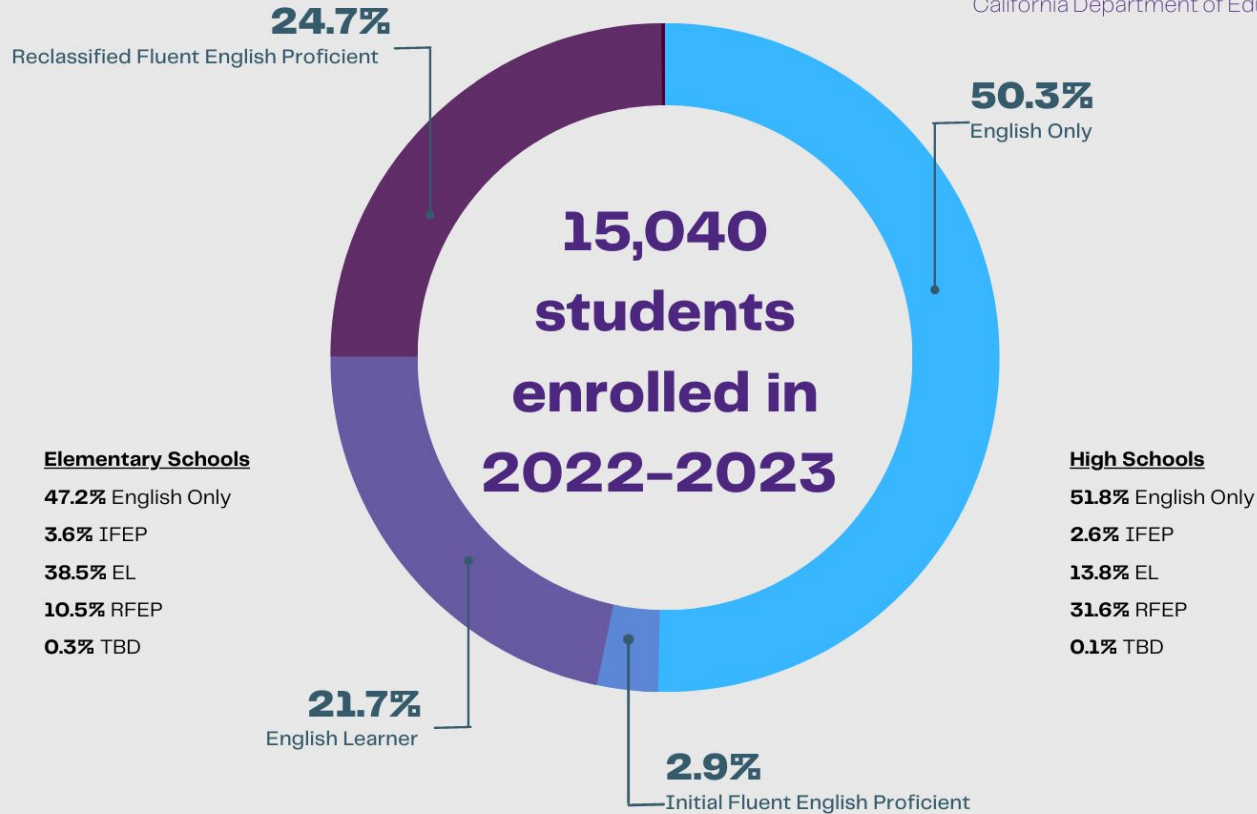


LAST REVIEWED
June 2023

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

Data Source: Data Reporting Office;
California Department of Education



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.

Our Revision Process

Motivated by the State Board of Education adoption of the new CA state policy, the EL Roadmap, the process to update, revise, and align the the ELMP began.

- Convened the ad hoc Advisory Committee and met a number of times working chapter by chapter, reviewing the existing plan to first identify areas of needed revision and potential updates and augmentation
- Contracted with our consultant
- EL Specialists elicited student input by conducting empathy interviews and consultant conducted a number of student focus groups.
- Consultant, along with the Director of Multilingual Services made site visits across K-12, as well as to the dual language immersion charter schools.
- Advisory Committee continued to meet regularly to review initial drafts of the plan for accuracy, cohesiveness and completeness and discuss changes.
- Plan draft revised by Consultant after every convening.
- Multilingual Services Department sub-committee collaborated regularly with the Consultant on the plan design and outline, to collect exact information, data, and design the format for our presentation.



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

Principle
#1

**Assets-Oriented &
Needs-Responsive Schools**

**Intellectual Quality of Instruction
& Meaningful Access**

Principle
#2

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

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

Principle
#3

**System Conditions that
Support Effectiveness**

**Alignment & Articulation Within &
Across Systems**

Principle
#4

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

Typologies of English Learners

ELMP Chapter 2, pages 8-10

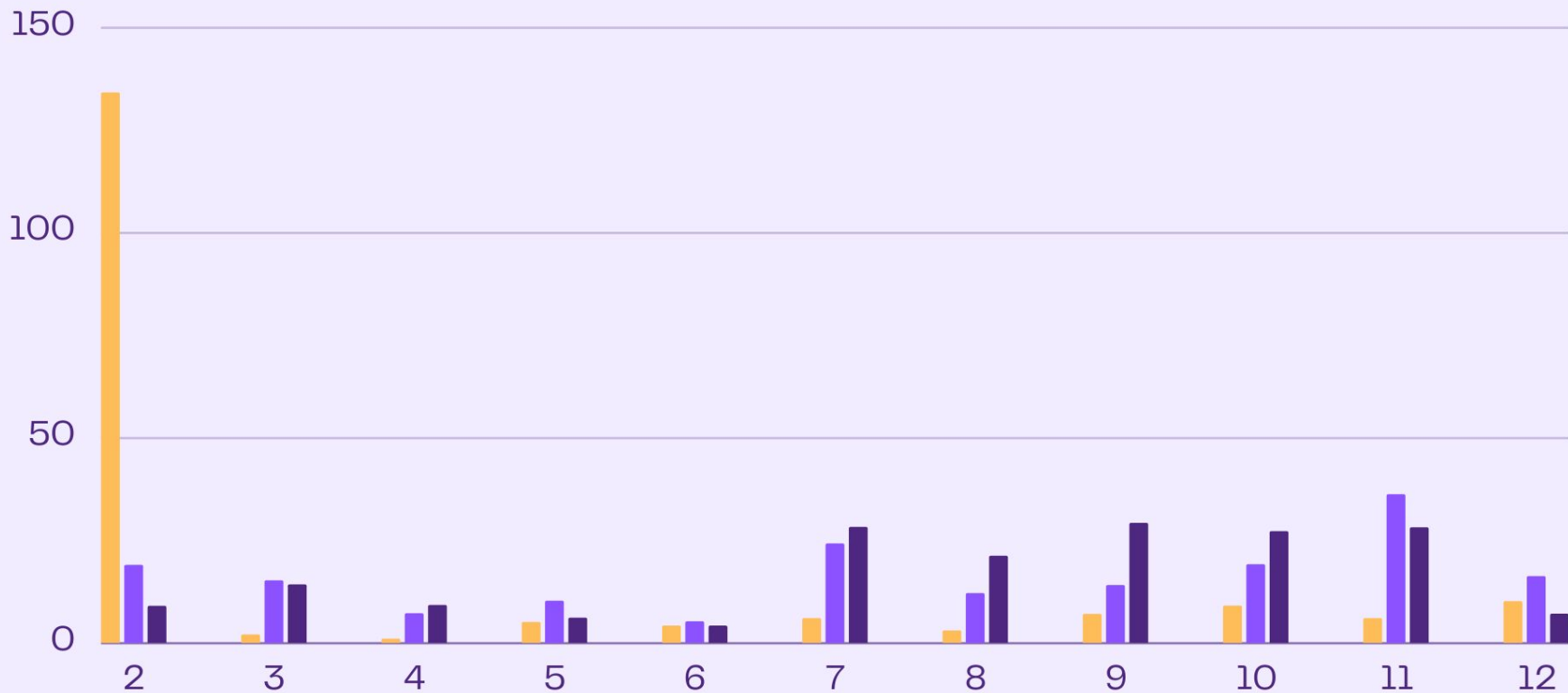


Typology	Brief Description
ELs who are normatively progressing	English Learners who are in the process of acquiring English and have another language as their primary language.
Long Term English Learners (LTELs)	ELs in 6 th through 12 th grade who have completed six full years in U.S. schools (i.e., 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.

Newcomer enrollment* over the years for grades 2-12

*enrolled for 12 months or less

SY 20-21 SY 21-22 SY 22-23



Additional Considerations for Our Newcomer English Learners

ELMP Chapter 2, pages 8-10

- Newcomer ELs may be experiencing trauma
- Secondary-level Newcomers may be unaccompanied minors
- Newcomers students may have interrupted or limited formal education (SIFE)
- 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



Long Term English Learners - LTEL

LTEs are EL students who:

- have been enrolled in US schools for 6 or more years
 - are no longer progressing towards English proficiency
 - are struggling academically
 - may sound very fluent in social conversation, oral communication
-
- Many LTEs learn passivity in the early grades which can be prevented
 - Stalled progress can turn around in secondary through SDAIE content classes, sentence frames, GLAD and other techniques to build background and augment academic language.



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 that support the content
- Graphic organizers to show connections between concepts
- 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, in Chemistry, a solution is a liquid, not the answer to the problem.)
- 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.

Comprehensive English Language Development ELD

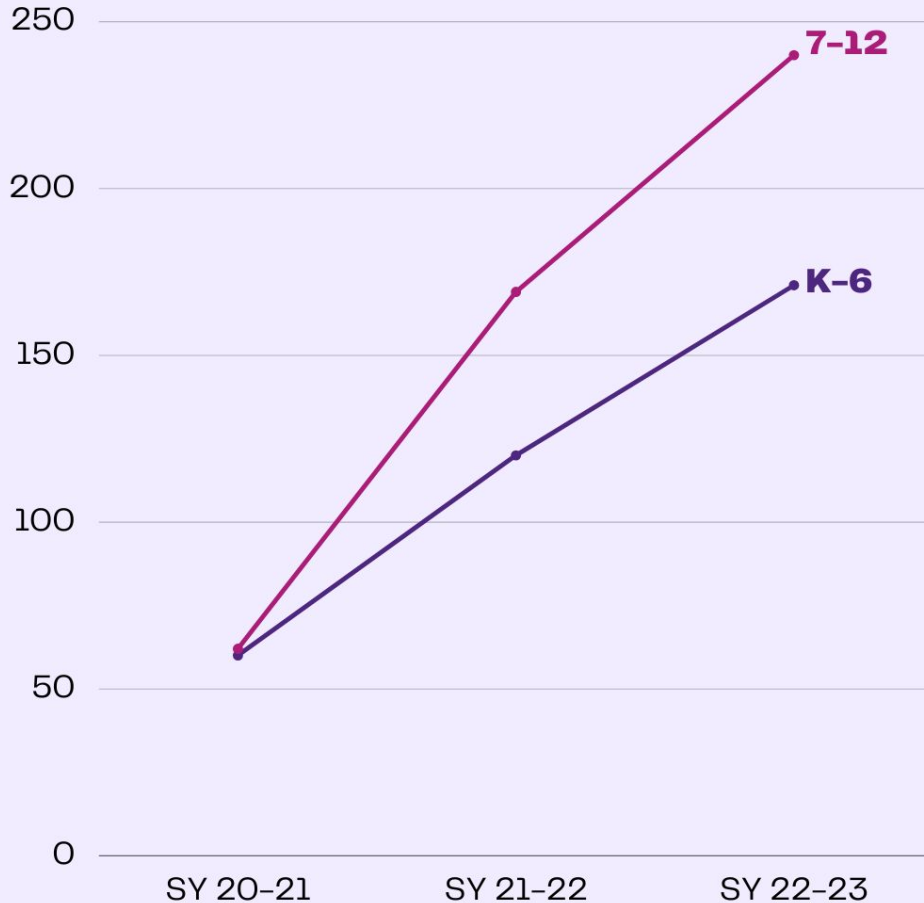
- All English Learners receive and continue to receive until reclassification, English Language Development throughout the day.
- INTEGRATED ELD – is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards.
- DESIGNATED ELD – is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

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

Reclassification

- EL students need to meet four criteria that demonstrate readiness to be considered Fluent English Proficient.
- Student achievement is part of the consideration for reclassification because limited language proficiency at the beginning of the EL student's journey, means they often have to catch up on content standards.
- The ELPAC summative test is one of four criteria. It is not the only determiner.
- Teacher input is objective not opinion.
- Parent consultation does not require agreement or consent.
- When a student is reclassified, they are to be monitored for four years from the date of reclassification to ensure they continue to thrive academically.

Reclassification over the years in SRCS grades K-12



171

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

240

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

120

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

169

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

60

students grades K-6
were reclassified in
school year 2020-2021

62

students grades 7-12
were reclassified in
school year 2020-2021

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

1. Alignment to current state policy, the EL 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. Development of the 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



Recommended Augmentations

Throughout the revision process, the following recommendations came forward from our Advisory Committee, our Consultant, Student focus groups and empathy interviews. Each of these would require funding.

- Development of a-g approved SDAIE courses for ELD and for content areas
- Social Worker/Mental Health Specialist to work specifically with students with displacement trauma and other serious needs
- Pilot at several schools opening the library before and after school each day to allow parents to accompany their child to check out books
- Increase current staffing as identified in the ELMP
- Provide Professional Development for Classified Staff





Implementation Timeline

Questions?





Appendix

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.