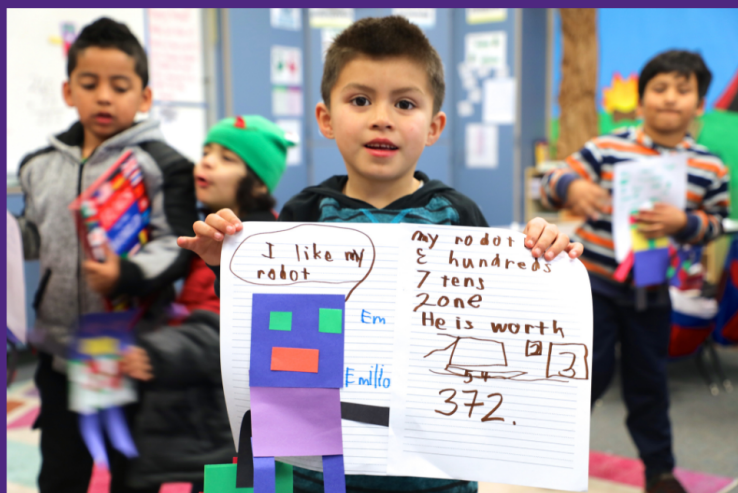


English Learner Master Plan



LAST REVIEWED
June 2023



Acknowledgments

Santa Rosa City Schools' Master Plan for English Learners was developed with the dedicated effort and collaboration of teachers, administrators, support staff, community members and parents. We wish to acknowledge the dedication and commitment of those who contributed countless hours on its revision.

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Message from the Superintendent

Superintendent's Message
June 2023

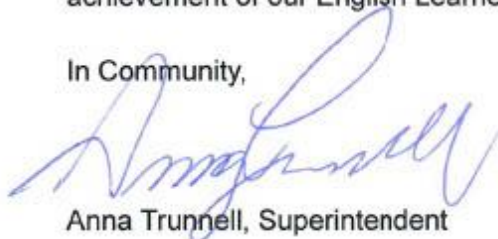
Our English Learner Master Plan represents Santa Rosa City Schools unwavering commitment to supporting every English Learner to meet our district's goal of readiness for college and career for all students. It is linked to our SRCS strategic plan priorities as well as the California English Learner Roadmap which provide the "what" and "how" designed to ensure our English Learners reach the highest levels of academic achievement and full proficiency in English. This is a daunting task, made even more challenging the later in their school career a student arrives. The results of the dedicated, consistent implementation of this plan will be evidenced in the success of our English Learners.

A very significant proportion of SRCS is composed of students who are English Learners. More than a quarter of our students speak a language other than English. Like every Santa Rosa parent, the parents of English Learners send their children to school with assets, including their home language, life experiences and culture, and dreams for their children's futures. To prepare English Learner students for a successful future, a dedicated plan for teaching, learning, and strategic intervention must be in place in each of our schools.

In SRCS, we believe that when teachers provide instruction scaffolded to make comprehension possible, all students can learn at high levels, no matter their level of language proficiency. This sometimes means building background by utilizing resources in students' primary languages. Our commitment is for all of us to engage every child every day in that endeavor. Our dedicated teachers, support staff, administrators, community, and parents make SRCS an educational community that can ensure every student succeeds.

Thank you to all who participated in the revision of the EL Master Plan, including student focus groups, the Advisory Task Force composed of members of our community, site faculty, counselors, staff, and district departments who checked and rechecked the plan for accuracy, consistency, and representation. Your contributions to the EL Master Plan are representative of the expertise, research-based knowledge of and long-standing commitment to the successful achievement of our English Learners in Santa Rosa City Schools.

In Community,



Anna Trunnell, Superintendent

Board President's Letter

Dear SRCS staff, students, and families,

I am thrilled to present our English Learner Master Plan for 2023. This comprehensive roadmap is designed to foster inclusive and equitable education for all our English Learners. By collaborating with families, teachers, and community partners, we will create an inclusive educational ecosystem that values the unique strengths and experiences of our English Learners.

Together, let us embark on this transformative journey, ensuring that every student receives the quality education they deserve. Through this English Learner Master Plan, we will foster a vibrant and enriching learning environment where all students can achieve their full potential.

Stephanie Manieri
Board of Education, President
Santa Rosa City Schools

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Introduction

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 across the district. It is not limited to the Department of Multilingual Services but applies to all departments, sites, classrooms, services, and individuals who dedicate their work to cultivating a successful future for our students. The EL Master Plan maps out clearly our collective responsibility to our English Learners, their families, and our community.



Santa Rosa City Schools Vision, Mission, and Strategic Priorities for All Students

As Santa Rosa’s students begin their education journey, they begin closest to home where they learn from parents and family first. As students begin on their formal-education pathway, the Santa Rosa Board of Education has set the course with the following Vision, Mission, and Priorities as guidance in this exciting, and promising learning venture.

[Strategic Plan - Board of Education](#)

Vision, Mission, Priorities (MVPs)

Vision: SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Board Strategic Priorities

Board Strategic Priorities	State LCAP Priorities	Board Values and Commitments
Priority 1- Life Ready Learners	1, 2, 3, 4, 5, 7, 8	SRCS supports students to embrace their identities and claim their own agency in order to navigate diverse, complex, and constantly changing environments by developing the following capacities: literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness.
Priority 2- Whole Person Focus	2, 7, 4, 5, 6, 8	SRCS recognizes our responsibility to develop and care for the whole person so that each is mentally, emotionally, and physically healthy. We commit to policies, practices, and relationships that help ensure each person is safe, engaged, supported, and challenged.
Priority 3-High Quality Staff	1, 2, 7	SRCS values and supports growth-minded professionals. We commit to providing collaborative, high-quality professional development to staff members so they can successfully educate and support students. SRCS commits to fairly compensating staff.
Priority 4- Teaching and Learning Environment and Resources	1, 2, 5, 6	SRCS will provide safe and clean schools. We will provide flexible learning environments that are conducive to teaching and learning. SRCS is committed to supporting teachers with current tools and training to support pedagogical leadership and innovation. SRCS believes in building a staff that reflects the students we serve.
Priority 5- Equity and Excellence	2, 3, 4, 5, 6, 7	SRCS grounds our work in a deep understanding of students' identities and the historical and cultural contexts in which we all operate. SRCS will remove barriers and create structures that provide opportunities to further personal and academic student success. SRCS believes that student-centered, differentiated practices lead to equitable teaching and learning.
Priority 6- Family Engagement and Community Partnerships	3, 5, 6	SRCS understands the value of engaging our students' families and our larger community. SRCS commits to providing its resources and educational opportunities to families equitably and developing lasting partnerships with our community to deepen and expand student success.
Priority 7- Sustainable Funding	1-8	SRCS believes that the chronic underfunding of public education in California is unacceptable and undermines the health of our community. The current funding levels limit student outcomes and staff compensation. The SRCS Board commits to working with our community to create additional funding opportunities and to be consistent and fierce advocates for full and fair funding from the State of California.

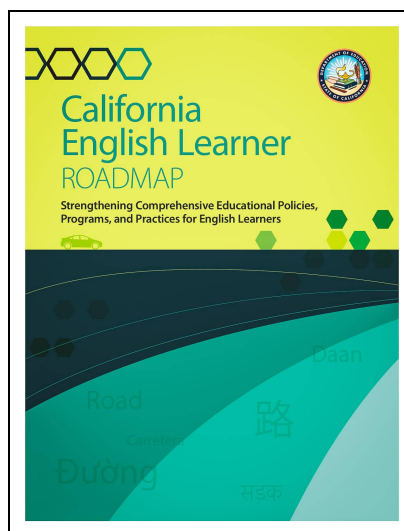
[State Priority Related Resources - Local Control Funding Formula \(CA Dept of Education\)](#)

Vision, Mission, and Strategic Priorities (MVPs*) are the onramp to the larger state guidance found in the EL Roadmap policy and principles described below.

California English Learner Roadmap State Board of Education Policy: Four Interrelated Principles (see page 24 of the California English Learner Roadmap document for a more detailed discussion of the four guiding principles.)

The EL Roadmap provides guidance to our school district to 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 is consistent with the requirements set forth in state and federal laws addressing English learners.

[EL Roadmap Policy and Printed Document - English Learner Roadmap \(CA Dept of Education\)](#)



Throughout our English Learner Master Plan the intersection of the Santa Rosa City Schools MVPs and the Four EL Roadmap principles (explained below), are identified in each chapter.

Principle #1: Assets-Oriented and Needs-Responsive Schools (MVPs 1, 2, 4, 5, 6)

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.

The SRCS MVPs align powerfully with the California EL Roadmap. The focus on Assets-Oriented and Needs-Responsive Schools in Principle #1 aligns tightly with the SRCS Mission which specifies a transformative educational experience grounded in the assets of our students, staff, and community. Both documents emphasize the value of each student's individuality and our community's cultural wealth.

Principle #2: Intellectual Quality of Instruction and Meaningful Access (MVPs 1, 2, 3,4, 5,)

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.

The SRCS MVPs Vision statement links strongly with the California EL Roadmap focus on Intellectual Quality of Instruction and Meaningful Access. Both documents put forward the visionary importance of finding purpose, thinking critically, embracing diversity, and working

Principle #3: System Conditions that Support Effectiveness (MVPs 1, 2, 3, 5)

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 together to prepare for a healthy, fulfilling future.

Principle #4: Alignment and Articulation Within and Across Systems (MVPs 1, 3, 5, 6, 7)

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.

Ongoing Review and Revisions to the EL Master Plan

There will be an annual review of the EL Master Plan to consider revisions. This will ensure that the EL Master Plan is kept current and consistent with changes in State, Federal, and Local Policy as well as demonstrate a commitment to consistent and high-quality implementation. The annual review will be conducted by Multilingual Services in partnership with representatives from across the district and take place by May 1st of each school year. This committee will focus on revisions and refinements of the English Learner Master Plan for the coming year.

Chapter One

Initial Language Identification, Assessment, Parent Notification, and Program Placement

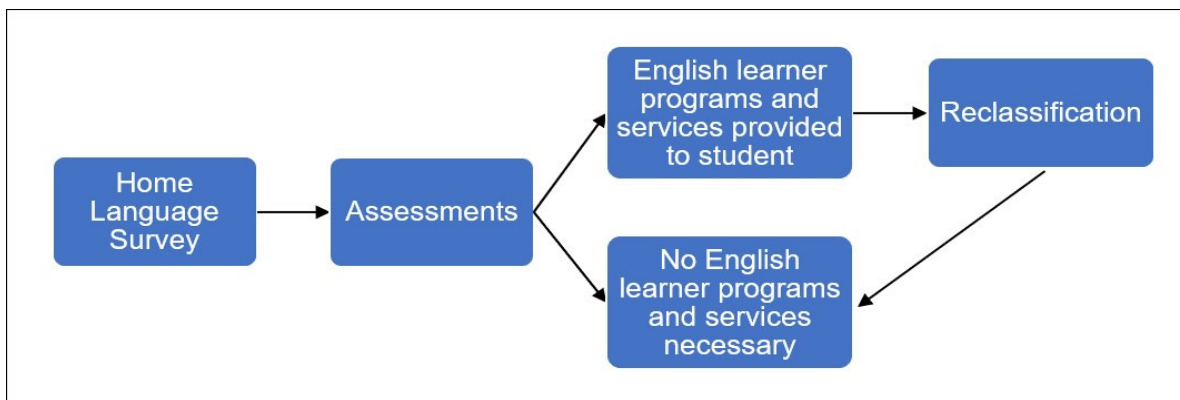
 <p>SRCS Strategic Priorities #2 Whole Person Focus #5 Equity and Excellence</p>	 <p>EL Roadmap Principles #1 Assets-Oriented and Needs-Responsive Schools #3 Systems Conditions that Support Effectiveness</p>
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Initial Language Identification

Santa Rosa City Schools follow Federal and State law which specifies the processes for consistently identifying who are our English Learners as well as for parent notification, language assessment, and program placement of English learners (EL*).

This standardized sequence provides consistency and equity throughout the District as well as responsiveness to the educational needs of EL students and the preferences of their parents and guardians. By clearly laying out the steps in the language identification process, we avoid over-identification of students as English learners and under-identification of students who should be classified as English learners.

The SRCS* process is described in this chapter and illustrated in the document below entitled “Identification, Assessment, & Program Placement Flow Chart”.



Source: California Department of Education April 25, 2023
[Survey, Assessments, Programs, & Reclassification - Resources \(CA Dept of Education\)](#)

The District's overall goal is to ensure accuracy and consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions. The SRCS Information Handbook includes an explanation of this process as well as the Uniform Complaint Procedures on pages 14-16 to ensure that all parents understand how to address staff with any potential concerns. [SRCS Handbook](#)

Enrollment Process

The enrollment process begins when a parent or legal guardian takes his/her student to the neighborhood school. The main office of each school is designed to be a warm and welcoming place for parents and students. Each school office should have a staff member available to provide consistent information about the instructional program options offered to EL students in a language that parents understand. Language interpretation is available face-to-face at most sites, depending on the language, and by professional phone interpretation in languages that are not available through site personnel. Each front office has a chart with a list of languages to show to visitors who may need such interpretation. The individual can point to their language so that staff can connect with the rapid phone interpretation service to increase communication. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents.

Home Language Survey

The Home Language Survey (HLS*) is a legal requirement that supports schools in determining the language(s) spoken in the home of each student. (U.S. Department of Education Office for Civil Rights (OCR*) and the U.S. Department of Justice (DOJ*) in their compliance work under Title VI of the 1964 Civil Rights Act and the Equal Educational Opportunities Act of 1974.)

The purpose of the Home Language Survey (HLS) is to help determine which new enrollees need to be assessed on the ELPAC* to determine the student's level of English Language Proficiency.

-
- During the initial enrollment process, parents or legal guardians of all enrollees complete the Home Language Survey (HLS) section on the District's Student Registration Form.
 - The HLS will only be utilized if this is the student's first year of education in the United States. Otherwise, the information provided the first time the HLS is completed takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the District's Student Information System* (SIS*) and the student's cumulative record.
 - If the student has previously attended school in the United States, in a state or territory other than California, the language acquisition status will be verified by the student's cumulative folder sent by that district or school.
 - If the student previously attended school in California, the language acquisition status will be verified by California Longitudinal Pupil Achievement Data System (CALPADS*), a statewide longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. Whether in SRCS or another California school district, the responses given on the first HLS (e.g., Kinder Academy or Kindergarten) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the initial HLS are documented permanently in the SIS* and CALPADS. More information is noted in the *Transfer Student* section.
 - It is important that the parent or guardian clearly understand the questions they are answering. Parents may receive, upon request, an explanation regarding the HLS purposes and uses, in the language they understand.
 - It is important for parents/guardians to know that the HLS is not used to determine a student's language classification and/or immigration status.
 - The HLS is available in 100 languages in the SIS for the parent or guardian to select.

The Home Language Survey consists of the following questions:

Has this student previously attended a public school in California?

- No
- Yes

Please answer the following questions by selecting the appropriate language.

In SIS there is a drop-down menu of languages from which the parent/guardian may select.

The wording of the questions comes from the CA Dept. of Education.

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

Language Information ▼

Has this student previously attended a public school in California?

No, this student has not attended a school in California.
 Yes, this student has attended a school in California.

Please answer the following questions by selecting the appropriate language.

Which language did your child learn when he/she first began to talk?

Select Language ▼

Which language does your child most frequently speak at home?

Select Language ▼

Which language do you (the parents or guardians) most frequently use when speaking with your child?

Select Language ▼

Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Select Language ▼

Initial Language Identification Assessment

[The Initial ELPAC Process At-a-Glance](#)

English Language Proficiency Assessment of California (ELPAC*)

State and Federal regulations require that if the student's Home Language Survey (HLS) indicates a language other than English is used at home, the student's English language proficiency level shall be assessed. According to the [English Language Proficiency Assessments for California Information Guide](#), if a language other than English is indicated on any of the first three questions, the student is to be tested with the Initial ELPAC or the Initial Alternate ELPAC. If a language other than English is indicated on the fourth question only, the student may be tested at the district's discretion.

State law requires that students be assessed within 30 calendar days from enrollment. In addition, parents shall be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

Parents/guardians cannot opt their child out of the ELPAC testing.

State law (California) and federal law (Titles I and III of the Every Student Succeeds Act) require that all students whose primary language is a language other than English be assessed for English language proficiency (ELP*).

Correction of Classification

Parental Right to Amend Responses to the Home Language Survey

[Correction of Classification Process](#)

The parent or guardian has the right to amend their responses to the Home Language Survey (HLS) at any time. However, once the student is assessed on the ELPAC and is identified as an English Learner, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to ELPAC administration, the school shall honor the changes made while continuing to take reasonable doubt* into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Provisions for Special Education Students

Alternate Assessment and Alternate Reclassification

See Chapter 2 of this plan under the heading, SRCS Commitment to Special Education Services for a robust description of both Alternate Assessment and Alternate Reclassification and when they apply.

Initial and Annual Parent Notification

Notifications

Parents or guardians of students who are identified as English Learners must be notified of the child's English proficiency and their program placement no later than 30 calendar days after the beginning of the school year or 30 calendar days after enrollment. Results of the initial assessment are sent to the family via ParentSquare with a copy of the Initial/Annual Parent Notification Federal Title III and State Requirements letter. The letter to the family includes student scores, program recommendations, and information relative to the Initial ELPAC.

This written notification is available in English and in Spanish. (Note: California Education Code [EC] Section 48985 states that when 15% or more of the students enrolled in a public school speak a single primary language other than English, a school is required to send home parental notifications in both English and the non-English language.) Parents or guardians may request a conference with the site administrator to clarify any questions as needed and/or discuss any concerns parents may have regarding testing results or program placement recommendations.

Language proficiency, program placement, and services for each student are entered in the Student Information System (SIS*), Aeries database, by school and district staff. In addition, the results are provided to the child's teacher(s). A copy of the first HLS completed, the Initial ELPAC score report, TK-12 Initial Registration, and the Initial Parent Notification form are placed in the student's Cumulative Record File by the school staff. Any subsequent HLS forms completed upon later enrollment in other districts or in SRCS are not copied into the

Cumulative Record File. The principal or designee is responsible for monitoring language proficiency, program placement, and services data.

Program Placement

To ensure appropriate placement, each student's relevant assessment, academic progress, and placement information will be entered into the Student Information System (SIS) within thirty (30) calendar days of enrollment by school and district staff. For Elementary, the ESOM* (Elementary School Office Manager) will notify the Family Engagement Facilitator (FEF*) of a new student either by email or a copy of the registration. FEF then checks whether the student is listed as a TBD* (To Be Determined) in the SIS including ELlevation.

At Secondary, The Counseling secretary or Registrar will notify the FEF of a new student either by email or a copy of the registration. The FEF then checks whether the student is listed as a TBD* (To Be Determined) in the SIS including ELlevation.

For full descriptions of the SRCS programs for ELs, see Chapter 2: Instructional Programs.

Transfers between SRCS Schools

Parents or guardians who wish to obtain an intradistrict transfer for their child must submit an Intradistrict Transfer form online (form available on the SRCS website, but only during Open Enrollment). Intradistrict transfers are done during the Open Enrollment period each fall and, if approved, take effect for the following school year. SRCS shares the same digital information system amongst schools so students do not need to present any additional documents.

Transfers from other California Schools

English learners transferring to SRCS from another district in California will have retrievable records in the California Longitudinal Pupil Achievement Data System* (CALPADS*). If the student has already been identified as an English learner, they do not need to be tested for initial identification.

Once the student is enrolled in SRCS, the appropriate information is uploaded (data validation) into the SRCS SIS by the Information and Evaluation Department and is accessible to site administrators and the classroom teacher(s). If there are any discrepancies, CALPADS will notify the Information and Evaluation Department.

Transfers from Out of State or from Other Countries

In order for newcomer students to receive credit for courses taken prior to arriving in the U.S., a transcript evaluation is required. High school transcript evaluation for students arriving from outside the United States is overseen by the SOLL Counselor under the direction of the Executive Director, Educational Services (Secondary).

English learners who enroll from outside of the United States, with an International Transcript, will have their transcript reviewed to determine for which courses they will receive credit, up to 80 credits per school year. Transcripts are turned in to school personnel, translated, and reviewed with the student by the SOLL counselor or academic counselor. In the event a student cannot supply a transcript from their home country, a possible transcript reconstruction may occur with the support of the SOLL counselor.

[Finding the Right Starting Point: Obtaining, Interpreting, and Evaluating International Transcripts](#)

The language assessment, classification, and placement process described earlier in this chapter will be followed for students entering the district who are new to the state or from another country.

The student's district enrollment date is entered into the student's records and SRCS SIS as the date the student first enrolled in a California school and the date the student first enrolled in a U.S. school. The student will be placed in the grade level that is aligned with the district's TK-12 grade level placement requirements. All other timelines regarding language proficiency assessment and parent notification apply.



***Language is the road map of a culture.
It tells you where its people come from and where they are going.
-Rita Mae Brown***

Chapter Two

Instructional Programs

 <p>SRCS Strategic Priorities</p> <ul style="list-style-type: none">#1 - Life Ready Learners#2 - Whole Person Focus#5 - Equity and Excellence#6 - Family Engagement	 <p>EL Roadmap Principles</p> <ul style="list-style-type: none">#1 - Assets-Oriented and Needs-Responsive Schools#2 - Intellectual Quality of Instruction and Meaningful Access#3 - System Conditions that Support Effectiveness#4 - Alignment and Articulation Within and Across Systems
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English learners in the Santa Rosa City Schools receive instructional services to ensure that they acquire English language proficiency and academic achievement in all areas of the curriculum. Although there are uniform requirements for all English learners, these programs are designed to meet the specific needs of the various typologies of English learners discussed below.

[Typologies of Newcomers and English Learners.docx](#)

Instructional Settings for English Learners (TK-12)

The district offers English learners the program options and instructional settings outlined in *Figure 1.1: Instructional Programs for English Learners* and described in detail in this chapter of the Master Plan for English Learners.

Structured English Immersion

This is the widest-reaching program serving by far the largest number of English learner Students in Santa Rosa City Schools. English learner students placed in SEI* are taught primarily in English. Some assistance may be provided in the primary language. Students are taught Comprehensive English Language Development (ELD*) and other core subjects by authorized teachers using district-adopted curriculum and standards-based supplementary materials. Instruction is based on the ELD standards as well as the grade-level content standards.

Guided by the [ELA/ELD Framework - English Language Arts \(CA Dept of Education\)](#) the research-supported idea is that language is best learned when used in meaningful ways to

engage in interesting content. Comprehensive ELD consists of Integrated* ELD (i-ELD) and Designated* ELD (d-ELD*). These work in tandem to create optimal conditions for learning and gaining language proficiency throughout the school day. They are part of every program for ELs in the district.



Key Features of Comprehensive ELD

[Designated and Integrated ELD - Letters \(CA Dept of Education\)](#)

Integrated* English Language Development (i-ELD)	Designated* English Language Development (d-ELD)
<ul style="list-style-type: none"> ● For all English learners, in all classrooms ● High-quality, standards-aligned instruction in all subjects, delivered using comprehensible input ● Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. The focus is on the content. ● Whenever possible, supplementary materials are made available in the student’s primary language either through an aide or electronic recordings/supports. ● Once ELs are reclassified and become RFEP*, they are “exited” from d-ELD but they continue to receive all other supports including robust, i-ELD. <p>(The bullet point above is repeated on both sides of this chart because it affirms two distinct aspects - In this column, it lets readers know that ELs will continue to receive i-ELD even after reclassification.)</p>	<ul style="list-style-type: none"> ● For all students identified as English learners ● Minimum 30 minutes per day as a protected time during the regular school day for focused instruction on the state-adopted ELD standards ● At least 60 minutes or two periods are recommended for newcomer ELs. ● Assists English learners to develop critical English language skills necessary for academic content learning in English. ● Once ELs are reclassified and become RFEP, they are “exited” from d-ELD but they continue to receive all other supports, including robust i-ELD. <p>(The bullet-point above is repeated on both sides of this chart because it affirms two different aspects - In this column, it lets readers know that reclassified ELs will no longer receive d-ELD after reclassification.)</p> <ul style="list-style-type: none"> ● See Designated English Language Development Course Descriptions for Secondary ELs d-ELD course sequence.

2. Both Integrated ELD and Designated ELD will feature:

- Standards-based instruction with differentiation, scaffolding, and language development strategies in all content areas
- Integration of best practices such as SDAIE* and GLAD* for making content instruction accessible and understandable
- Use of content and language objectives to articulate expectations for both content and language mastery and use
- Collaborative student work to foster academic discourse, social-emotional learning, and cultural competence
- Use of both core and supplemental curriculum
- Primary language support for content and language learning
- Clear, predictable, and supportive routines aligned with CCSS* rigor and student engagement
- Monitoring of ELs to ensure progress toward reclassification

In addition to daily Integrated and Designated ELD, SRCS provides these Acceleration Programs for Specific Typologies

[W Typologies of Newcomers and English Learners.docx](#)

Long-Term English Learners (LTELS) and At-Risk-of-Becoming LTEL** (courses under construction)	Dual Language Immersion Programs	Newcomer Services
<ul style="list-style-type: none"> ● In addition to core ELA class, not in lieu of it ● Minimum of 1 class period per day which includes 30-minute daily d-ELD requirement ● The course focuses on academic language and literacy development and emphasizes student engagement, expository text, goal setting, and empowering pedagogy. ● Writing from evidence, vocabulary development, and reading increasingly complex text and text-based Academic discussions are key components. ● Submitting courses for a-g approval. 	<ul style="list-style-type: none"> ● A research-based program designed for all participating students in to become fully bi-literate ● Unique in that students who are not identified as EL may also participate in order to become biliterate. ● Follows a model that clearly defines the percentage of each language utilized each day in each grade level and subject ● Integrated and Designated Language Development in BOTH English and the target language* ● Special staffing and training ● Chosen by families of EL*, EO*, IFEP*, and RFEP* students 	<ul style="list-style-type: none"> ● Receive all the same content as students in Structured English Immersion. At least 60 minutes or two periods of d-ELD is recommended for newcomer ELs. ● Sites will welcome students and their families by using the Newcomer Intake Process Elementary Newcomer Intake Form Secondary Newcomer Intake Form ● Primary language resources will be provided to students when available

**Based upon the Long Term English Learner - LTEL* data in SRCS, this plan calls out the critical need for courses that are structured as SDAIE* a-g approved courses. SDAIE is defined as Specially Designed Academic Instruction in English. SDAIE refers to *how* the instruction is delivered and a-g points to the college-prep *content* to be taught in order for students to meet the grade level content and language standards.

In 2023-2024, a working committee will be formed to develop the ELD courses specifically for LTEL and At-Risk-of-Becoming LTEL. These will be finalized and submitted to the Course Management Portal (CMP) by February 1- June 30, 2024. [A-G Course Submission Deadlines](#) Content teachers will then be added to the committee to work on the SDAIE course descriptions for their content to be submitted to CMP by June 30, 2025 and 2026.

Principle #2 of the California EL Roadmap lays out clear guidance regarding what is expected instructionally for all English learners.

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.

[English Learner Roadmap Principle Two](#)

English Learners in Structured English Immersion (SEI) Who Are Meeting Academic and English Language Development (ELD) Benchmarks

These EL students are typically showing expected growth in English language proficiency, at least at the recommended rate by the state of 4-7 years, depending on the grade level and age of the student when they began.

[How Long Does It Take For Beginning English Learners to Become English Language Proficient?](#)

For students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace and move up ELD levels whenever necessary. They should not have to wait until the end of a semester/trimester or course to move levels. Change in ELD levels is based upon the following:

- Progress on the Summative ELPAC
- Classroom performance (aligned to ELPAC performance levels)
- ELD curriculum-embedded assessments (aligned to ELPAC performance levels)
- Teacher recommendation (based on alignment to ELPAC performance levels)

Long Term English Learners (LTEL)

New LTEL Courses

- Development of the designated ELD Course for LTEL begins during Fall, 2023 for submission in the 2023-2024 school year to Course Management Portal (CMP*, formerly UC Doorways) between Feb. 1, 2024, and June 30, 2024, to be used in the 2024-2025 school year, if approved. Academic course development for LTEL begins during summer, 2024 for SY* 24-25 submission to a-g Course Management Portal (CMP) as SDAIE courses between Feb. 1, 2025-June 30, 2025, to be used in 2025-2026 school year if approved, or Feb. 1, 2026-June 30, 2026, to be used in 2026-2027 school year.
- Long-Term English learners generally struggle with reading, writing, and academic language—the oral, written, auditory, and visual language proficiency and

understanding required to learn effectively in academic content programs. Consequently, they have fallen behind their English-speaking peers academically and have accumulated significant learning gaps over the course of their education.

At-Risk-of-Becoming a Long-Term English Learner

<https://dq.cde.ca.gov/dataquest/longtermel/Glossary.aspx>

An English learner who:

- is enrolled in any of grades 3 to 12, inclusive,
- Is enrolled in schools in the United States for 4 or 5 years and who:
- scores at the intermediate level or below on the prior year ELPAC test and;
- Grades 3-9, inclusive, have scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP*) - English Language Arts/Literacy (ELA*) standards-based achievement test.

Research on LTEL and students at-risk-of-becoming LTEL demonstrates that these characteristics, such as “learned passivity”, are not innate, but are preventable and avoidable. Professional Development at all grade levels, including in-classroom feedback is necessary to build awareness starting in Elementary School in order to prevent, and in Secondary, to repair the LTEL legacy. [Research and Recommendations to Support California’s Long-Term English Learners](#) (See pages 10-12 for the checklist of Recommended District Actions.)

Newcomers

“Newcomer” is an umbrella term that includes various categories of immigrants who are born outside of the United States. It is important to note, however, that not all immigrants are ELs; some are fluent in English, while others speak little or no English. In this plan, we will refer to newly arrived EL immigrants (within 3 years) who speak a language other than English, as newcomers.

The SRCS newcomer population has significantly increased in recent years, including unaccompanied minors. “Newcomer students face the challenges of integrating into their

new home, compounded by learning to navigate a new culture socially, and how to function effectively in an education system in a language that typically differs from their prior experience” (Jacoby, 2014; Suarez-Orozco & Suarez-Orozco, 2009).

Additionally, in order to support newcomer students who have experienced displacement trauma, and to avoid serious mental-health-motivated incidents, the Mental Health and Wellness Department of SRCS will maintain and supervise the full-time service of a bilingual, school-based therapist/social worker. This individual will be assigned to Multilingual Services to rapidly and regularly provide on-site counseling and support. This important service may be expanded through collaboration with local community mental health agencies or providers.

For more information about the Universal Supports and Intensive Newcomer Program versions, see the Information Handbook [SRCS Handbook](#) pages 45-47.

Newcomer Program will include:

The World House Program is in the process of being established to support newly arrived secondary school youth in Santa Rosa City Schools. Currently, the identified sites where this program will be housed are Elsie Allen High School and Cesar Chavez Language Academy. The goal of World House is to support newcomers in learning English while integrating into a new country, new culture, and a new educational system. The criteria for entry into the World House Program are secondary-level students who have been in the US for 0-2 years and who have received a level 1 or 2 in the English Language Proficiency Assessment for California (ELPAC).

Elementary and Secondary Newcomer Placements

- The needs of newly arrived EL students with adequate formal schooling, including literacy in the primary language, will differ markedly from those who may have little or no formal education in their primary language. This makes a huge difference in the type of program, instruction, and scaffolds that are needed.
- The Multilingual Services Department will continue to research and arrange visits to successful elementary and secondary newcomer programs in school districts in California to bring back concepts, techniques, and resources that will further support SRCS newcomers.
- Intensive support in language and content learning, cultural knowledge building, and social-emotional learning are part of the program.
- Includes both universal support and intensive newcomer program versions.
- Extended learning opportunities, including after-school programs and summer school that is designed for newcomers.
- Counseling is provided for newcomers who have experienced some type of trauma.

Credit Recovery

In order to support the goal of graduation, Credit Recovery provides an opportunity for students to get caught up on required credits. Credit Recovery involves taking, or retaking, classes that were unsuccessfully completed during the regular school year. Although not exclusive to English learners, Credit Recovery includes English learners who may be missing credits and is designed to help them make up these deficits. Options available include Summer School, Cyber High, Ridgway, Adelante (Migrant Ed Students), and fee-based online courses. The Credit Recovery programs are open to students on IEPs if the parent/guardian selects it and applies for enrollment.

English Learner Students Who Speak Languages Other than Spanish

Students who speak languages other than Spanish will receive daily Integrated and Designated ELD at the proper proficiency level, based on assessment data, with primary language support, when feasible. The school and community will collaborate to identify, collect and include resources such as bilingual glossaries, dictionaries, library books, online books in the primary languages of the students, and other support or curriculum materials in their primary language. Currently, no bilingual program options are available in languages other than English/Spanish and English/French.

Arranging access to interpretation in their language for parent conferences, IEP meetings, and other highly important meetings is the responsibility of the school site administrator in collaboration with SRCS Translation Services.

Dual Language Immersion Programs

(Target* language Spanish/English and Target language French/English)

Dual Language (DL*) Programs

- All students in the program become fully bi-literate
- Integrated and Designated Language Development in BOTH English and the target language
- Special staffing and training, teachers of the language-in-addition-to-English are BCLAD credentialed, and the French language teachers at Santa Rosa French-American Charter are trained and credentialed as teachers in their home country, France.
- Chosen by families of EL*, EO*, IFEP*, and RFEP* students. Parents of students with IEPs may select a Dual Language Immersion program for their child by applying through the same processes as all other students.

[Welcoming Bilingual Learners with Disabilities into Dual Language Programs](#)

Both programs are located at charter schools within Santa Rosa and have distinct instructional models. The fully detailed charter documents with in-depth information are linked here: [CCLA Charter Document](#) [SRFACS Charter Document](#)

Cesar Chavez Language Academy

Total Minutes/week	Spanish/ English %	English Minutes: 5 days/week	English Minutes: 4 days/week
K 1,220 total minutes	90/10	24.4	30.5
1st 1,539 total minutes	85/15	46	57.7
2nd 1,539 total minutes	80/20	62	77
3rd 1,539 total minutes	70/30	92	115 (1hr., 55min)
4th 1,539 total minutes	50/50	154	192
5th 1,539 total minutes	50/50	154	192
6th-8th 1,539 total minutes	50/50	154	192

The chart of minutes per language at each grade level K-3 is listed in a table on pages 6-7 of the Cesar Chavez Language Academy charter.

Santa Rosa French-American Charter School
Instructional Hours by Language (a period is approximately one hour)

	TK	K	1st	2nd	3rd	4th	5th	6th
% English	10	15	15	15	20	20	30	50
% French	90	85	85	85	80	80	70	50
English (periods per week)								
ELA	4	5	5	5	5	5	5	5
Social Studies	0	0	0	0	0	2	2	0
Math	0	0	0	0	1	0	0	5
Science	0	0	0	0	0	0	3	5
<i>Total English Periods per Week</i>	4	5	5	5	6	7	10	15
French (periods per week)								
French Language Arts	12	12	12	12	11	10	9	8
Social Studies	1	1	2	2	2	2	2	3
Math	5	5	5	5	5	5	5	0
Science	2	1	2	2	2	2	0	0
P.E.	3	3	2	2	2	2	2	2
Arts	3	3	2	2	2	2	2	2
<i>Total French Periods per Week</i>	26	25	25	25	24	23	20	15

Advanced Learner Programs and Services

[SRCS ALPS Plan](#)

Qualification for ALPS* is open to all students in the district who meet the criteria. This includes students who speak a language other than English and Special Needs students who test gifted and talented. All students are tested on the Raven's Progressive Matrices test in grade 3, and the program formally begins in grades 4–6.

Students who speak a language other than English may qualify for ALPS. Starting in the year 2023-2024, Multilingual Services will collaborate with the ALPS Assessment Review Team to review data regarding the representation of English learners, the process by which they are screened for eligibility and to continually refine best practices and methods of identification.

Since students have a wide variety of abilities, the ALPS student identification efforts are quite broad, and different identification techniques are appropriate to different categories. Since students have a wide variety of abilities, the ALPS student identification efforts are quite broad, and different identification techniques are appropriate to different categories.

SRCS considers all the following categories (also recognized by the State of California):

- **Intellectual Ability:** A pupil demonstrates extraordinary or potential for extraordinary intellectual development.
- **Creative Ability:** A pupil characteristically perceives unusual relationships among aspects of the pupil's environment and ideas; overcomes obstacles to thinking and doing; produces unique solutions to problems.
- **Specific Academic Ability:** A pupil functions at highly advanced academic levels in particular subject areas.
- **Leadership Ability:** A pupil displays the characteristic behaviors necessary for extraordinary leadership.
- **High Achievement:** A pupil consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
- **Visual and Performing Arts Talent:** A pupil originates, performs, produces, or responds at extraordinarily high levels in the arts.

SRCS Commitment to Special Education Services

[California Practitioners' Guide for Educating English Learners with Disabilities](#)

English learner students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law.

- English learner students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- Linguistically appropriate IEP* Goals must be developed and included in the IEP of an English learner (see pages 208-213 in the CA Practitioners' Guide for Educating English Learners with disabilities linked above).
- A staff member from Special Services shall be identified to work in tandem with Multilingual Services part-time to coordinate support development and implementation of linguistically appropriate goals and the navigating of the reclassification process.
- To avoid incorrectly identifying EL students as students with disabilities because of their limited English Proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.
- For an EL served by an IEP, it is crucial that the IEP team includes participants knowledgeable about that student's language needs. This ensures that an individualized plan for providing special education or disability-related services accurately addresses the language-related needs of the student.
- Students with disabilities who are also English learners can pursue alternate reclassification if their assessment data indicates they are making growth yet may not be representative of the same performance expectations as non-Special Education English learners. If growth is cited, the student can be considered eligible for reclassification according to their stated IEP goals. Historical data and documented accommodations for ELPAC assessments should be represented in the documentation.

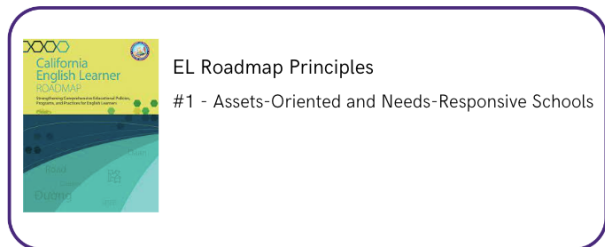
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- Alternate reclassification begins with an IEP meeting with all significant educational partners. Data are presented in the IEP as evidence of the student's growth toward goals. The [Alternative Reclassification Process Form](#) is completed, and all parties sign their agreement.
 - This Alternate ELPAC assesses students with significant cognitive disabilities. The learning characteristics of students with significant cognitive disabilities represent a broad range, and assignment to alternate assessments is based on the cognitive disability, not the category of a student's disability. Therefore, information considered by the IEP team to make a determination as to whether the student has a significant cognitive disability is the first consideration before selecting an alternate assessment.
 - Once a student is identified for alternate assessment, they will then take the alternate assessment for all standardized State assessments, including the CAA ELA, Math, and Science assessments, and the Alternate ELPAC. IEP teams should use the [Alternate Assessment Decision Confirmation Worksheet \(PDF\)](#) to determine whether a student is eligible to participate in the CAAs or Alternate ELPAC.

Chapter Three

Parameters for Opting Out of English Learner Programs



SRCS Strategic Priorities
#6 - Family Engagement



EL Roadmap Principles
#1 - Assets-Oriented and Needs-Responsive Schools

Any parent whose child is receiving, or is eligible to receive EL* programs or services has the right to decline or opt out* of the EL programs or particular EL services being offered. **School or district personnel may not recommend that a parent opt a child out of EL programs or services for any reason.**

This link to the ‘Dear Colleague Letter of January 7, 2015’ from the US Dept. of Justice and the US Dept. of Education [English Learners DCL \(PDF\)](#) provides statutory guidance regarding opting EL students out of EL services. The key provisions are listed here below:

All EL students are entitled to services. Parents or guardians may, however, choose to opt their children out of a school district’s EL program or out of particular EL services within an EL program. This also applies to EL services provided to English learners served by an IEP*.

- Students whose parent or guardian withdraws them from their EL program, ELD*, or particular EL Services, will continue to take the annual state-mandated, ELPAC assessment in order to be monitored for reclassification.
- Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA*), public schools must ensure that EL students can participate meaningfully and equally in educational programs. The U.S. Department of Education (ED*) and the U.S. Department of Justice (DOJ*) have issued joint guidance to remind state education agencies (SEA*s), public school districts, and public schools of this legal obligation. [Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs](#)

-
- School district employees **may not recommend** that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child’s rights, the range of EL services that their child could receive, and the benefits of such services.
Cf. 34 C.F.R. § 100.3(b)(1), (2); see also 20 U.S.C. §§ 6312(g)(1)(A)(viii) (Title I), 7012(a)(8) (Title III).
 - Santa Rosa City Schools will ensure and monitor that parents are notified annually of their rights regarding English learner services.

Process for Opting Out of EL Services

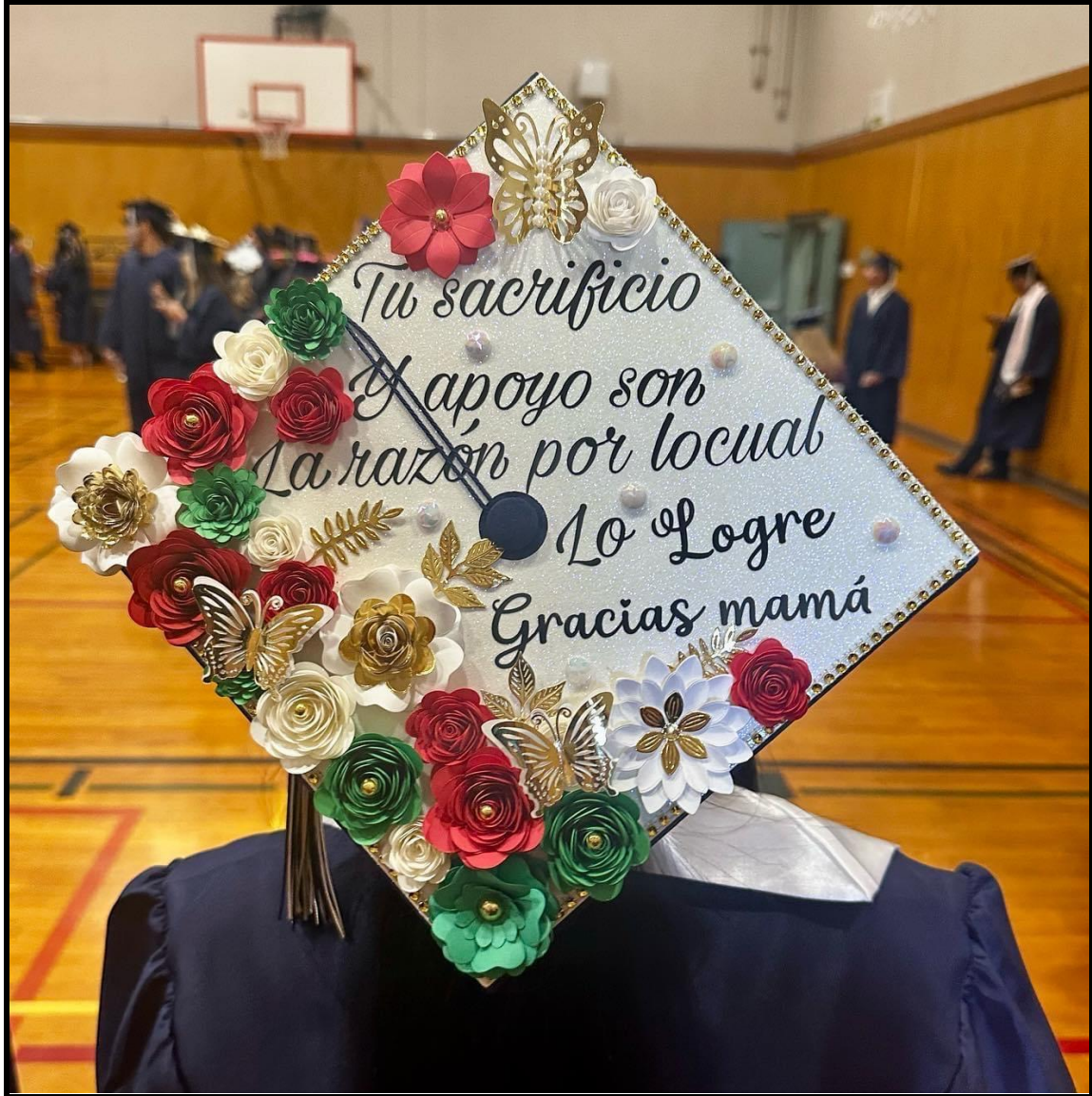
Parents are informed of the initial ELPAC results and the instructional program that has been selected for their student in a Parent Notification Letter within 30 days of assessment.

If the parent or guardian does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the site administrator to discuss the information contained in the letter and/or to select a different instructional program.

- If opting out of the English Learner Program, the parent or guardian will meet with the site administrator to complete the SRCS Parental [Request for Opting Out of EL Services Form](#). The form then needs to be turned in to the Multilingual Services Department where it will be entered into the District’s current Student Information System and noted in CALPADS*. It is important to be clear that any student whose parent or guardian opts the student out of the ELD program and related services, still retains their English learner status. SRCS is still obligated to take the affirmative steps and appropriate actions required by Civil Rights laws to provide EL students meaningful access to the full education program.
- School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out. A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL Services again if a student is struggling.

[Tools and Resources for Serving English Learners Who Opt Out of EL Programs](#)

Annually, the parents and the site administrator will meet to review the parent's decision to opt out of EL services or to reinstate EL services. *A Parental Request for Opting Out of EL Services Form* will be completed annually by the parent and school administrator.



The purpose of education is to turn mirrors into windows.
-Sydney J. Harris

Chapter Four

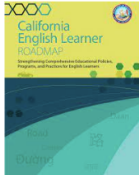
Monitoring Student Progress and Reclassification

Reclassification - English Learners (CA Dept of Education)



SRCS Strategic Priorities

- #1 - Life Ready Learners
- #2 - Whole Person Focus
- #5 - Equity and Excellence



EL Roadmap Principles

- #1 - Assets-Oriented and Needs-Responsive Schools
- #3 - System Conditions that Support Effectiveness
- #4 - Alignment and Articulation Within and Across Systems

Monitoring of English Learner Progress

Progress monitoring includes using a combination of different data sources. These sources include local assessments, state assessments, classroom grades, courses taken, observations of student engagement, attendance, and parent meeting notes, along with comparisons to the progress of other ELs of the same English language proficiency level.

The site-based LARC* shall analyze this information at specifically targeted points throughout the school year and be able to make recommendations based on the student's current EL proficiency level and their ability to perform academically at grade level.

The process for Progress Monitoring of our ELs will be as follows:

At the elementary level, classroom teachers will receive a monitoring form through ELlevation to provide feedback regarding the EL students in their classroom. The LARC will review site progress monitoring data, in the first and second trimesters, with guidance from their administrator.

At the secondary level, Math and English teachers will receive the monitoring form through ELlevation to provide feedback for EL students. This is done three times per

year: the first quarter, second quarter (semester), and the third quarter. The LARC, with the support of the SOLL Counselor and the site administrator, will review the site progress monitoring data.

The EL Specialist* will work with the LARC to identify EL students who require additional support. These are students receiving less than a “C” or “2” in English or Math. The LARC team will determine how they will address the needs of these students. This should be documented in the site’s LARC meeting notes. SRCS is committed to ensuring EL students acquire content knowledge by monitoring meaningful access to grade-appropriate core content instruction and remedying any content deficits in a timely manner.

If the LARC finds an EL student who is struggling to meet academic expectations, the site-based team shall take appropriate actions to support the student. Such steps include, but are not limited to:

- Further assessment of the student’s English language proficiency
- Notifying the student’s parents about the student’s lack of progress, encouraging the parents/guardians to opt the student back into English Language Development programs and services, and providing designated support for the student’s English language acquisition.
- Such supports can include but are not limited to, providing the core subject teaching staff professional development in strategies to support second language learners.

Assessments in Use in the District

ELs whose parents or guardians opt-out of services shall have their English proficiency assessed a minimum of once per year until they exit EL status through the Reclassification Process. After the student exits EL status, by law the District shall continue to monitor the student’s academic progress for a minimum of four years. Santa Rosa City School District

ensures that the reclassification process is continually implemented to monitor students' progress in meeting criteria toward fluent English proficiency (RFEP*).

The site LARCs will monitor:

- English Language Proficiency Assessment of California (ELPAC)
- ELA and ELD curriculum-embedded benchmark assessments
- Let's Go Learn - (LGL*) DORA* (Diagnostic Online Reading Assessment)
- Developmental Reading Assessment (DRA*) for Elementary as needed
- California Annual Assessment of Student Performance and Progress (CAASPP*)

See the attached link for the Program Maintenance checklist: [Checklist for EL Program Maintenance](#) **

Reclassification

Reclassification is the process whereby a student is reclassified from English learner (EL) status to Reclassified Fluent English Proficient (RFEP*) status. SRCS has an established, locally-approved reclassification process based upon EL students meeting the four state-mandated reclassification criteria. Each criterion must be met by every student eligible for RFEP status. Our criteria are listed in detail below in this section.*

Just as students are initially identified as English learners if they meet the identification criteria, there is a set of State Board of Education-approved criteria for reclassifying English learners as **RFEP**, Reclassified Fluent English Proficient. This is a clear process designed to assure that EL students are truly prepared, utilizing standard criteria and not just informal measures or opinions.

The term 'reclassification' is sometimes used interchangeably in state and federal documents as 'redesignation'. SRCS uses the most widely adopted term, 'reclassification' which refers to the process by which an English Learner meets a set of criteria required to be considered proficient in English and no longer in need of Designated English Language Development (d-ELD).

English Learner Reclassification Process

At least twice per year, once in the fall and once in the spring, the LARC* at each site, in collaboration with Multilingual Learner Services, collects and reviews EL student test results, to identify those EL students who are likely to qualify for the reclassification process. Based upon this review, the LARC* will identify those students who are eligible for reclassification (see Appendix: SRCS' Reclassification Criteria#). The assessments include the latest official summative ELPAC scores, data from other assessments listed above, student grades, and teachers' recommendations, for all EL students at their site. The site will complete the English Learner K-12 Reclassification form and provide pertinent documentation in English and Spanish, as appropriate. The site shall also complete the [EL Classification form](#) for all students needing an update in their classification status in order to update the district information system. This form should be sent to the program technician in Multilingual Services.

English Learner Reclassification Criteria

By law, EC Section 60810 the EL reclassification criteria include multiple measures:

Criterion 1: Assessment of English Language Proficiency

Criterion 2: Teacher Evaluations

Criterion 3: Parent Consultation

Criterion 4: Basic Skills Relative to English-Proficient Students

Each criterion is described in more detail below.

Criterion 1: Assessment of English Language Proficiency

Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed pursuant to [EC Section 60810](#)

- The ELPAC* Overall Performance Level (PL*) 4 which assesses English language proficiency, including listening, speaking, reading and writing is approved by

the State Board of Education as the statewide standardized English Language Proficiency (ELP*) criteria.

- Some EL students with unique needs, or dually-identified students, may need specific considerations for how this criterion is met as described in the student's individualized education plan (IEP*). In such instances, members of the student's IEP team should refer to the IEP document and discuss how the student's unique needs affect their ability to obtain an Overall PL 4. See the guidance below if the student identifies with the most significant cognitive disabilities.
- The Summative Alternate ELPAC is the state test for English Language Proficiency for students with the most significant cognitive disabilities and it is currently recommended and approved by the CA State Board of Education, that School Districts **use Summative Alternate ELPAC Level 3 (Fluent English Proficient) as the Alternate ELP criterion** along with the other three criteria. [*Reclassification - English Learners \(CA Dept of Education\)*](#). (See *Chapter 2 of this EL Master Plan for more detailed information regarding students with IEPs.*)

Criterion 2: Teacher Evaluations

- Teacher recommendations based on English proficiency, not opinion or other factors unrelated to language (e.g. attendance, behavior, homework completion)
- Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery are utilized for this purpose. This is a locally determined criterion.
- It is expected that the CDE* will recommend the OPTTEL* - Observation Protocol for Teachers of English Learners to meet the requirement of Teacher Evaluation for Reclassification. The OPTTEL is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, per the requirements of *California Education Code (EC)* [*Section 313.3. OPTTEL - Title III \(CA Dept*](#)

[of Education](#)). Once the CDE recommends the use of the OPTTEL, SRCS will address integrating it into the process at the annual EL Master Plan update.

- **For students who score at ELPAC Overall PL 4 or Summative Alternate ELPAC Level 3 (Fluent English Proficient)**, SRCS utilizes the LARC to collect feedback on an eligible student's mastery of the curriculum provided by that student's teachers. ELlevation progress monitoring reports will be used by teachers to provide evidence that contributes to reclassification decisions for all English learners, including those with Individualized Education Plans* (IEPs).
- Because the student may have different language support needs across different subject areas, English and Math teachers, and other key certificated staff with direct responsibility for teaching or placement decisions of the student should be afforded the opportunity to evaluate.

Criterion 3: Parent Consultation

5 CCR Section 11303 mandates parental involvement through the encouragement of the participation of parent(s) or guardian(s) in the school district's reclassification procedure, including seeking their opinion and consultation during the reclassification process, however, consent is not required per *California Education Code (EC) Section 313 (f)(3)*.

SRCS uses parental opinion and consultation per local policy to establish reclassification procedures for connecting with EL families to answer questions, discuss student performance on each criterion (Criteria 1–4), and set goals for the next school year.

Recommended Actions

- A member of LARC will notify parents/guardians of their rights and invite them to participate in the reclassification process meeting. Efforts should be made to schedule this meeting at a convenient time for the parent/guardian and to make provision for language interpretation if needed.
- If the parent/guardian is not able to attend this meeting, the members of the LARC shall make every attempt to involve the parent/guardian in the

Reclassification Process through the avenues of parent letters, phone calls, virtual meetings, and if possible, home visits.

The school site may elect to take the following additional steps for involving parents/guardians in the Reclassification Process:

- Meet with parents/guardians of ELs who are close to meeting reclassification criteria to explain the process and steps needed to reach the goal.
- Invite parents/guardians and teachers to a meeting, school assembly, and/or celebration to acknowledge that their child/student met all the criteria to be reclassified.
- Consider meeting with students who are potential candidates for reclassification during the time period before the ELPAC summative is given to be sure that they understand its importance, how reclassification impacts them, and what they can demonstrate on the ELPAC Assessment.

Criterion 4: Basic Skills Relative to English-Proficient Students

This criterion is to determine if the reclassified student can perform in basic skills (such as math, science, social studies) in English, based upon the performance of English proficient pupils of the same age, which demonstrates whether the pupil is sufficiently proficient in English to participate in the content curriculum designed for pupils of the same age whose native language is English.

Reclassification Process

The review of English Learner students as potential candidates for reclassification is an ongoing process. It is done by school site personnel with support from Multilingual Learner Services. Throughout the school year, the school site administrator, with the LARC team, reviews ELPAC, CAASPP, Let's Go Learn (LGL), and DRA (elementary only) scores to determine which students are potentially eligible for reclassification.

Reclassification Process Step 1:

The district's Information & Evaluation Department collects ELPAC, CAASPP, and Let's Go Learn (LGL) data after each assessment period and uploads it to Aeries, the student information system. Assessment data in Aeries syncs nightly with ELLevation, the district's database for managing English Language Learner data and reclassification processes. The DRA assessment may be used as an alternative data point for reclassification for grades K-6.

Reclassification Process Step 2

School sites can utilize a series of filters within ELLevation to determine which students have met criteria 1 (ELPAC scores) and 4 (Let's Go Learn, DRA or CAASPP data). Multilingual Services supports this work to ensure that all students meeting the criteria are considered for reclassification.

Reclassification Process Step 3

For each potential reclassification candidate, the Family Engagement Facilitator will send the student's teacher a Teacher Input for Reclassification form via ELLevation to collect input (criterion 2). If the teacher's feedback supports reclassification, the data and assessment staff will create a "parent meeting" form (criterion 3) in ELLevation and notify the site administrator or designee. Site staff meets with the parent to gather input and explain the impact reclassification will have on the student's instructional program. Parent approval is documented digitally through ELLevation. If a teacher's feedback on the Teacher Input for Reclassification form is not supportive of reclassification, the site administrator is notified by the Family Engagement Facilitator so that they can review and discuss the Teacher Input for Reclassification form with the teacher for greater understanding.

Reclassification Process Step 4

The Information & Evaluation Department will generate a parent notification letter within ELLevation and send it to the parent/guardian via ParentSquare. Copies of this letter, the K-12 Reclassification Form, and parent meeting forms are sent to the school sites to file in the student's cumulative file. Digital versions of the paperwork are saved within ELLevation and securely on the Cloud.

Reclassification Process Step 5

The program technician in the Multilingual Services Department updates students' language proficiency within Aeries, the student information system. The English Language Acquisition status is uploaded into CALPADS by the Information & Evaluation Department. The Multilingual Services Department will also ensure that progress monitoring forms are sent to teachers regularly for four calendar years as required by law.

Alternative Reclassification Process for Dual-Identified Special Education Students

Detailed information about the very important topic of the alternative reclassification process for Dual-Identified Special Education ELs, is located in Chapter 2 of this English Learner Master Plan, in the section called, Commitment to Special Education Services.

Roles and Responsibilities for Reclassification

Site Administrator

- Manages the reclassification process with support from LARC, Family Engagement Facilitator, Multilingual Services Department, and the Information & Evaluation Department
- Oversees site RFEP monitoring process with LARC
- Oversees that RFEP students receive appropriate interventions
- Manages site interventions with specific entry and exit criteria

Classroom Teacher

- Completes Teacher Input for Reclassification form in ELLevation
- Monitors student progress during the four-year period following reclassification and completes RFEP Progressing Monitoring Form in ELLevation as required

-
- Implements recommended interventions

Information & Evaluation Department to Site

- Ensures that RFEP codes have been updated in SIS and CALPADS
- Oversees collection and analysis of data regarding reclassified students
- Works collaboratively with Multilingual Services Department to assist sites and the district offices with compliance data

Multilingual Services

- Coordinates district's reclassification/monitoring procedures
- Reviews data to identify reclassification candidates
- Monitors reclassification process and RFEP monitoring throughout the district to ensure compliance
- Provides required training to staff regarding monitoring of ELs and RFEP students

Reclassification Monitoring

Progress Monitoring of Reclassified Students

In December 2019, the CDE* released guidance regarding RFEP monitoring in a letter to LEAs titled [Monitoring Reclassified Students Letter - Reclassification \(CA Dept of Education\)](#)

State and federal laws require LEA*s to monitor students who have exited EL status for a period of four years after they have reached Reclassified Fluent English Proficient RFEP status (20 United States Code Section 6841[a][4][5]; Title 5 California Code of Regulations [5 CCR] Section 11304). After students have exited an EL program through the locally-approved reclassification process, SRCS will diligently monitor the academic progress of all RFEP students as required for at least four years to ensure that:

- They have not been prematurely exited from the English Learner Program and other EL support programs;
- Any academic deficit they incurred as a result of learning English has been remedied; and
- The students are meaningfully participating in the district's standards-based educational programs comparable to their never-EL* peers.

The process for Progress Monitoring of our Reclassified student will be as follows:

At the elementary level, classroom teachers will receive a monitoring form through Ellevation to provide feedback regarding the reclassified student in their classroom. The LARC will review site progress monitoring data, in the first and second trimesters, with guidance from their administrator.

At the secondary level, Math and English teachers will receive the monitoring form through Ellevation to provide feedback for the reclassified students. This is done three times per year: the first quarter, second quarter (semester), and the third quarter. The LARC with the support of the SOLL Counselor and the site administrator, will review the site progress monitoring data.

The EL Specialist will work with the LARC to identify specific RFEP students who require additional support. These are students receiving less than a “C” or “2” in English or Math. The LARC team will determine how they will address the needs of these students. This should be documented in the site’s LARC meeting notes. SRCS is committed to ensuring RFEP students acquire content knowledge by monitoring meaningful access to grade-appropriate core content instruction and remedying any content deficits in a timely manner.

When Not Progressing [English Learners DCL](#)

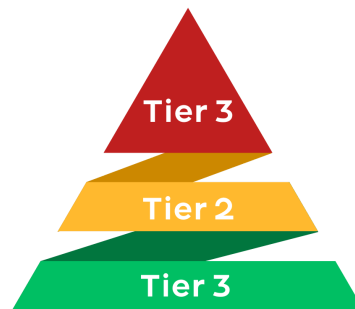
If the student’s grades indicate that the reclassified EL is not progressing academically as expected and monitoring suggests a persistent language need, the school should take affirmative steps to assess the student with a valid and reliable, grade-appropriate test to determine if there is a persistent language barrier and must offer additional language assistance services, (i.e., i-ELD and d-ELD, reading intervention, etc.) as needed.

Interventions within MTSS* for English Learners not Meeting Minimum Progress

When an EL student is not meeting minimum progress expectations, teachers, site administrators, and other stakeholders, guided by LARC will craft a plan to accelerate this student’s achievement. **The Multi-Tiered Support System*** (MTSS*) provides a strong frame for calibrating the type and intensity of assessment and instruction needed for all students, including ELs.

Students who are dually identified as English learners and as a child with a disability, are entitled to the protection of Federal law on the basis of both statuses. They are entitled to both EL services and Special Education services. The MTSS model can be particularly powerful in determining what kinds of supports are most appropriate for English learners (ELs) in order to prevent their over-identification as dually identified.

The Three Tiers of the MTSS Pyramid



The three tiers in the MTSS* Pyramid detail the increasing support provided for students who are having some kind of difficulty with the core program:

Tier 1 should meet the needs of 80% of ELs and covers the high-quality assessment and instruction available to all ELs, including:

- Universal Design for Learning (UDL)
- Small group work and differentiation
- Integrated and Designated ELD for all ELs
- Social-Emotional Learning
- Newcomer Support for all newcomer ELs as part of their core “Tier 1” program

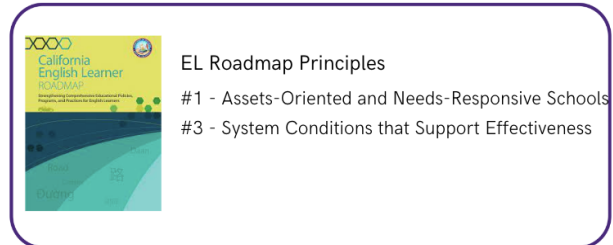
Tiers 2 and 3 progressively increase the specificity and frequency of progress monitoring and instruction in support of students who are having difficulty with the core program. Tier 2 is typically necessary for 15% of students, with Tier 3 necessary for 5% of students.

In Tier 3, when time-bound growth goals are not met, students may be referred for testing for a learning disability, in alignment with established referral protocols.

In addition, we address the unique needs of newcomers and other English Learner students who would benefit from mental health services to address the impacts of trauma.

Chapter Five

Parent, Family, and Community Engagement



Parent Advisory Committees — ELAC* and DELAC*

This chapter is of special importance to all parents and families, the community, and educators. It describes the parent advisory committees as a two-way communication channel for the District to learn what is needed and wanted by the school community and in turn, for the participating parents to understand better the programs offered. It also discusses the legal requirements regarding English learners and their rights, the funding sources, and potential resources that are available. It explains the numerous SRCS services and opportunities such as volunteering, to be involved with their child’s education in order to support academic and personal growth as well as the District’s commitment to understand parents’ points of view and recommendations.

Site English Learner Advisory Committee - ELAC

Legal Requirements

Each California public school with 21 or more English Learners must form an English Learner Advisory Committee (ELAC). The following requirements pertain to the formulation of ELAC:

- Parent members are elected by parents of English Learners;
- Parents of English Learners constitute at least the same percentage of committee members as their children represent the student body; and,
- All parents/guardians of English Learners at that site shall be provided the opportunity to vote in the election.

*California Education Code, sections 35147, 52176(b) and ©, 62002.5, and 64001(a)
California Code of Regulations, Title 5, Section 113081*

ELAC Membership Guidelines

- An election of ELAC members is held annually and all parents of English Learners are to be given the opportunity to participate in this election.
- EL parent officers serving two-year terms are selected from these elected members.
- Meetings are conducted by the parent officers, but meetings are coordinated and publicized by school personnel.

Each ELAC committee then elects at least one parent member and an alternate, to be a representative at the District English Learner Advisory Committee (DELAC).

ELAC Guidelines

- The site administrator, or designee, is responsible for establishing the ELAC

The site administrator is responsible for ensuring that regular meetings take place, at a minimum of 7-9 times per year.

- The Multilingual Services Department advises the site administrator and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.

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- The Multilingual Services Department advises the site administrator and staff on the school's program for English Learners
 - The Multilingual Services Department assists in the development of the school's needs assessment
 - The site administrator, or designee, is responsible for conducting the election of ELAC officers

ELAC Monitoring

The following documentation provided in English and the key languages of the parent members is collected and shared by the site administrator with the Director of Multilingual Services for review:

- Calendar of meeting dates for the school year
- ELAC Officers contact information sheet
- Monthly ELAC agendas
- Monthly meeting minutes/notes from meetings
- Monthly flyers

Training for ELAC Members

SRCS will collaborate with the parent advisory committees to train parents to become effective advocates for their children. Our goal is to build the capacity of the leadership of the parent advisory committees to contribute to their children's education and their school's continual improvement. In order to meet their elected responsibilities:

- ELAC members shall receive training and materials which will assist them in carrying out their **required advisory responsibilities**. (listed below)
- Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training including costs associated with the attendance of members at training sessions.

Required Advisory Responsibilities

- Advising the site administrator and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement* SPSA*.
- Assisting in the development of the schoolwide needs assessment.
- Advising the site administrator on ways to make parents aware of the importance of regular school attendance. Additionally, the ELAC will be well-informed about the Seal of Biliteracy to help make parents aware of this culmination award.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.
- [*English Learner Advisory Committee - Compliance Monitoring \(CA Dept of Education\)*](#)

District English Learner Advisory Committee DELAC

Legal Requirements

- California law requires school districts with 51 or more English Learners to form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. [*District English Learner Advisory Committee - Compliance Monitoring \(CA Dept of Education\)*](#)

Required Responsibilities

California State Law requires that the DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans. Conducting a district-wide needs assessment on a school-by-school basis.
2. Establishment of district program, goals, and objectives for programs and services for English learners.

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3. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
 4. Review and comment on the school district reclassification procedures.
 5. Review and comment on the written notifications required to be sent to parents and guardians.
 6. Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP*).

DELAC Membership Guidelines

Having active, interested, and committed DELAC members brings a parent and community perspective and makes this group a valuable part of the SRCS team.

- Parents or guardians of English learners shall constitute the majority membership (51% or more) of the committee.
- Each school-site ELAC elects one representative and one alternate representative to the District English Learner Advisory Committee during the first or second ELAC meeting of each school year.
- If a DELAC member must be replaced during the school year, the elected alternate will serve for the remainder of the year. At the beginning of the year, the ELAC will elect a new representative to fill the position.

DELAC representatives will be responsible to attend all DELAC meetings and present the information received, at the meetings of the site-level ELAC.

Elections

DELAC members come from each of the schools in the district. Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative DELAC member.

- The election should take place at the first or second ELAC meeting of the year.
- The election will be conducted by the administrator or designee at the school site. All parents of English Learners at the school site are permitted and encouraged to vote.

DELAC Implementation Guidelines

The DELAC will meet and operate according to guidelines contained in state and federal regulations and the DELAC's own by-laws.

- Agendas and minutes of DELAC meetings will be posted on the district's website.
- The administrator in charge of Multilingual Services or designee will serve as the district liaison to DELAC. This person will assist the DELAC Board in the preparation of meeting agendas, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
- The Multilingual Services Department will plan and arrange the meeting details (meeting notices, child care, interpretation services, refreshments, and any other reasonable expectations).
- The DELAC will communicate its ongoing advice to the Superintendent and Governing Board through the administrator in charge of Multilingual Services.

Once per year, the DELAC will make a presentation to the Superintendent and the Governing Board.

DELAC Member Training

In order for all DELAC members to perform the duties laid out by the State, and to ensure that they feel highly prepared to serve in this important capacity, the DELAC meets regularly with the Director of Multilingual Learner Services or designee, to identify training topics needed to assist the committee members in carrying out their legal responsibilities. In order for the committee members to make informed recommendations, the District shall provide each year the following training to DELAC members:

- Goals, rationale, structure, and outcomes of the instructional programs for ELs in SRCS.
- Data included in the annual CALPAD's Language Census – EL*, IFEP*, and RFEP* populations, reclassification, instructional program participation, staffing – and the implications for student achievement.

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- Review criteria and procedures for reclassification of ELs and monitoring of RFEF students.
 - Review notifications for parents or ELs (Enrollment, Notification of Test Results, Annual Notifications).
 - Ensure that current information for parents of ELs is provided in the identified languages other than English and distributed and used uniformly throughout the district at all sites.
 - Invite community organizations, non-profit organizations, and other entities with curricula specific to parents of ELs, to present such curricula throughout the school year.

Parent Involvement

All communities bring from home their culture, life experiences, and languages to the schools where educators learn from this diversity how they can better serve the students in their classrooms.

Priority #6 of the Santa Rosa City Schools strategic plan clearly says that we understand the value of engaging our students' families and our larger community. SRCS commits to providing its resources and educational opportunities equitably to families and to developing lasting partnerships with our community to deepen and expand student success. We acknowledge the importance of trying to avoid time conflicts when scheduling events and the importance of providing interpretation and recognizing cultural events and practices. We will work with these in mind to ensure that the widest parent participation is possible. Events and resources designed to foster this support include:

1. Communication

Mutual trust is the foundation of any partnership. To build and maintain a strong, trusting relationship between SRCS, families, and school communities, communication is key.

Two-way communication between parents and school is a critical part of family engagement as well as a key element for school-site learning about the languages and cultures of the families of the students they serve.

- Schools shall provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English. This includes all written communications sent to a parent or guardian, including, but not limited to progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes.
- Staff will be informed of this policy via professional development, implementation of the EL Master Plan, and during annual presentations.

The following are several types of available parent-engagement communication resources to ensure a welcoming, safe, and affirming environment:

- Family Engagement Facilitators
- Translation (written) and Interpretation (verbal)
- Parent Conferences
- [*Santa Rosa City Schools Parent Information Handbook*](#)

2. Volunteering

When parents and community members participate as volunteers, they bring their diverse cultural and linguistic assets, and students see adults from their community represented. Just as important, the parent volunteers obtain new insight and understanding about school operations and expectations, student needs, and available resources to lift all students to achieve academically. In order to expand the participation of parent volunteers, all schools will:

- Identify and make available volunteer opportunities to assist in the classroom and in other capacities.
- Offer opportunities for District Volunteer Training (also in Spanish) for parent volunteers

3. Decision-Making and Advocacy

In order for parents to know their rights and the educational rights of their children, participation in parent advisory committees is one way to be heard and to learn more about what is possible. Obtaining feedback from parents of English learners through the Needs-Assessment Survey can be a powerful communication tool for change. This feedback will be used to guide each site's Single Plan for Student Achievement (SPSA). The site administrator and all English learner stakeholders will review data from the survey and will address findings with staff, ELAC, and all EL parents. In addition, a specific plan to improve its partnership with parents and families shall be written in each school's SPSA and communicated to the school's faculty, staff, and parents. Each school site shall set aside funds to pay for activities, materials, and translation related to family and community engagement. Schools will make parents aware and encourage them to participate and advocate with the following:

- Needs-Assessment Survey
- ELAC
- DELAC
- Site Council
- District committees
- [*10 Questions to Ask Your School or District about California's English Learner Roadmap*](#)

4. Community Building

Santa Rosa City Schools will host an annual district-wide Reclassification Celebration in which we recognize the incredible achievement of students reaching English proficiency. Graduating students will also be celebrated for attaining the California State Seal of Biliteracy.

In addition, sites are encouraged to host community events such as:

- Biliteracy Pathway Recognitions
- Multicultural family nights

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- Student achievement awards
 - Literacy or Math nights
 - Commitment Ceremonies for parents of new DLI students

Students start their education journey at home. In order for them to arrive at their education destination we need clear and precise directions. The California English Learner Roadmap, adopted by the California State Board of Education, provides such guidance which meshes closely with the Santa Rosa Board of Education Strategic Plan Priorities. Both of these form a strong path to educational achievement guiding the district to the services, materials, professional development, opportunities, and responsibilities to our students, parents, and community.



Reclassification Celebration 2023

***When you learn something from people, or from a culture,
you accept it as a gift, and it is your lifelong commitment
to preserve it and build on it.***

-Yo-Yo Ma, American Cellist

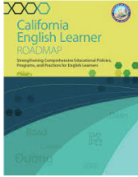
Chapter Six

Program Evaluation and Accountability



SRCS Strategic Priorities

- #1 - Life Ready Learners
- #2 - Whole Person Focus
- #5 - Equity and Excellence



EL Roadmap Principles

- #3 - System Conditions that Support Effectiveness
- #4 - Alignment and Articulation Within and Across Systems

In Santa Rosa City Schools all of us are accountable to the Board’s stated Vision, Mission, and Priorities. [Strategic Plan - Board of Education](#)

This includes students, parents/guardians, educators, and personnel. Federal and State funding for EL programs bring with it legal requirements, responsibilities, and tasks for which we are also accountable. We use the state-adopted California EL Roadmap as guidance. Accountability is achieved by regularly monitoring and evaluating the efforts and outcomes laid out in this plan utilizing the information gained to initiate change and continue forward with what is working.

Meeting the Law Regarding English Learner Programs

Several high court cases such as *Lau v. Nichols*, and *Castañeda v. Pickard*, which are cited on page 14 of the California EL Roadmap, established how school districts must address the needs of English learners.

In 1974, the US Supreme Court *Lau vs. Nichols*, 414 U.S. 563 ruled (9-0) that, under the Civil Rights Act of 1964, a California School district receiving federal funds must provide non-English-speaking students with instruction in the English language to ensure that they receive an equal education. It affirmed the 1970 Memorandum regarding denial of access and participation in an education program due to the inability to speak or understand English in a class action suit brought by parents of Chinese-speaking students in San Francisco, California against the San Francisco school district.

“There is no equality of treatment by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.”

In 1981, *Castañeda vs. Pickard*, set the standard for the courts in examining programs for English learner students. Basically, school districts must be able to answer the following three questions about their programs in the affirmative:

1. Is the program based on an educational theory recognized as sound by some experts in the field or considered a legitimate experimental strategy?
2. Are the programs and practices (including resources and personnel) reasonably calculated to implement this theory effectively?
3. Does the program succeed in producing results indicating that students' language barriers are being overcome within a reasonable period of time?

While *Castañeda* did not require bilingual education programs in order to meet these standards, it did require that “appropriate action to overcome language barriers” be taken through well-implemented programs.

Monitoring Program Implementation

District and site staff will regularly monitor the implementation of all English Learner programs. This will include examining schedules to ensure that each EL student is enrolled in required ELD classes, reviewing EL documents to make sure that all legal requirements are met, and participating in ELD Learning Walks to ensure that English Learner students are receiving rigorous, high-quality instruction in a culturally responsive and affirming climate. Monitoring implementation will consist of the following activities:

Review of Instructional Schedules

- Within the first three weeks of each school year, all schools will turn in the Designated ELD instructional schedules and master schedules to Multilingual Learner Services to ensure that all student proficiency levels are being served appropriately, including students served by an IEP.
- The setting in which dually identified students are receiving Designated ELD should be identified in the student's IEP and noted in the Designated ELD instructional schedules.

Review of English Learner Documents

- All school sites will conduct annual monitoring by reviewing key files and documents, including parent notification, program placement, and assessment results.
- For dually identified EL students, linguistically appropriate goals are included in the IEP.
- This analysis will inform the site administrator, who will determine the next steps for school improvement work.

Santa Rosa City Schools Language Development Approach

Teachers...	Students...
Sustain academic rigor	Develop deep disciplinary knowledge and central ideas of a discipline in all their interconnectedness and interrelationships
Hold high expectations	Engage in high-challenge and high-support tasks that provide multiple entry points
Engage English Learners in quality interactions	Engage in interactions that are both sustained and deep and that build knowledge in relevant aspects of the discipline Engage in a dialogue that is not scripted and builds on the participants' ideas to promote a deep understanding of concepts
Sustain a language focus	Develop disciplinary language, discussing how language works, and highlighting the characteristics of different genres and subject-specific discourse
Develop a quality curriculum (applies across previous items, listed above)	Move from ambiguity to increasing clarity, building their autonomy through engaging in the spiraling development of new concepts, new language, and new skills

SOURCE: Walqui, A., and van Lier, L. (2010). A Pedagogy of Promise. Scaffolding the academic success of adolescent English language learners: A pedagogy of promise. San Francisco: WestEd. Retrieved from: <http://www.WestEd.org/scaffoldingacademicsuccess>

Designated ELD/Integrated ELD Learning Walks

- Site Administrators at every school will conduct Designated ELD and Integrated ELD Learning Walks with support from Multilingual Learner Services. They will use the foundational understandings of the [*Implications of Second Language Development for Classroom Practices*](#)** and the [*Tool: What to Look For in Integrated and Designated ELD*](#)** in the EL Roadmap Administrator's Toolkit to guide their observations.
- Multilingual Learner Services will provide Professional Development in research-based instructional practices, as well as with adopted and supplemental curriculum materials. This work will be guided by the foundational understandings outlined in [*Implications of Second Language Development for Classroom Practices*](#).
- Teachers will receive support from Multilingual Learner Services in utilizing current best practices, to continually develop their pedagogy. This

collaboration among colleagues will help implement effective and legally compliant programs for English Learners.

Ongoing Staff Development

- Santa Rosa City Schools is committed to providing professional development for all educators on research-based proven practices. Professional Development on how to meet the needs of our English learner students is critical. Ongoing collaboration between teachers and EL Specialists supports continual growth for both staff and students.
- Professional Development will be made available for instructional staff and classified support staff in research-based instructional strategies. This will be done in collaboration with the district office.
- Every site administrator will provide opportunities for teachers to receive support from English Learner Specialists and TOSAs.

English Learner Access to Core Curriculum

Principle Two of the California English Learner Roadmap calls for English learners to 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 primary language instruction and scaffolding.

English learner students are enrolled in all content-area classes. All content-area instruction must have English comprehension intentionally scaffolded and integrated into the learning. All teachers will be offered system-wide professional development on these techniques. Schools must show evidence that English learner students experience access, and growth in all core curricular classes, including Advanced Placement, honors, or gifted courses.

The site administrator at every school ensures that English learners all have access to the core curriculum.

Secondary Level

- Principals will work with counselors in the development of the master schedule to prioritize sections to reflect the needs of English Learners. The proposed Master Schedule will be reviewed by the administrators in charge of Multilingual Learner Services and the LARC to determine appropriate placements for English learners.
- Whenever available, and pedagogically appropriate, primary language versions of content textbooks and required literature readings for students will be provided to build background and comprehension.

Elementary Level

- Principals at the elementary level work with their teams to determine appropriate placement and instructional settings for English learners.
- The site TOSA and EL Specialist will assist teachers with creating appropriate ELD groupings by language proficiency levels for Designated ELD Instruction.
- Teachers will be offered professional development opportunities in Integrated ELD strategies to use across all content areas.
- Whenever available, and pedagogically appropriate, primary language versions of content textbooks and required literature readings for students will be provided to build background and comprehension.

Mastery of English

English learners have two major educational challenges; 1) to learn conversational and academic English, 2) to learn the grade-level content identified in the CA standards. This means that their instruction throughout the day needs to be designed to address these challenges in order for EL to achieve academic success.

Designated ELD (d-ELD) is defined as instruction provided 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]*)

Designated ELD is not a small group time with Never-ELs* mixed in. It is designed specifically for EL students who are acquiring English. Teachers should plan with intentionality to target the specific language proficiency needs of the identified group and provide comprehensible input.

- All site administrators will assure that all identified English Learners receive daily Designated ELD, appropriate to their proficiency level.
- All site administrators will assure that Designated ELD is taught a minimum of 30 minutes daily.
- All site administrators will ensure that teachers have adequate instructional materials for the Designated ELD curriculum.
- All site administrators will ensure that teachers of ELD have Professional Development, and time together to plan and share, including attending related conferences by professional organizations, if the budget allows.

Academic Success

In order for academic success to be achieved, English learners need instruction they can understand, either in their primary language or utilizing comprehension-focused instruction.

Language development occurs in and through subject matter learning and is intentionally integrated across the curriculum.

Integrated ELD (i-ELD) is the instruction in which [*The California English Language Development Standards: Kindergarten Through Grade 12*](#) are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English* (SDAIE*). (5 CCR Section 11300[c])

- All site administrators will ensure that all identified English learners receive Integrated ELD provided in their content area classes.
- All schools will monitor their Graduation, Seal of Biliteracy Attainment, dropout, and Reclassification Rates. The Site Administrator will review this information with the entire staff and collaborate to set goals and next steps for any needed improvement.
- All site administrators will ensure that class composition and course paths avoid unnecessary segregation of EL students.

[*Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs*](#)**

- Teachers will be offered professional development opportunities in how to scaffold instruction for English learners using Integrated ELD strategies across all content areas.

Accountability and Support

Evaluating Program Effectiveness

- The site administrator, EL Specialists, and school staff will analyze English Learners' reading and mathematics scores on the district's benchmarks in English and Spanish, ELPAC scores, and CAASPP scores in English language arts and mathematics during academic conferencing after each semester.
- The administrator in charge of Multilingual Services uses assessment data to support site administrators and teacher learning concerning the progress of English learners.

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- Regular professional development is provided to administrators and teachers to support understanding of the California Dashboard's accountability components, for continuous improvement.
 - If the school's data on the California Dashboard indicates achievement goals are not being met and past collaborative efforts have not led to desired outcomes, the district will work with the site to provide greater support in order to achieve stronger outcomes for ELs.

Parent Engagement

The district is firmly committed to promoting varied levels of parental engagement. Principle One of the CA EL Roadmap calls out the importance of building strong family, community, and school partnerships. It calls for programs that value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. To this end, schools will annually assess how well they are meeting these goals which are supported by the Santa Rosa City Schools MVPs Priority #6.

Family Engagement and Community Partnerships Evaluation and Assessment Actions:

- Every school will send a Needs Assessment survey to parents in the second semester and the Site Administrator will report the findings to the DELAC.
- Each school will include parent training for those who choose to participate.
- Each school will collect evidence of participation in events, training, and opportunities to serve in an advisory capacity such as ELAC, Site Council, School Advisory Board SAB*at SRFACS, Bilingual Advisory Board at CCLA, and meetings with the site administrator.
- Each school will document parent participation in ELAC as evidenced in sign-in sheets.
- Each school will collect and examine its data on parent participation in Parent Conferences and Back to School Nights and explore ways to increase and improve attendance.
- Each school should consider using the California EL Roadmap Self-Reflection checklist to assist them in their review of this section. [***Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs***](#)

Language/Literacy Development in Two Languages for Students in Two-Way Immersion Programs

The students of SRCS have access to two, dual language programs. Both are dependent charter schools and they are subject to the same state requirements and regulations regarding English learners, and review by SRCS staff as described in Evaluating Program Effectiveness above:

- Cesar Chavez Language Academy offers its TK-8 program in Spanish and English. The program is open to all students, including students with disabilities and for the greatest language learning, works to enroll at least 45% of English-only students and 45% of speakers of the target language, Spanish. Students begin in Kindergarten with 90% of instruction in Spanish and 10% in English until grade 4 when students receive 50% of instruction in each language. The [CCLA Charter](#) document will clarify any enrollment priorities such as siblings of current students and other considerations.
- Link to the California Dashboard for Cesar Chavez Language Academy [Undefined Summary | California School Dashboard \(CA Dept of Education\)](#)
- **Santa Rosa French American Charter School** offers its TK-8 program in French and English. This link to the charter document contains a great deal of information about the school, its funding, and its program. The [SRFACS](#) charter document.
- The California Dashboard is linked here to look at the school's performance under the California Accountability System. [California School Dashboard \(CA Dept of Education\)](#)

Program Effectiveness Components

1. EL programs are fully implemented across the district.
2. Identification and monitoring of EL students and appropriate placement in the instructional program.
3. EL students attain full English proficiency within 5 years.
4. EL students attain parity of participation in the standard instructional program within 5 years.
5. EL students have access to specialized and accelerated programs including

Honors, AP, IB, and Charter Schools.

6. Engaging ELs in meaningful cultural, social, and academic activities.
7. Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than for Never-ELs.
8. EL students participating in dual immersion programs attaining bi-literacy.
9. Ensuring adequate communication with parents regarding all aspects of the program in an effort to achieve meaningful parent participation.

(See appendix for a list of program evaluation responsibilities by job category) **

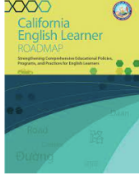
Chapter Seven

Staffing and Professional Development



SRCS Strategic Priorities

- #1 - Life Ready Learners
- #2 - Whole Person Focus
- #5 - Equity and Excellence



EL Roadmap Principles

- #1 - Assets-Oriented and Needs-Responsive Schools
- #3 - System Conditions that Support Effectiveness
- #4 - Alignment and Articulation Within and Across Systems

Rationale

According to NEA, the National Education Association, “*professional learning is a crucial element of the work of all educators throughout their entire careers. The education profession is grounded in a rich professional knowledge base, and education professionals must be well-versed in this knowledge base, as well. In addition, an understanding of the theory and research behind the knowledge base is crucial to guide the thousands of decisions educators make each day. And educators must engage in intentional practice to refine their skills and professional judgment.*

Medicine, law, and education are each examples of professions that require continuous professional learning throughout an entire career. For educators, this imperative arises from multiple factors including:

- **Ongoing research** that expands our understanding of effective practices (e.g., emerging research in such areas as trauma-informed pedagogy and social-emotional learning)
- **The changing landscape of issues and needs** that educators must address in working with students, families, and communities (e.g., changing demographics increasing the number of English language learners)
- **Changes in policies and statutes** that govern the work of educators (e.g., changes in the curriculum requirements for graduation)

-
- **Educators’ evolving professional responsibilities**, particularly when assignments and duties change (e.g., changing grade levels assigned to a teacher, or making a switch to online learning environments in response to a national crisis).

States, districts, schools, policymakers, and unions representing educators in public schools all have a role in helping to create a positive culture in which career-long professional learning is the norm of practice for all educators. Additionally, districts and schools must build their capacity to provide educators with the time, space, support, and systems that promote ongoing, job-embedded professional learning. For that reason, school leaders are fundamental in promoting and nurturing an organizational culture of continuous learning and collaborative practice.” [Teacher Professional Growth | NEA](#)

Professional Development

Goals and Objectives

In order to keep pace with changes in research, issues and needs, policies and statutes, and educators’ evolving professional responsibilities, Santa Rosa City Schools will continue to provide high-quality, research-informed professional development to all classroom teachers, site administrators, district-level administrators, instructional support staff, and other school or community-based personnel to support the teaching and learning of English learners.

Our commitment to all students, including English learners, means that ongoing professional development is needed by, and required of all who work with them. This is to assure that we are prepared and empowered with the up-to-date instructional skills, dispositions*, and cultural proficiency required to work effectively with our English learners.

Core Principles for Professional Development of Teachers of ELs

[Tools and Resources for Staffing and Supporting an English Learner Program](#), taken from the English Learner Toolkit from the US Department of Education, 2015.

These principles form the frame for EL professional development in SRCS.

Principle 1: Build on a foundation of skills, knowledge, and expertise.

Principle 2: Engage participants as learners

Principle 3: Provide practice, feedback, and follow-up

Principle 4: Measure changes in teacher knowledge and skills

Principle 5: Measure changes in student performance

The following specific elements will be a part of our EL professional development sessions:

- Focus on differentiation methods according to the linguistic and academic needs of English learners
- Sharing a vision of the importance of EL education through sharing a collaborative culture
- Time for planning, organizing, and calendarizing
- Family/community involvement: Providing educators with the knowledge and skills to involve families and other educational partners in the academic achievement of English learners
- Follow-up with in-class professional development and professional learning communities to have time to collaborate and reflect on the ELD instructional practice and assessments in order to inform instruction.

Annual Update Sessions on Master Plan Components

SRCS Multilingual Services Department will annually convene a working group of stakeholders to review the EL Master Plan to consider whether any revisions are needed. This will ensure that the EL Master Plan includes up-to-date policies and statutes, advancements in research, and is aligned to the Board's Strategic Priorities.

In order for all sites to be updated on any changes to the SRCS Master Plan for English Learners, the board-approved plan revisions will be introduced to district and site staff annually through a carefully planned collaborative process. The site instructional leaders in partnership with the Multilingual Services Department will implement ELMP update sessions for faculty and staff from each site.

Update sessions related to the EL Master Plan will focus on the following components for each stakeholder group:

For Administrators

Review content in Master Plan for English Learners to identify critical responsibilities for the implementation of high-leverage strategies and action steps

- Facilitate site training
- Carry out action steps: identify goals, objectives, resources needed, barriers, solutions to barriers, alignment to district/site goals, and collect evidence of implementation
- Monitor evidence of staff attendance and implementation of learning

For Certificated Personnel

Review content in Master Plan for English Learners to identify critical responsibilities for the implementation of high-leverage strategies and action steps

- To carry out action steps: identify goals, objectives, resources needed, barriers, solutions to barriers, alignment to district/site goals, and evidence of implementation

Professional Development to Support Instruction and Student Learning

For Teachers, professional development offerings will include:

- SDAIE (Specially Designed Academic Instruction in English)
- GLAD (Guided Language Acquisition Design)
- Utilizing the ELD Standards
- Foundational Reading Skills
- Elementary and Secondary Release Time
- EL Specialists in-classroom support
 - Conduct demonstration lessons and provide feedback to teachers on instructional strategies and classroom practices relating to Designated and Integrated ELD
 - Facilitate collaborative grade-level/department meetings, and study groups to assist teachers in accelerating EL academic achievement

-
- Guide teachers in the use of assessment data, examination of student work, planning and delivery of instruction for ELs
 - Provide direct intervention services to target EL student groups based on identified needs
 - Participate in District Level professional development to support Title III initiatives
 - Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs
 - **Instructional Aides**
 - Budget requested for annual, several-day training on foundations of supporting English learners
 - In-class visits from EL Specialist/TOSA to provide feedback and recommendations
 - **Family Engagement Facilitators**
 - Annual Needs Assessment Survey will be administered to Family Engagement Facilitators to determine Professional Development needs.
 - Professional Development may include: conferences, language classes, community engagement strategies
 - **Library Paraprofessionals**
 - Will work in partnership with the Library Strategic Plan Committee to provide training on culturally responsive literature, prioritizing literature that reflects the community of learners, and a welcoming environment that reflects the culture of the student population.
 - **Front Office Staff**
 - Educational Services will support office staff in annual training on any changes in regulatory requirements for English learners

-
- Educational Services will train office staff in creating welcoming environments including access to language line, translated materials, bulletin boards, and signage

Administrators - Collaborative Leadership Skills

Collaborative leaders regularly seek out a diversity of opinions and ideas among teammates to build strategies and solve problems. As a result, employees are more engaged, feel trusted, and are more likely to take ownership of their work. In order for this plan to be as effective as possible, the following collaborative leadership skills in professional development are recommended:

- The Cycle of Inquiry: data analysis and evaluation
- Operating as professional learning communities (PLCs)
- Supporting Instructional coaching and in-classroom support
- Multi-Tiered Systems of Support
- Academic conferencing
- Data chats
- LARC

Cultural Proficiency

Cultural Proficiency includes the following elements strongly supported by current research and as part of the Board of Education Strategic Vision, Mission, and Priorities (MVP):

- Relationship building **MVP #2, 4, and 6**
- School climate and culture **MVP #4**
- Inclusive environment **MVP #5**
- Culturally relevant curriculum **MVP #5**
- Culturally responsive instruction **MVP #5**
- Parent engagement and outreach **MVP #6**

[*The Cultural Proficiency Framework - Teacher Leadership Institute*](#)

Monitoring of Professional Development and Support

The site administrators, in collaboration with Human Resources and Educational Services, will monitor teacher professional development attendance and participation related to English learner support to ensure that all staff members working with English learners receive relevant professional development and implement it in their classrooms.

The Assistant Superintendent for Human Resources monitors the progress of teachers in training as they fulfill their agreements to complete requirements related to English learner support.

Monitoring of Staffing

- The district ensures that all administrators and teaching personnel whose assignment includes English learners hold appropriate certification to provide necessary instructional services to English learners.
- All site administrators shall hold the CLAD*, BCLAD*, or equivalent teaching certification. All teachers within the district who provide Designated ELD, Integrated ELD, or primary language instruction must be properly authorized.
- All newly hired or currently employed teachers must hold the CLAD or equivalent teaching certification. All teachers who provide primary language instruction must be appropriately authorized with the BCLAD or equivalent.
- Whenever open teaching positions require BCLAD or CLAD certification, the district's Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions.
- The district will not hire any teacher who is not English learner-authorized.

SRCS Staffing Commitment - MVP #3

Recruiting, developing, and retaining excellent educators is essential in order to ensure that SRCS provides English learners with equity and access to an excellent education, ensuring that all ELs achieve at high levels in one or more languages and graduate college and career ready.

The district ensures that all administrators and teaching personnel whose

assignment includes English learners hold appropriate certification, such as CLAD*, BCLAD, or equivalent, to provide necessary instructional services to English learners. The district will actively seek out teachers who hold a BCLAD.

Focusing on our community's need for bilingual educators, SRCS will continue to work in partnership with Sonoma State University's (SSU*) School of Education (SOE*) to increase and diversify the pool of well-qualified bilingual teachers through the North Bay Bilingual Teacher Residency Program, a residency model of student teaching. SRCS will increase and diversify the bilingual teacher pool by (1) building the capacity to implement a successful Teacher Residence Program for pre-service teachers in grades TK-8 and (2) recruiting and retaining high-quality local teacher candidates pursuing an added bilingual authorization who reflect the demographics of SRCS students. SRCS will recruit, prepare, and retain new teachers in the following two areas: (1) Multiple Subject Credential with Bilingual Authorization and (2) Dual Credential: Multiple plus Single Subject Credential with Bilingual Authorization. In addition to being an asset on all campuses, bilingual educators will support the need for bilingual education services in our dual immersion (DI*) programs.

Teacher Credentialing

The District's Human Resources staff will not hire any teacher that is not English Learner authorized with a CLAD Cross-cultural language and academic development certificate (or equivalent) certification. Target* language in bilingual classes will be taught by teachers with a BCLAD Bilingual Cross-cultural Language and Academic Development (or equivalent) certification.

Alternative Bilingual Program Staffing [Bilingual Authorizations \(CL-628b\)](#)

Primary language programs, such as the Dual Language Immersion will be staffed with teachers who hold any of the bilingual authorizations listed and described in Appendix.

English Language Development Staffing

[English Learner Authorization - CLAD Certificate \(CL-628C\)](#)

English language development is taught by a properly certificated teacher who has been trained in the best methodology for teaching English learners. Authorizations for the teaching of ELD are listed in Appendix.

Hiring Priorities and Procedures

Teachers on an interim assignment longer than 30 days (20 days for Special Education) are required to meet the same criteria as teachers seeking appropriate credential authorizations.

Determining Staffing Needs

The administrator of the Multilingual Services Department works closely with the Assistant Superintendent of Human Resources and the Human Resources (HR*) Department on issues of recruitment, interviews, and recommendations to site administrators.

Each spring, the Assistant Superintendent of HR, in consultation with the Director of Multilingual Services and site administrators, works collaboratively to plan for adequate numbers of qualified teachers to fully implement the English learner programs at the school as detailed in the Master Plan for English Learners, including the SDAIE Content courses that are under development SY'23-24 through SY '25-'26. (See Chapter 2 for more descriptive information.)

The site administrator, with support from the Director of Multilingual Services, or designee, will develop a proposed staffing plan for the school, based on the projected enrollment of English Learners. This will include classroom teachers, paraprofessionals, and other support staff.

Recruitment of Teachers for English Learners

In order to supply SRCS schools with an adequate number of high-quality staff for English learners, job announcements emphasizing the need for bilingual certified teachers and ELD teachers may be disseminated to the entities listed in Appendix when SRCS determines the number of new teaching positions estimated to be available during the next school year.

The district may send representatives to local colleges and universities to participate in Career Day activities. The district will provide information concerning district needs for bilingual

teachers and employment opportunities. The district may establish an employment recruitment booth annually at two or more of conferences targeted at educators of English Learners, in Appendix.

Staffing to Sustain the Work of the English Learner Master Plan

The Director of Multilingual Services Works closely with the Assistant Superintendent of Human Resources on issues of recruitment, interviews, and recommendations to site administrators, in addition to ensuring that staffing is adequate to meet the goals of the EL master plan (e.g. Director of Multilingual Services, a district EL TOSAs, English Learner Specialists, SOLL counselors, and Family Engagement Facilitators).

In order to support the needs of the English Learner Master plan SRCS shall establish and/ or continue the following:

- Department of Multilingual Services (Continue)
- Director of Multilingual Services (Continue)
- Coordinator of Multilingual Services (Establish)
- Family Engagement Facilitators (FEF) at each site and in Multilingual Services are bilingual liaisons between all stakeholders. They support students, families, and staff with communication, meetings, assessment, and monitoring, as well as parent involvement and education. (Continue)
- Supporting Our Language Learner (SOLL) counselors at the secondary sites (Continue)
- Social Worker to work with EL students with trauma (Establish)
- District English Learner Teacher on Special Assignment (DTOSA*) with the purpose of providing support to site English Learner Specialists and school sites with implementing EL services (Continue)
- Dual Language Immersion TOSA (DLI TOSA) - Teacher on Special Assignment that supports the dual language programs in SRCS with the purpose of monitoring EL student data, providing professional development and or coaching opportunities to staff, and supporting the site's dual language immersion programs and services. (Establish)

-
- English Learner Specialists - Teachers at each site with at least a 15% EL student population with the purpose of monitoring EL student data, providing professional development and or coaching opportunities to staff, and to support the site's EL programs and services. Those sites with fewer than 15% may share an EL specialist. (Fully Establish)

Currently, 3 elementary and 3 secondary EL Specialist positions are funded on a temporary status. At the time of this update, the following number of schools reflect 15% or more of enrolled English Learners requiring an EL Specialist.

Elementary Schools - 8

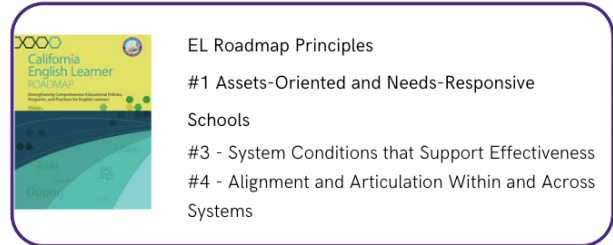
Middle Schools - 4

High Schools - 3



Chapter Eight

Funding



Santa Rosa City School District is committed to allocating and monitoring funding that will support the full implementation of the English Learner Master Plan.

General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies. Categorical funds are used to supplement the base educational program and not to supplant, or take the place of, General Fund monies. The core program is supported by the General Fund. Expenditures are audited annually by the District's Business Office and by external auditors.

Federal and state laws require the California Department of Education (CDE) to monitor the implementation of categorical programs. School districts are responsible for creating and maintaining programs that meet minimum fiscal and programmatic requirements.

Categorical funding and spending in a school district are reviewed and audited with an online or in-person Federal Program Monitoring Review from the California Department of Education.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds:

1. The School Board approves the district Superintendent's goals and objectives. This is a plan to meet the needs of all students.
2. The Superintendent's cabinet identifies and prioritizes needs, based on data analysis and the Superintendent's goals and objectives, and allocates funds and other resources to support those needs.
3. The Associate Superintendent of Business and the Executive Finance Director of Finance and their staff oversee and maintain the district's budget and assist school sites with their budgets.
4. The Executive Director of Finance Services meets with school principals to ensure compliance, presents school and district plans to the Board for approval, and monitors expenditures throughout the year.
5. The site administrator coordinates the development of the school-level plan and prioritization of needs based on data and meets with the School Site Council and ELAC groups before they approve the school plan and budget.
6. The site and District Advisory Committees take the following roles:
 - The School Site Council develops the School Plan for Student Achievement* (SPSA*) and reviews and updates it annually.
 - ELAC members advise and give input on the school-level plan.
 - DELAC gives input on the district-level plan.
7. In the spring of each school year, the Executive Director of Finance and the State and Federal Programs Coordinator convene to review the poverty percentages in each school from CALPADS to determine the preliminary allocation to schools for the following year. Schools are ranked based on poverty percentages. Prior to allocating funds to the Title I schools, the district is required to set aside 15% of the funds, reserved for costs for district parent engagement, students who are in homeless situations, non-profit private schools, and administrative and indirect costs.

-
8. The State and Federal Programs Coordinator works closely with the Business office's budget technicians and meets with schools to advise principals on how to use their Title I funding to meet their low-income and low-performing students' needs, as well as follow their School Plan for Student Achievement (SPSA).
 9. Other Categorical funds such as Title II, III, IV, and VI are managed at the district level.

Budget Plan Review Process

In the fall of each school year, the district and site budgets are shared with the DELAC and site ELACs. In the spring, in preparation for the development of each school's School Plan for Student Achievement and the District's Title III plan, information on anticipated allocations is provided to the DELAC and site ELACs. The English Learner Master Plan is aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to the following:

1. Santa Rosa City Schools Board Policies
2. District Board and Superintendent Goals
3. Local Control Accountability Plan (LCAP)
4. Title III Plans
5. LEA Plan
6. School Plans for Student Achievement (SPSA)
7. Federal Program Monitoring* (FPM*) corrective actions
8. Other relevant federal, state, and local directives

General Fund Resources

General funds are received by the district to provide the base program for all students. General fund spending includes teachers' salaries, core subject curricular materials including district-adopted ELD materials and primary language instructional materials for students enrolled in dual language immersion programs, instructional supplies, and other district services (e.g. transportation, library, Special Education Services, food, health, and

counseling), as well as support systems for program evaluation, monitoring program implementation and student progress.

Local Control Formula Funding (LCFF)

Implementation of the LCFF began in 2013–14. One of the goals of the LCFF is to simplify how state funding is provided to local educational agencies (LEAs). The LCFF creates funding targets based on student characteristics and provides some flexibility to use these funds to improve student outcomes. The LCFF acknowledges that English learner, low-income, and foster youth (EL/LI/FY) students have greater needs that require more resources to address. For each EL/LI/FY student, districts receive an additional 20% of the adjusted base rate per

Supplemental Funds

Categorical funding is financial support from state and federal governments that supplement the General Fund. Categorical funds are allocated for particular categories of students, special programs, or special purposes. Support programs and services for English learners, the homeless and foster youth receive some of these supplemental funds. Categorical funds may not be spent to supplant (take the place of) general funds or other state or local resources. Categorical funds must be used for the purpose for which they are designated. The tables below provide an example of information on the appropriate and inappropriate use of supplemental funds.

student.

Flexibility of Title I expenditures.

- The flexibility in Title I is coupled with multiple program requirements that must be considered in determining allowability.
- Multiple layers of federal and state requirements must be considered to determine allowable costs under the program.

EXAMPLES OF ALLOWABLE TITLE 1 EXPENDITURES Title I Part A*	
Support for ELA, ELD, and Mathematics	<ul style="list-style-type: none"> ● Additional Intervention Support before, after, or during school ● Supplementary Instructional Books and Materials ● Supplemental computer hardware to support student instruction, such as laptops and Chromebook carts
Support personnel	<ul style="list-style-type: none"> ● Teachers on Special Assignment (EL, Migrant, ELA/Math/EL TOSAs/EL Specialists) ● Intervention teachers or Reading Specialists ● Instructional paraprofessionals
Support for other core subject areas: science, visual and performing arts, PE	<ul style="list-style-type: none"> ● Cultural performances ● Uniforms for low-income students ● Field trips ● Supplemental resources to enhance instruction
Capacity building/professional development	<ul style="list-style-type: none"> ● Academic conferences ● Training ● Consultants ● Principal Coaching ● Extra duty pay for curriculum or project development ● Training materials/resources ● Conferences/workshops that support school plan goals for low-income and low-performing students
School climate, parent engagement, family support, and learning environment	<p>The district and each school must set aside at least 1% of Title I allocation for parent engagement activities.</p> <ul style="list-style-type: none"> ● Student Outreach Worker ● Healthy snacks for parent meetings and training ● Parent training/education opportunities ● Speakers for parent workshops ● Parent support materials ● Translation for non-dominant languages in the district ● Support personnel ● Attendance incentives and Home Visits ● Supplemental Parent advisor/community liaison support ● Parent orientations
Examples of Non-allowable expenditures	<ul style="list-style-type: none"> ● Use of funds for services that the LEA was required to make available under federal, state, and local law. ● Cash awards or Gift cards ● Strategies not based on scientific research or with no data to support increased achievement ● Classroom Teacher salaries ● Meals for the staff or parent meetings

Title III English Learner and Immigrant Student Programs is a federal program with the purpose to provide language instruction and academic support to improve the education of TK-12th grade English learners. The funding attached to this program is to be used to help these students meet academic grade-level standards.



Title III
EXAMPLES OF ALLOWABLE EXPENDITURES FOR THIS FUNDING SOURCE

<p>Support for ELA, ELD, and Mathematics</p>	<ul style="list-style-type: none"> ● Academic interventions and professional development ● Supplemental instructional materials that support standards and core program ● Specialized and targeted interventions and professional development ● Extended day/week/year for targeted students ● Primary language instruction/support ● Primary language materials ● Provision of high-quality professional development for classroom teachers, principals, administrators, and other school or community-based organizational personnel ● Upgrading program objectives and effective instructional strategies ● Improving the instructional program for English Learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures ● Extended Learning Opportunities ● Supplemental instructional materials and equipment that support standards and core program ● Specialized and targeted interventions and professional development ● Summer School)
<p>Support personnel</p>	<ul style="list-style-type: none"> ● Teachers on special assignment, EL Specialists ● English/language arts/math/ ELD coaches,intervention teacher ● Instructional assistants/paraeducators ● Multilingual parent advisor ● Multilingual family engagement facilitator
<p>Support other core subject areas: science, visual and performing arts, PE</p>	<ul style="list-style-type: none"> ● Supplementary Instructional materials and equipment ● Professional development
<p>Capacity building/professional development</p>	<ul style="list-style-type: none"> ● Related Academic Conferences and Workshops or Training

	<ul style="list-style-type: none"> ● Consultants ● Principal Coaching ● Teacher stipends ● Teacher substitutes when classroom teachers are released for co-planning ● Training materials/resources ● Conferences/workshops that support school plan goals to advance academic performance ● Healthy snacks
<p>School climate, parent engagement, family support, and learning environment</p>	<ul style="list-style-type: none"> ● Healthy snacks for parent meetings and training ● Parent training/education opportunities ● Speakers for parent workshops ● Parent support materials ● Translation/Interpretation for less commonly spoken languages in the district ● Support personnel ● Bilingual Parent Advisor ● Family Engagement Facilitator ● Bilingual Student Outreach Worker ● Attendance Incentives ● Home visits ● Parent orientations
<p>EXAMPLES OF NON-ALLOWABLE EXPENDITURES FOR TITLE III</p>	
	<ul style="list-style-type: none"> ● Supplanting General Funds money such as purchasing core ELD curriculum with these funds instead of general funds ● Hiring classroom teachers

Glossary

Glossary

-A-

A-G Courses- a series of high school classes that students are required to successfully complete for eligible admission to the California State University and University of California systems

ALPS- Advanced Learner Programs and Services

Alternate ELPAC- California’s statewide alternate assessment for English language proficiency (ELP) for students with the most significant cognitive disabilities.

AP- Advanced Placement courses

ASL- American Sign Language

-B-

BAB- Bilingual Advisory Board (at Cesar Chavez Language Academy)

BCLAD- Bilingual, Cross-Cultural, Language and Academic Development) is another name for the Bilingual Authorization. This authorization training process prepares teachers to meet the needs of English learners in all instructional settings, including bilingual programs in the state of California.

-C-

CAASPP- California Assessment of Student Performance and Progress

CALPADS- California Longitudinal Pupil Achievement Data System

CA EL Roadmap- The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners articulates a common vision and mission for educating English learners and supports LEAs as they implement the State Board policy.

CLAD- An English Learner authorization or Crosscultural Language and Academic Development (CLAD) Certificate is available to all teachers by completion of appropriate coursework or examination.

Categorical Funds- Supplemental funds granted to districts to serve specific categories of students, beyond the base funding for all students.

CSS- California State Standards

CCSS- Common Core State Standards

CDE- California Department of Education

Charter School- public schools that get funding from the state and have greater flexibility in hiring, curriculum, management and other aspects of their operations

CMP- Course Management Portal

-D-

DELAC- District English Learner Advisory Committee

Designated ELD/d-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])

Dispositions- Professional dispositions are the principles or standards that underpin a teacher's success in the classroom. They are the values, commitments, and professional ethics that govern how a teacher acts with students, families, colleagues, and communities.

DOJ- Department of Justice

DTOSA- District English Learner Teacher on Special Assignment

DRA- Developmental Reading Assessment

DL/DLI- Dual Language/Dual Language Immersion Programs

-E-

EC- California Education Code laws pertaining to Education in California

ED- U.S. Department of Education

EEOA- Equal Educational Opportunities Act of 1974

EL- English Learner

ELA- English Language Arts

ELAC- English Learner Advisory Council

ELD- English Language Development

ELAP- English Language Acceleration Program

ELMP- English Learner Master Plan

ELPAC- English Language Proficiency Assessment of California

EL Specialist - Teacher at sites with at least a 15% EL student population with the purpose of monitoring EL student data, providing professional development and or coaching opportunities to staff, and to support the site's EL programs and services.

ELP- English Language Proficiency

EO- English-Only (speakers)

ESOM- Elementary School Office Manager

Exit Criteria- The criteria to determine when an English Learner is ready to reclassify as a Fluent English Proficient speaker

-F-

FEF- Family Engagement Facilitator

FEP- Fluent English Proficient

FLS- Focused Language Study

FPM- Federal Program Monitoring

-G-

GLAD- Guided Language Acquisition Design

GPA- Grade Point Average

Guardian- Legal guardianship is a court order that says someone who is not the child's parent is in charge of taking care of the child. Legal guardians have a lot of the same rights and responsibilities as parents. They can decide where the child lives and goes to school, and they can make decisions about the child's health care

-H-

HLS- Home Language Survey

-I-

Integrated ELD/i-ELD- instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c])

IB- International Baccalaureate

IEP- Individualized Education Plan

IFEP- Initial Fluent English Proficient

ILP- Individualized Language Plan

Interpretation - the process of verbally conveying a message from a speaker of a source language to a target language.

-L-

LARC- Language Acceleration Review Committee

LCAP- Local Control and Accountability Plan

LCFF- Local Control Funding Formula

LEA- Local Education Agency

LGL- Let's Go Learn

LTEL- Long Term English Learner

-M-

MTSS- Multi-Tiered Support System

MVP- Vision, Mission, and Strategic Priorities of the SRCS Board of Education

-N-

NEA- National Education Association

Never-EL- a student whose first language is English

-O-

OCR- Office of Civil Rights

Open House- a school event where classrooms are open to the families of students in order to view student work and to learn more about the school site

OPTEL- Observation Protocol for Teachers of English Learners

-P-

PTA- Parent Teacher Association

PL- Performance Level

-R-

R-30- State required language census

Reasonable Doubt- When a student's Home Language Survey is marked all English, but there is clear evidence that the student does have a language other than English, or the student is unable to perform classwork in English, the LEA can document this information on the HLS and assess the student on the ELPAC. CALPADS Coordinator will enter correction code 1. The Correction of Classification Process At-a-Glance - ELPAC (CA Dept of Education)

RFEP- Reclassified Fluent English Proficient

-S-

SAB- School Advisory Board (Santa Rosa French American Charter School)

SEA- State Education Agency

SEI- Structured English Immersion

SBAC- Smarter Balanced Assessment Consortium

SDAIE- Specially Designed Academic Instruction in English

Seal of Biliteracy- The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of

proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript.

SLD- Spanish Language Development

SIS- Student Information System

SOLL Counselor- Serving our Language Learners

SPSA- Single Plan for Student Achievement

SRCS- Santa Rosa City Schools

SST- Student Study Team

STS- Standards Test in Spanish

-T-

Target Language- In a Dual Language Immersion Program, the language of emphasis, other than English is referred to as the Target Language.

Title I Part A- federal funds help to meet the educational needs of students in California schools. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards

TBD- To Be Determined

Title III- Title III funding is designed to improve the education of English learners (ELs) by helping them learn English and meet challenging state academic content and student academic achievement standards.

TOSA- Teacher on Special Assignment

Translation - is the process of converting the written word from one language into another language in a way that is culturally and linguistically appropriate.

-U-

UC/CSU- University of California/California State University

UDL- Universal Design for Learning

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