



**Adelanto** *Elementary School District*

# **MASTER PLAN FOR ENGLISH LEARNERS**

## **2022-2023**

Academic Services  
Updated June 2022





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## **Adelanto Elementary School District**

*A District of Unlimited Possibilities*

### **2021-2022 Board of Trustees**

Christina Bentz	President
Christine Turner	Clerk
Holly Eckes	Board Member
La Shawn Love-French	Board Member
Stephanie Webster	Board Member

### **DISTRICT OFFICE ADMINISTRATION**

Michael Krause	Interim Superintendent
Dr. Tasha Doizan	Assistant Superintendent of Academic Services
Michael Krause	Assistant Superintendent of Business Services
Carlos Moran	Assistant Superintendent of Human Resources



## MISSION STATEMENT

To prepare every student to be successful in high school, in college, in career, and in the 21st century global community.

## VISION STATEMENT

To be the High Desert’s premier learning establishment where dreams are awakened, academic achievement soars, and integrity leads the way to future success



**Mission:** To prepare every student to be successful in high school, in college, in career, and in the 21st century global community.

**Vision:** To be the premier High Desert’s learning establishment where dreams are awakened, academic achievement soars, and integrity leads the way to future success.

### HOME, SCHOOL, AND COMMUNITY PARTNERSHIPS

- 01) The Board believes that our students, parents, and members of the community are our most valued resource. Every effort will be made by District and school staff to assist and interact with our students, parents, and community in a “family friendly” environment.
- 02) The Board believes that all members of our school community should treat one another with consideration, integrity, and honesty. We honor each person’s individuality, celebrate our community’s diversity, and support school cultures of mutual acceptance and respect.
- 03) The Board values collaborative, productive, and meaningful relationships with all stakeholders to include parents/legal guardians, students, teachers, staff, administrators, Board members, state and local elected officials, and members of the community at large.

### EMPHASIS ON STUDENT SUCCESS

- 04) The Board believes that we have a duty to foster the complete growth and development of each student’s personal and academic potential. We, therefore, are committed to:
  - + Individualized opportunities that respond to the uniqueness of our learners
  - + Rigorous academic standards that ask for the best that each student can offer
  - + Providing learning experiences that will bring our students eventual success in a global economy
- 05) The Board believes that all members of our school community should treat one another with consideration, integrity, and honesty. We honor each person’s individuality, celebrate our community’s diversity, and support school cultures of mutual acceptance and respect.
- 06) The Board values equity and inclusion as a personal and professional responsibility and will strive to create inclusive learning environments in which every child is able to achieve her/his highest potential.
- 07) The Board believes that all members of the school community share responsibility for the learning of all students. Teaching and learning take place in collaborative school and class room cultures that are based on trust, respect, and mutual accountability. Collaboration and effective communication with parents and community members is foundational to our culture.

### SAFE, RESPECTFUL, AND WELL-MAINTAINED SCHOOLS & FACILITIES

- 08) The Board believes the District has a responsibility to provide safe, secure, and well maintained schools and facilities that are accessible to our students, parents, staff, and community members.
- 09) The Board believes that our schools must be warm, welcoming, and promote a positive school climate. We, therefore, are committed to: High behavioral and academic expectations; Fair and reasonable consequences; and Patient and respectful support and encouragement for all students.
- 10) The Board values and promotes practices that ensure a safe and orderly learning and work environment

### HIGHLY QUALIFIED STAFF

- 11) The Board believes in recruiting, training, and retaining highly qualified employees who maintain high moral and ethical character and consistently exhibit a positive example, exemplary attitude, genuine caring, and great enthusiasm.
- 12) The Board believes in holding high expectations for each staff member. Staff are responsible for continuing their professional learning, and embracing research-based educational and business practices that enables continuous growth and improvement.
- 13) The Board believes that excellence requires hard work, patience and persistence. We value a school community where all members never give up on themselves or each other, where obstacles are seen as opportunities, and where all members continually strive to achieve more than was thought possible.

### FISCAL RESPONSIBILITY

- 14) The Board believes every fiscal decision the District makes will be weighed against ALL of our core values.
- 15) The Board believes in ensuring the long term fiscal health of the District by exercising fiscal responsibility, maintaining operational efficiencies, and implementing careful budget development and long range planning.
- 16) The Board believes in allocating appropriate resources necessary to support successful teaching and learning and we use our resources responsibly for the maximum benefit of students.



**Strategic Objectives 2021-2024**

1. Foster a collaborative, team-oriented work culture that is characterized by staff members working interdependently and synergistically to achieve the District’s Mission.
2. Cultivate warm, respectful, inclusive, and safe working and learning environments for staff and students.
3. Involve and engage families in support of student success by implementing effective communication and input-gathering systems; recognizing student success; and providing learning opportunities for families.
4. Nurture a culture of continuous improvement among ALL staff by implementing comprehensive coaching, development, and feedback systems.
5. Implement few, multi-year, professional learning initiatives to strengthen the skill, knowledge, and capacity of teachers to provide high-quality classroom instruction.
6. Implement targeted intervention and enrichment programs and services to accelerate student outcomes.
7. Align fiscal resources to the Local Control and Accountability Plan (LCAP) to support professional learning and collaboration; student success and wellness; school innovation; and family engagement.
8. Inform, involve, and engage community stakeholders in mutually beneficial programs and services for staff, students, and families to meet the District’s Mission.
9. Recruit, hire, train, high-quality staff.
10. Implement a comprehensive performance management system to assess and respond to staff and student outcomes thru the use Key Performance Indicators (KPIs).

**Academic Services Mission**

It is the responsibility of Academic Services to provide district leadership and support for district staff and parents/guardians by coordinating the development of resources, alignment, and implementation of standards, curriculum, instruction, assessments, staff development, and support services to ensure that all our students meet or exceed district and state standards. We believe that all students can learn, and it is our responsibility to see that this happens.



## **Overview of EL Master Plan**

This English Learners Master Plan provides guidance and direction to administrators, teachers, support staff, students, and families regarding English Language Development (ELD). It serves as a practical guide for sites to ensure that consistent and coherent services are provided to every English learner (EL). All educators are expected to implement this plan with fidelity, and we will hold each other accountable for doing so while continuously improving our services and outcomes. Federal case law requires that the main goals of the English Learner Program be to develop English learner fluency in English as effectively and rapidly as possible and to develop mastery of the core curriculum comparable to native English speakers. The State Board of Education’s vision is “all California students of the 21st Century will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society” (SBE 2012). Adelanto Elementary School District is committed to developing academic English language proficiency, a positive self-image, and reclassification to Fluent English Proficient as well as developing an appreciation of the cultural and linguistic diversity English learners bring to the community.

In order to achieve these district and federal goals, Adelanto Elementary School District will:

- Provide all students with high quality curricular activities and lessons addressing the California Standards
- Offer programs based on student need and research-based educational pedagogy
- Provide on-going, high-quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program

All sections of the Adelanto School District EL Master Plan are updated to align with Federal Program Monitoring (FPM) requirements. The document is divided into seven sections as follows:

Section 1: Introduction

Section 2: Identification, Parent Notification, & Reclassification (FPM: EL 2, 6, 7, 14)

Section 3: Instructional Program Options & Materials (FPM: EL 17, 18, 19, 20)

Section 4: Staffing & Professional Development (FPM: EL 15, 16)

Section 5: Funding (FPM: EL 3, 10, 11, 12)

Section 6: Family & Community Involvement (FPM: EL 1, 4, 5)

Section 7: Monitoring, Evaluation, & Accountability (FPM: EL 8, 9, 13)





**Section 1: Introduction**

**District Demographics:**

Adelanto Elementary School District serves approximately 7,800 students in Transitional Kindergarten (TK) through eighth grade. Our students are from diverse backgrounds with 67.4% Hispanic, 18.2% African American, 5.7% Caucasian, and 8.7% other. 100% of our students are eligible to receive a healthy breakfast and lunch at school no charge each school day under the Community Eligibility Provision (CEP) which is part of the National School Lunch Program (NSLP), 16.8% of our students are identified as English Learners, 14.1% are identified as Special Education, 3.4% identified as Foster Youth, and 81.9% of our students are identified as unduplicated as defined in the Local Control Funding Formula (LCFF). There are 14 schools in the Adelanto Elementary School District serving the cities of Adelanto and Victorville. The schools comprise 9 elementary schools serving TK/K – 5th grade students, 2 schools serving K – 8th grade students, and 3 middle schools serving 6th – 8th grade students.

Each school has a focus for their students such as AVID (Advancement Via Individual Determination), STEM (Science, Technology, Engineering, Mathematics), STEAM (Science, Technology, Engineering, Arts, Mathematics), VAPA (Visual and Performing Arts), DI (Dual Immersion), Leadership, Reading, Writing, etc. All of the schools participate in our District-wide PBIS (Positive Behavior Intervention Support) initiative. We also have a District-wide culture of introducing our students to college and career opportunities through study trips and experiences for College and Career readiness.

**English Learner Demographics:**

The following table contains Adelanto Elementary School District data describing the total number and percentage of English Learners (ELs) from 2018-2022. The data indicates that the total percent of ELs has increased 2.9% from 2019-2020 to 2021-2022 and the total number of Redesignated Fluent English Proficient Students (RFEPS) has decreased. The amount of Long-Term English Learners has increased by 5% from 2019-2020 to 2021-2022. Based on enrollment, the Latino/Hispanic subgroup continues to be our highest EL subgroup and all others are statistically insignificant. According to the chart below, the RFEP group continues to demonstrate mastery of the English Language proficiency guidelines as demonstrated through the criteria established for reclassification.

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>Total Enrollment</b>	8248	8116	7732	7769
<b>Percent EL</b>	13.2%	13.9%	15.2%	16.8%
<b>EL Enrollment</b>	1084	1118	1166	1299
<b>LTEL Enrollment</b>	24% 261 students	26.3% 294 students	29.8% 347 students	31.3% 406 students
<b>RFEP (including monitoring)</b>	14% 1,151 students	12.9% 1,038 students	11.2% 865 students	9.2% 714 students



**Diversity and Characteristics of English Learners:**

English learners (ELs) are defined by the CDE as follows: “...those students for whom there is a report of a primary language other than English on the state- approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening, comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs” (CDE Language Census R30-LC). (1).

**Primary language and literacy background:** English learners have varying levels of knowledge, skills, and abilities in primary language and literacy. Older ELs may also have considerable content knowledge in core disciplines, such as science or math. Many ELs continue to develop primary language and literacy in both formal bilingual programs or less formally at home. Other ELs may have very limited schooling backgrounds and may have gaps in literacy skills (e.g., decoding, comprehension) and so will require substantial support in particular aspects of literacy instruction. Even with strong primary language foundations, however, some EL adolescents may struggle to master disciplinary literacy, given the accelerated time frame in which they are expected to meet grade level content area expectations.

**Progress in ELD:** Regardless of their age, primary language and literacy backgrounds, and time in U.S. schools, all ELs should make steady progress in developing English, particularly the types of academic English needed for school success. However, many ELs may have not received the educational support from schooling that they need to continually progress in developing English and for succeeding in academic subjects. These students have been identified as long-term English learners (LTELs) because they have been schooled in the U.S. for six or more years but have not made sufficient linguistic and academic progress to meet reclassification criteria and exit EL status.

AESD ensures that each of our schools is responsible for ensuring that all ELs have full access to an intellectually rich and comprehensive curriculum, via appropriately designed instruction, and that they make steady—and even accelerated—progress in their English language development.

Due to high transiency rates, many of the AESD EL students come to school with a range of cultural and linguistic backgrounds, diverse experiences with formal schooling, lack of proficiency with native language and English literacy, migrant status, and socioeconomic status, as well as lack of socio-emotional supports within the larger residential community. In addition, the community of Adelanto and Victorville, that are both served by AESD, has high poverty, high levels of adult incarceration and high levels of adult illiteracy, each of which impacts the overall school cultures. All these factors are driving forces behind the programs and services that aim to address school success. Focus is on implementation of the CA ELD Standards in tandem with the CA New Standards for ELA/Literacy and other content standards.

**Placement in ELD programs:** Some of the key factors that AESD considers when placing into programs are in line with recommendations from the state and include:

**Age:** It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, who are learning how print works for the first time while also engaging in challenging content learning, and students in



the intermediate and secondary grades, for whom the focus is on increasingly rigorous disciplinary content and complex literary and informational texts.

- For incoming English learners entering U.S. schools in kindergarten, for example, AESD does not have an identified program, but we ensure that they will benefit from participating in the same instructional activities in literacy as their non-EL peers, along with additional differentiated support based on student needs. At AESD, we continue to ensure that at each site the EL coordinators and administration receive training to address the needs of this subgroup. Specially Designed Academic Instruction in English (SDAIE) training is provided to all EL teachers and all our staff is Cross-cultural Language and Academic Development (CLAD) certified.
- English learners who enter U.S. schools for the first time in middle school, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills to fully engage in intellectually challenging academic tasks. At AESD, we have continued to provide full access to the same high quality, intellectually challenging, and content rich instruction and instructional materials as their non-EL peers, along with appropriate levels of scaffolding to ensure success.
- Long-term English Learners are identified as those who have been enrolled in schools in the United States for more than six years and have remained at the same English language proficiency level for two or more consecutive years" as determined by the state's annual English language development test. In addition, the same California Education Code identifies English learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state's annual English language development test the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test. At AESD, the LTEL is at 31/3%, which has increased over time. This large LTEL percent includes a large percentage of special education students who are also identified in this subgroup.

**Standards Based Instruction for English Learners:**

California's 2012 English Language Development Standards (ELD Standards) reflect an extensive review of established and emerging theories, research, and other relevant resources pertaining to the education of the K-12 English learners (EL). This wide body of scholarship and guidance was used to inform the development of the CA ELD Standards. They were also used to ensure that the ELD Standards highlight and amplify those language demands found in the California State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical subjects that are necessary for the development of advanced English and academic success across the disciplines. The California State Standards served as the core foundation for developing the CA ELD Standards, which are intended to guide teachers to support EL's English language development as they simultaneously learn rigorous academic content.

The California State Standards emphasize the need for all students to be able to comprehend and produce complex texts in a variety of disciplines so that they are college and career ready. Research suggests that



teachers can foster, and even accelerate, the development of academic English for EL students through multi-layered and multi-component approaches that incorporate attention to the way English works in different contexts.

The extensive body of theories and research drawn upon to inform and guide the development of the CA ELD Standards demonstrate that effective instruction for ELs focuses on critical principles for developing language and cognition in academic contexts. These principles emphasize both interaction in meaningful ways and the development of metalinguistic awareness in contexts that are intellectually rich and challenging, focused on content, strategically scaffold, respectful of, and resourceful about, the cultural and linguistic knowledge students bring to school (CA ELD Standards, Appendix B).

AESD has a district EL Coordinator and site-based EL coordinators who are trained in ELD standards who use their expertise to work with other staff to ensure the implementation of ELA/ELD standards across all grades (see appendix B for ELD Reference).

**English Language Development Proficiency Levels:**

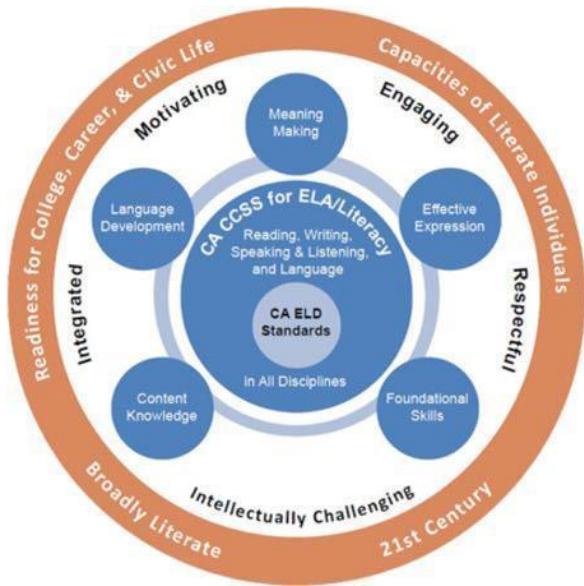
The Proficiency Level Descriptors (PLDs) provide an overview of stages of English language development. English learners are expected to progress through these stages as they gain increasing proficiency in English as a new language. From spring 2018, the five proficiency levels listed under the CELDT have been replaced by the four new proficiency level descriptors for the new ELPAC test. The general performance level descriptors (PLDs) take into account the categories of Emerging, Expanding, and Bridging of the CA ELD Standards adopted in 2012. (See **Appendix C** for proficiency level descriptors). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at each of the three proficiency levels as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards):

<p><b>LEVEL 1</b></p> <p>(1150–1458)</p> <p><b>Beginning to Develop</b></p> <p>May know some English words and phrases.</p>	<p><b>LEVEL 2</b></p> <p>(1459–1498)</p> <p><b>Somewhat Developed</b></p> <p>Can often use English to communicate simple ideas.</p>	<p><b>LEVEL 3</b></p> <p>(1499–1548)</p> <p><b>Moderately Developed</b></p> <p>Can usually use English to learn new things in school.</p>	<p><b>LEVEL 4</b></p> <p>(1549–1800)</p> <p><b>Well Developed</b></p> <p>Can consistently use English to learn new things in school.</p>
<p>corresponds to the “Emerging” proficiency level as described in the CA ELD Standards</p>	<p>corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards</p>	<p>corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards</p>	<p>corresponds to the upper range of the “Bridging” proficiency level as described in the CA ELD Standards</p>



**California ELA/ELD Framework:**

In November 2012, the State Board of Education adopted the new ELD Standards. The purpose of the ELA/ELD Framework is to provide instructional guidance and lesson ideas for TK-12 teachers. It also guides the curriculum development, program design, school leadership and professional development. The ELA/ ELD Framework integrates these two sets of standards and discusses in the terms of the five key themes pictured and listed below (ELA/ELD Framework, Ch 2., p. 4).



**CA ELA/ELD Framework Graphic (Fig. 2.1)**

**Center**

The CA CCSS for ELA/Literacy and the CA ELD Standards with reading, writing, speaking & listening, and language in all disciplines

**Circling the Standards:**

Key themes of the standards:

1. Meaning Making
2. Language Development
3. Effective Expression
4. Content Knowledge
5. Foundational Skills

**Section 2: Identification, Parent Notification, & Reclassification (FPM: EL 2, 6, 7, 14)**

**Home Language Survey**

Language Assessment Clerk	<ul style="list-style-type: none"> <li>• Ensures that the Home Language Survey (HLS) is completed upon initial enrollment as required by state and federal law</li> <li>• Provides translated copies of HLS for initial enrollment</li> <li>• Assists with registration (e.g., HLS station at kinder registration)</li> <li>• Assists with explanation regarding purpose and uses of HLS</li> <li>• Verifies that all questions have been answered for each student</li> <li>• Checks accuracy &amp; completion of HLS to determine testing needs</li> <li>• Requests EL records from previous districts</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Review all incoming cum folders to ensure HLS was completed all EL students were identified upon enrollment</li> </ul>
EL Coordinator	<ul style="list-style-type: none"> <li>• Provide assistance to school sites and answer HLS questions</li> </ul>



California Education & Code, Section 52164.1 (a) contains legal requirements that direct schools to determine the language(s) spoken in the home of each student. A Home Language Survey (HLS) must be completed by a parent or legal guardian upon initial registration of TK-12 students. New students enrolling in California schools for the first time may include, but are not limited to, migrant, immigrant, out-of-state transfers, special education, alternative education, transitional kindergarten (TK), and kindergarten students. Prior to completing the HLS, parents are to receive an explanation regarding the purpose and uses of the HLS, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

**The HLS consists of the following four questions:**

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) See HLS copies in Appendix (English and Spanish versions)

All four HLS questions must be answered, and the HLS form must be signed by parent/guardian. The answers provided for each HLS question are used to determine a student's home language status:

- English Only (EO)
- Possible English Learner – To Be Determined (TBD)

The document becomes a permanent part of the student's cumulative record (CUM). The first, or **initial**, HLS (e.g., TK or K) for a student supersedes any other HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS. A copy of the updated HLS survey is attached as Appendix D.

**Action Plan Next Steps:** Conduct the updated HLS for every student during enrollment

**English Language Proficiency Assessments:**

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

The ELPAC tests four different areas: Listening, Speaking, Reading, and Writing. The ELPAC has been designed so that students, including those with special needs, can participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources that address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do.





**Procedures for Initial English Language Proficiency Assessment:**

1. If the Home Language Survey (HLS) indicates a primary language other than English (Questions 1-3), students will be assessed using the ELPAC.
2. Authorized and trained staff will administer the ELPAC **within 30 calendar days** of the student’s enrollment.
3. Local Scoring Tool (LST) data will be used until official ELPAC results are available to determine the designations of IFEP, RFEP and EL.

**Alternate Proficiency Assessment:**

There are several assessments that can be provided in addition to the ELPAC to determine a student’s need for EL support.

Principal	<ul style="list-style-type: none"> <li>● Ensures that language proficiency testing takes place within 90 calendar days of enrollment English</li> </ul>
EL Coordinator	<ul style="list-style-type: none"> <li>● Communicates with Academic Services to schedule Idea Proficiency Testing (IPT) for new English learners</li> <li>● Shares IPT test results with staff &amp; places copy in yellow EL folder for student’s cumulative record</li> <li>● Updates HLS and AERIES with IPT score &amp; date</li> </ul>
Coordinator of Curriculum and Instruction/Academic Services	<ul style="list-style-type: none"> <li>● Responsible for ensuring coordinators and teachers have been trained and calibrated to administer the ELP</li> <li>● Responsible for ensuring fidelity to assessment procedures across district</li> <li>● Coordinates testing and provides assistance and support to sites</li> </ul>

**Procedures for alternate language assessment:**

1. Initial EL students are further assessed for primary language proficiency to provide additional information to design appropriate instruction and support services.
2. Schools are required to assess each English learner for proficiency in the primary language within 90 calendar days of first enrollment in a California school “to the extent that assessment instruments are available (EC 52164.1[c]).
3. A trained district assessor shall assess students using the appropriate primary language instrument.
4. Home Language Survey (HLS) and AERIES must be updated with IPT score and date.

**Action Plan Next Steps:** AESD has determined the need to administer the IPT for all students in the special education program who are also identified as ELs. This is in response to over identification of ELs as Special Education.



**English Learner Identification and Placement**

◇ **Initially Fluent English Proficient (IFEP):**

A student with a primary language other than English is determined Initially Fluent (I-FEP) if upon entering the public school system, they are ELPAC tested, and they meet the district's criteria for proficiency in English. A student can score Early Advanced or Advanced to be determined I-FEP. Once determined, IFEP students require no further ELPAC testing and are placed in the school's general program.

<p>Students in grades TK-1 are considered to have met the ELPAC criterion for English Proficiency when</p>	<ul style="list-style-type: none"> <li>● Overall performance level is Early Advanced or higher, <i>and</i></li> <li>● Domain scores for Listening and Speaking are at the Intermediate level or higher.</li> </ul> <p>NOTE: If the ELPAC criterion level is met, the domain scores for Reading and Writing are <i>not</i> required to be at the Intermediate level for IFEP designation for TK-1 students.</p>
<p>Students in grades 2-8 are considered to have met the ELPAC criterion for English Proficiency when:</p>	<ul style="list-style-type: none"> <li>● Overall performance level is Early Advanced or higher, <i>and</i></li> <li>● Domain scores for Listening, Speaking, Reading, &amp; Writing are at the Intermediate level or higher.</li> </ul>

● **Reclassified Fluent English Proficient (RFEP)**

Reclassification is conducted twice a year through the District's English Learner Services Personnel. Students are reclassified if they meet several requirements as established by the district. Once students are reclassified, they are taken out of ELL classes and no longer receive ELL instruction. Although students are taken out of the ELL Program, they will continue to be monitored for two years. The purpose of the reclassification (RFEP) process is to document when an English learner has sufficient English proficiency to be reclassified as a fluent English speaker. Once official ELPAC results are received, the reclassification process can begin for K–8 grade students. Teachers, support staff, school administrators, and parents participate in the reclassification process.

● **English Learner (EL):**

Students who score “Somewhat Developed” (Level 2) or below (overall) on the initial ELPAC are designated English learners (EL) and placed in the EL program. They must receive EL services and be re-assessed annually using the ELPAC until they meet reclassification requirements

<p>Principal</p>	<ul style="list-style-type: none"> <li>● Ensures that initial assessments are completed <b>within 30 calendar days</b> of student enrollment &amp; annual assessments are administered during ELPAC window</li> </ul>
<p>EL Coordinator</p>	<ul style="list-style-type: none"> <li>● Attends trainings for ELPAC administration &amp; signs affidavit</li> <li>● Organizes &amp; ensures security of test materials</li> <li>● Oversees test administration</li> <li>● Provides timely updates &amp; test results to all stakeholders</li> </ul>
<p>Coordinator of Academic Services</p>	<ul style="list-style-type: none"> <li>● Responsible for security &amp; assessment procedures across district</li> <li>● Provides training, materials, technical assistance, support, and data collection</li> </ul>





**Documentation & Parent Notification (Appendix E)**

Principal	<ul style="list-style-type: none"> <li>Responsible for parent notification &amp; communication at site</li> </ul>
EL Coordinator	<ul style="list-style-type: none"> <li>Ensures that updates were made for Initial Identification of the HLS in AERIES</li> <li>Places ELPAC labels and documentation in student EL folder</li> <li>Receives a copy of parent notification letters that were mailed from district; places in student Yellow EL folder along with student ELP report.</li> </ul>
Coordinator of Academic Services	<ul style="list-style-type: none"> <li>Prepares parent notification letters for distribution within 30 days of district receiving official results</li> <li>Mails parent notification letters to families</li> <li>Sends a copy of parent notification letters that were mailed within 30 days of the district receiving official results to EL Coordinator to file in the student yellow folder.</li> <li>Reviews &amp; updates all documentation templates annually</li> <li>Provides assistance &amp; support to sites</li> </ul>

Every student has a yellow EL Folder in the CUM files. Below are steps implemented at all sites:

1. Create or update yellow EL folder for student's CUM	<ul style="list-style-type: none"> <li>English Learner Recording Form affixed to the to the front of folder must be completed (Appx E i)</li> </ul>
	<ul style="list-style-type: none"> <li>Update any missing information on English Learner Checklist</li> </ul>
2. File the following documents in student's yellow EL folder	<ol style="list-style-type: none"> <li>Copy of initial Home Language Survey (HLS) or previous district records           <ul style="list-style-type: none"> <li>✓ Ensure the Initial Identification section on the bottom of the HLS in AERIES has been completed.</li> <li>✓ Ensure digital AERIES information matches paper records</li> </ul> </li> </ol>
	<ol style="list-style-type: none"> <li>Language Proficiency Testing (IPT)</li> </ol>
	<ol style="list-style-type: none"> <li>ELPAC Report Label Sheet (Appx E ii)           <ul style="list-style-type: none"> <li>✓ Add new ELPAC labels annually or make notes (if missing label)</li> </ul> </li> </ol>
	<ol style="list-style-type: none"> <li>Copy of annual ELPAC student proficiency level report</li> </ol>
	<ol style="list-style-type: none"> <li>Copy of the appropriate ELPAC Parent Notification letter (Appx E iii)</li> </ol>
	<ol style="list-style-type: none"> <li>Reclassification (RFEP) paperwork &amp; follow-up forms (Appx E iv)</li> </ol>



**Parent Notification Letters:** Parents/guardians shall receive written notification within 30 days of district receipt of official results.

1. District will prepare parent notification letters and envelopes	<ul style="list-style-type: none"> <li>● Insert copy of ELPAC student proficiency level report</li> </ul>
	<ul style="list-style-type: none"> <li>● Insert corresponding Parent Notification letter               <ul style="list-style-type: none"> <li>✓ Initial Fluent English Proficient (IFEP)</li> <li>✓ English Language Mainstream (ELM)</li> <li>✓ Structured English Immersion (SEI)</li> </ul> </li> </ul>
2. District mails parent notification letters	<ul style="list-style-type: none"> <li>● Send a copy of the parent notification letter and student report to EL Coordinator to file in the student yellow cum folder.</li> <li>● NOTE: Translated copies of all letters available in Spanish (Appx E v)</li> </ul>

**Student Reclassification (Appendix F)**

Reclassification is conducted twice a year through the District's English Learner Services Personnel. Students are reclassified if they meet several requirements as established by the district. Once students are reclassified, they are taken out of ELL classes and no longer receive ELL instruction. Although students are taken out of the ELL Program, they will continue to be monitored for two years. The purpose of the reclassification (RFEP) process is to document when an English learner has sufficient English proficiency to be reclassified as a fluent English speaker. Once official ELPAC results are received, the reclassification process can begin for K–8 grade students. Teachers, support staff, school administrators, and parents participate in the reclassification process.

**2022-2023 Guidelines for Reclassification**

**Description**

Under current state law (EC Section 313), identified students who are English learners must participate in the annual administration of the English Language Proficiency Assessment (ELP), but not limited to the state test ELPAC, until they are reclassified to RFEP.

	Assessment of ELP using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to EC Section 60810 (i.e., the ELPAC);
	Teacher evaluation including, but not limited to, a review of the student’s curriculum mastery;
	Parental opinion and consultation; and
	Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age.



**Overall Composite**

<u><b>Grade</b></u>	<u><b>Score</b></u>	<u><b>Level 4 Maximum</b></u>
<u><b>K</b></u>	<u><b>Overall Composite Score</b></u>	<u><b>1700</b></u>
<u><b>1</b></u>	<u><b>Overall Composite Score</b></u>	<u><b>1700</b></u>
<u><b>2</b></u>	<u><b>Overall Composite Score</b></u>	<u><b>1700</b></u>
<u><b>3</b></u>	<u><b>Overall Composite Score</b></u>	<u><b>1800</b></u>
<u><b>4</b></u>	<u><b>Overall Composite Score</b></u>	<u><b>1800</b></u>
<u><b>5</b></u>	<u><b>Overall Composite Score</b></u>	<u><b>1800</b></u>
<u><b>6</b></u>	<u><b>Overall Composite Score</b></u>	<u><b>1900</b></u>
<u><b>7</b></u>	<u><b>Overall Composite Score</b></u>	<u><b>1800</b></u>
<u><b>8</b></u>	<u><b>Overall Composite Score</b></u>	<u><b>1800</b></u>



The LEAs are to establish local reclassification policies and procedures based on the four criteria below:

1. The required Overall Composite Score for the Summative ELPAC is Level 4.
2. Teacher Evaluation
  - a. Use student’s academic performance. Note that incurred deficits in motivation and academic success unrelated to ELP do not preclude a student from reclassification.
3. Parent Opinion and Consultation
  - a. Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
  - b. Provide an opportunity for a face-to-face meeting with parents or guardians.
4. Comparison of Performance in Basic Skills
  - a. For students scoring below the cut point, LEAs should attempt to determine whether factors other than ELP are responsible for low performance on the test of basic skills and whether it is reasonable to reclassify the student.

Grade Span	ELPAC	Basic Skills Criteria			Teacher Evaluation
EL Student is K-2	Overall Score of 4		K-STAR Early Literacy Transitional or Probable Reader 1st-2nd STAR Read 32 PR	K-5 - DIBELS* Next-Score of Benchmark or above on all grade level assessed skills	3 or 4 in ELA
EL Student is 3-5	Overall Score of 4	3rd - 8th CAASPP ELA Summative <ul style="list-style-type: none"> <li>• Nearly Meets with 3 claims (out of 4 “Nearly Meets”)</li> </ul> OR <ul style="list-style-type: none"> <li>• Meets Overall or Exceeds Overall</li> </ul>	3rd - 8th – STAR Reading 32 PR	K-5 - DIBELS* Next-Score of Benchmark or above on all grade level assessed skills	3 or 4 in ELA
EL Student is 6-8	Overall Score of 4	3rd - 8th CAASPP ELA Summative <ul style="list-style-type: none"> <li>• Nearly Meets with 3 claims (out of 4 “Nearly Meets”)</li> </ul> OR <ul style="list-style-type: none"> <li>• Meets Overall or Exceeds Overall</li> </ul>	3rd - 8th – STAR Reading 32 PR	6th-8th - Reading Inventory Basic or Above (English 3-D)	“C” or better in ELA

\*Dynamic Indicator of Basic Early Literacy Skills (DIBELS)



**Reclassified Fluent English Proficiency (RFEP) Students**

The LEAs must monitor student performance for four years after reclassification in accordance with existing California regulations and Title III of the ESEA. EC Section 313(f)(4) calls for a comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

**STEPS at School Sites:**

1. The EL Coordinator or classroom teacher may recommend students for reclassification. Use this form. (Appx. Fi).
2. District-approved assessments will be used to evaluate language and academic achievement. All assessment scores must be current and meet district requirements.
3. Parent/Guardian(s) must be notified of a student's eligibility for reclassification. A conference may be scheduled to review reclassification criteria and student progress. Translation services will be provided as necessary. Parent(s) must sign, and date completed reclassification paperwork. If the parent is unable to attend a conference, a person speaking the parents' primary language shall consult with the parent by telephone.
4. A copy of AESD Reclassification Criteria form is given to the parent/guardian, and in the student's yellow EL folder; the district maintains the original copy.
  - EL Coordinator sends completed applications of reclassified students with official RFEP dates to the Academic Services/EL Services.
5. After reclassification, students will be monitored every 5-6 months for two years using the AESD Reclassification Follow-up Monitoring Form (Appx. Fii).
6. For overview, see Reclassification Process Flowchart on the next page.

Principal/EL Coordinator	<ul style="list-style-type: none"> <li>● Responsible for reclassification process at school site</li> <li>● Coordinates celebration or recognition of reclassified students</li> </ul>
EL Coordinator	<ul style="list-style-type: none"> <li>● Identifies possible reclassification (RFEP) candidates</li> <li>● Consults with parents/guardians for input &amp; approval</li> <li>● Oversees the completion of reclassification paperwork</li> <li>● Updates all EL records (paper &amp; electronic)</li> <li>● Monitors progress &amp; follow-up goals for RFEP students Teacher</li> <li>● Helps identify &amp; monitor RFEP students</li> <li>● Helps completes RFEP paperwork &amp; RFEP follow-up forms</li> </ul>
Coordinator of Academic Services	<ul style="list-style-type: none"> <li>● Coordinates reclassification procedures at district level</li> <li>● Provides training and support to sites</li> </ul>



**Reclassification of English Learners with Disabilities :**

Under current state law, students who are English learners must participate in the annual administration of the ELPAC until they are reclassified as Fluent English Proficient (RFEP). This means **ALL students, including those with disabilities**. The reclassification process in public schools is based on guidelines approved by the State Board of Education and is based on California EC Section 313(d).

AESD should consider research such as Meeting the Needs of English Learners with Disabilities Resource Book, by Jarice Butterfield from the Santa Barbara County SELPA, to provide professional development for EL Site Contacts and Individualized Education Program (IEP) team members to better support dual-identified English learners (ELs with disabilities).

AESD continues to address the needs to provide dual-identified ELs with linguistically-appropriate programs and support services to meet their unique needs. English learners with disabilities, including those with severe cognitive disabilities, will be provided the same opportunities to be reclassified as students without disabilities. AESD utilizes multiple measures and multiple criteria, such as STAR, Lexia, Benchmarks Assessments, ICA data and state assessment data, in determining whether a student has acquired sufficient English skills to perform successfully in academic subjects and meet IEP goals without ELD support.

**Next Steps:**

At this time, the district EL coordinator is setting up institute guidelines, criteria, resources, to address the needs of dual-identified English learners. The EL department will train the **IEP team** on the following:

- Appropriate **measures of English language proficiency (ELP)**
- Appropriate **measures of performance in basic skills**
- **Minimum levels of proficiency** that would be **equivalent to an English proficient peer with similar disabilities** in accordance with district reclassification policies.

In accordance with federal and state law, the **IEP team** may address the individual needs of each English learner with a disability using multiple criteria in conjunction with district reclassification criteria:

Criterion 1: Assessment of ELP using an objective assessment instrument	<ul style="list-style-type: none"> <li>● Including, but not limited to the ELPAC</li> <li>● An alternate assessment may be used to measure the student’s ELP on any or all four domains in which the student cannot be assessed using the ELPAC</li> <li>● IEP team can use the scores from an alternate assessment aligned with the state ELD standards for reclassification purposes</li> </ul>
Criterion 2: Teacher evaluation	Use the student’s classroom performance information based on his or her IEP goals for academic and ELD
Criterion 3: Parental opinion and consultation	The parent or guardian is a participant on the IEP team
Criterion 4: Student’s score on an assessment of basic skills	The IEP team should specify in the student’s IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment)



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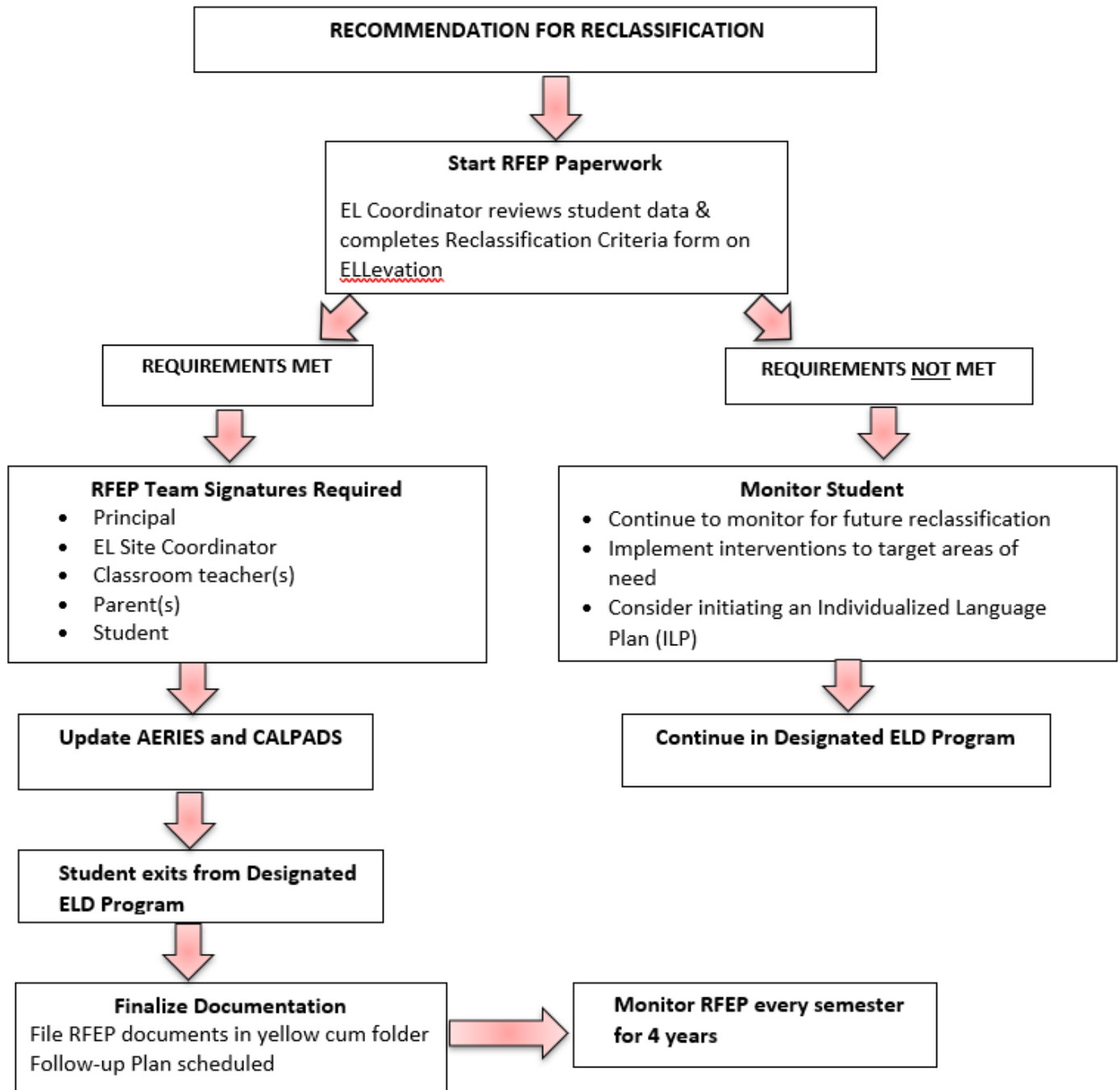
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	Other assessments may be considered that are valid and reliable and designed to compare basic skills of dual-identified ELs to native speakers of English with similar disabilities
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Using this information, the IEP team, including the parent and EL Site Coordinator, and Administrator, will decide whether or not to reclassify a student with disabilities. Other criteria may be used to supplement the four required criteria listed above to ensure the most appropriate decision is made for each student.



RECLASSIFICATION PROCESS FLOWCHART



Section 3: Instructional Program Options & Materials

Overview of Programs for ELs:





All English Learners shall remain in one of the following programs until they become proficient in English based on the district reclassification criteria approved by the Adelanto Elementary School District Board.

**Option 1: Structured English Immersion (SEI)**

A language acquisition program for English Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

The students’ primary language may be used to support their academic growth and development.

Grade	English Language Proficiency (ELPAC)	Recommended Placement
TK-8	All	SEI

**Option 2: Dual-Language Immersion (DLI) Program**

Also referred to as **Two-Way Immersion**, DLI is a language acquisition program. It provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. AESD offers Dual Immersion programs at an elementary site and a middle school site

Grade	English Language Proficiency (ELPAC)	Recommended Placement
Grades K-5	All	Victoria Magathan Elementary
Grades 6-8	All	Melva Davis Academy

The Dual Language Two-Way Immersion Program’s goal is to foster positive cross-cultural competencies for ELs and English-proficient students. Instruction is delivered in both Spanish and English using the 90/10 Dual Language model. Dual language programs promote high levels of academic achievement in all curricular areas and help students achieve full proficiency in both languages.

All English learners in 6-8 are placed in a separate ELD course for Designated ELD support class in addition to a core English language arts class, until they meet reclassification requirements.

Students who have been identified as an EL, may also be identified as Long Term English Learners (LTELs) after six years in the program. In grades 6-8, the majority of students are identified as LTELs.

Each English learner must receive ELD in order to develop proficiency in English and to ensure academic success towards mastery of grade level content standards. The following assessments are used for placement and progress monitoring:

- ELPAC Assessment
- Oral Reading Fluency (ORF)
- Renaissance Learning: STAR Reading



ELD standards are the foundation for this course, but other academic topics are also emphasized:

- ✓ Academic vocabulary
- ✓ Speaking and listening skills through class discussions
- ✓ Academic writing skills in argumentation, summarization, and justification
- ✓ Reading skills across various genres
- ✓ Peer collaboration

Principals are required to annually sign and return an assurance form indicating that all EL students are receiving Designated English Language Development for one period in middle school. (Appendix Fiii)

**Language Support K- 8 : Integrated and Designated ELD Instruction**

According to the ELA/ELD Framework, **“ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.**

The district will continue to train all teachers on the ELD and most importantly bring a sustained focus on the strengths and needs of individual ELs and the persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence.

- ◇ **INTEGRATED ELD:** The ELA/ELD Framework “uses the term integrated ELD to refer to **ELD throughout the day and across the disciplines.** All teachers with ELs in their classrooms will be trained on the implementation of CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. In each class, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. The continued commitment is to develop an understanding of how language is a complex and dynamic resource for making meaning, and language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English
- ◇ **DESIGNATED ELD:** **“Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards** as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. AESD offers 30 minutes of designated ELD at all K-5 grades and a separate ELD class in grades 6-8.

**OVERVIEW OF PROGRAM OPTIONS FOR ENGLISH LEARNERS**

The chart below shows the ELPAC score and the corresponding proficiency level.

ELPAC Overall Score	English Language Proficiency
1	Beginning Stage



2	Somewhat Developed
3	Moderately Developed
4	Well Developed

Instructional placement for English learners is determined by overall proficiency results from the English Language Proficiency Assessments for California (ELPAC). The English Language Development (ELD) standards provide a description of student expectations for each grade and proficiency level.

**Multi-Tiered Design Approach to Meet the Needs of English Learners**

**Tier I: Core Instruction**

Use of evidence-based practices support academic, behavior and social emotional well-being of students. Environments are equitable and inclusive of English Learners. Instruction represents integrated and designated ELD. Assessment is used to improve student outcomes including screening, progress monitoring, benchmark and in a formative and summative fashion.

**Tier II: Targeted Supplemental Supports**

Academic, behavioral, and social-emotional targeted support is provided as a result of data. For English Learners this includes integrated ELD. Intervention effectiveness is measured through ongoing assessment.

**Tier III: Intensive, Individualized Supports**

Support is individualized to meet specific needs, based on assessments. Ongoing assessment data informs desired acceleration and growth of students. For English Learners this includes integrated ELD.

Students will be dismissed from Tier II or III services when students are experiencing success in both Core instruction and the intervention being provided as informed by assessment and data.

**Program Requirements:**

Principals are required to annually sign and return an assurance form indicating that all EL students are receiving Designated English Language Development for 30 minutes each day in grades TK-5. (Appendix Fiii)

1. **All English learners receive designated ELD instruction** at proficiency level by an appropriately certified teacher at a minimum of **150 minutes per week**, including daily integrated English language development and literacy support.
2. Designated ELD is given priority and protected from interruptions.
3. Instruction addresses the ELD standards and targets speaking, listening, reading, and writing skills
4. Parents must be notified of the placement of their child in an English Language Mainstream Program and must also be informed of the opportunity to sign a Parental Exception Waiver to participate in an Alternative Bilingual Program
5. Primary language support may be provided as appropriate for equitable access to core content

**Staffing:**

All teachers must be appropriately certified (CLAD, BCLAD or equivalent).



**Materials:**

1. District-adopted primary language materials are used for the instruction in the core subjects as needed
2. District-adopted and supplemental materials are used for ELD instruction

**Parental Exception Waivers and Waiver Appeal Process (Appendix E)**

Procedures for Granting Parental Exception Waivers (EC310 and 311)

1. Parent must personally visit school to apply for a waiver
2. Waiver requests must be submitted annually
3. Parents will receive a written description of the program options
4. All parental waivers shall be acted upon with 20 instructional days of submission to the school principal
5. Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program... would not be better suited for the overall educational development of the pupil (CCR, Title 5, section 11309 [b][4]) a) In cases where a parental exception waiver is denied, parents/guardians must be informed in writing of the reason(s) for denial and advised of any procedures that exist to appeal the decision
6. Schools are required to offer the Alternative Bilingual program if there are 20 or more approved requests at one grade level Waiver Appeal Process Parents have the right to address the district’s board of education regarding any concerns. Requests to the Adelanto Elementary School Board should be submitted at least three weeks prior to the meeting. Parents may also file a formal complaint under the district’s Uniform Complaint Procedures (CCR, Title 5, sections 11309 [d]). Copies of all parental exception waivers shall be filed at each school site and the district office.

**Dual Language- Two-Way Immersion Program:**

The Dual Language Two-Way Immersion program is the AESD response to California law governing programs for English learners that requires all English learners be placed in English language classrooms unless a parental exception waiver has been granted for an alternative bilingual program. AESD offers Dual Immersion programs at an elementary site and a middle school site

Grade	English Language Proficiency (ELPAC)	Recommended Placement
Grades K-5	All	Victoria Magathan Elementary
Grades 6-8	All	Melva Davis Academy

The Dual Language Two-Way Immersion Program’s goal is to foster positive cross-cultural competencies for ELs and English-proficient students. Instruction is delivered in both Spanish and English using the 90/10 Dual Language model. Dual language programs promote high levels of academic achievement in all curricular areas and help students achieve full proficiency in both languages.

The Introduction to the California Framework promotes bilingualism and biliteracy for ELs, English only students, heritage language speakers and students in world language programs as essential participation in a global society, “Fluency in a second language helps our students be well- prepared to compete in a global



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marketplace” (Introduction, p. 2). The Framework also states, “California has the opportunity to build on the linguistic assets that our English learners bring to public schools while also supporting the acquisition of biliteracy and multiliteracy in students whose home language is English” (Introduction, p. 2).

Dual Language Two-Way Immersion Program K-5	Dual Language Two-Way Immersion Program 6-8
<p>Victoria Magathan Elementary School has served as a Dual Language Two-Way Program for families of Adelanto Elementary School District since 2005.</p> <p>Students may enter this program in kindergarten or 1st grade and continue through 5th grade.</p> <p>The primary goal of the Dual Language Two-Way Immersion program is acquisition of full language proficiency and academic achievement in two languages: English and the target language of Spanish. Students are expected to meet grade level content standards in both languages.</p> <p>Additional Dual Language information is included on the next page and Dual Language Program Commitment forms can be found in the Appendix G. If you are interested in Dual Language enrollment information, please contact Victoria Magathan Elementary School, 760-246-8872.</p>	<p>Melva Davis Academy of Excellence began as the feeder Dual Language Two-Way Program for families of Adelanto Elementary School District in 2016, beginning with 6<sup>th</sup> grade. Students who have completed the K-5 Dual Language Two-Way Immersion Program at Victoria Magathan can continue the Dual Language Two-Way Immersion 6-8 program at Melva Davis Academy of Excellence.</p> <p>Students will broaden skills in cultural awareness and global knowledge while continuing to learn academic content in Spanish. Students will also strengthen Spanish language skills while interacting with other speakers of the language.</p> <p>Additional Dual Language information is included on the next page and Dual Language Program Commitment forms can be found in the Appendix G. If you are interested in Dual Language enrollment</p>
K-5 Program Goals	6-8 Program Goals
<p>Bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for EL’s and English proficient students. Instruction is delivered in both English and the target language of Spanish. Students enter programs in K or 1<sup>st</sup> and continue through 5<sup>th</sup> at Victoria Magathan.</p>	<p>Students who have completed the K-5 Language Immersion Program at Victoria Magathan can continue the Dual Language Two-Way Immersion 6-8 program at Melva Davis Academy of Excellence. Students will broaden skills in cultural awareness and global knowledge while continuing to learn academic content in Spanish. Students will also strengthen Spanish language skills while interacting with other speakers of the language</p>

<p><b>Program Models:</b>          AESD offers a Dual Language Two-Way Immersion model:</p> <ul style="list-style-type: none"> <li>○ Kinder Grade = 90/10 -----90% instruction in the target language, 10% instruction in English</li> <li>○ 1<sup>st</sup> Grade = 80/20 -----80% instruction in the target language, 20% instruction in English</li> <li>○ 2<sup>nd</sup> Grade = 70/30 -----70% instruction in the target language, 30% instruction in English</li> <li>○ 3<sup>rd</sup> Grade = 60/40 -----60% instruction in the target language, 40% instruction in English</li> <li>○ 4<sup>th</sup> Grade &amp; up = 50/50 -----50% instruction in the target language, 50% instruction in English</li> </ul> <p>Note: The Dual Language program requires a Dual Language Program Commitment form for all students.</p>
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Students Served	Program Components	Staffing and Credentialing	Parent Information
<ul style="list-style-type: none"> <li>✓ EL's K-8 who speak the target language</li> <li>✓ EO's, IFEP's, RFEP's from diverse backgrounds may enter the program at any time in Kindergarten and 1<sup>st</sup> grade and continue in the program</li> <li>✓ Students entering the program after 1<sup>st</sup> grade must demonstrate literacy in the target language comparable to students in the program</li> <li>✓ On an individual basis parents may request entry for a K-1 EL who speaks a language other than the target language given sufficient English proficiency as determined by the school.</li> </ul>	<ol style="list-style-type: none"> <li>1. Standards based instruction provided to all students in both languages.</li> <li>2. One teacher and two-teacher models.</li> <li>3. Purposeful and strategic separation of languages during the instructional day.</li> <li>4. At least 50% of the day in target language</li> <li>5. Literacy Instruction: 90/10- Children learn to read and write in target language first</li> <li>6. Daily second language development for all students. EL's in ELD, EO's/IFEP's in target language</li> <li>7. Differentiated instruction in all content areas using sheltered instructional strategies for second language learners of each language, utilizing state-adopted, district-approved core and supplemental materials</li> </ol>	<ul style="list-style-type: none"> <li>▪ Multiple Subject Teaching Credential               <ul style="list-style-type: none"> <li>✓ For teachers instructing in target language: BCLAD or equivalent.</li> <li>✓ For teachers instructing in English only: CLAD or equivalent</li> </ul> </li> <li>▪ In a two-teacher model, minimum CLAD required for the teacher providing instruction I English, preferably BCLAD in grades K-2</li> <li>▪ Preference given to authorized teachers with specialized professional development on Dual Language Programs</li> <li>▪ Teachers must demonstrate native-like fluency in English and the target language</li> </ul>	<ul style="list-style-type: none"> <li>▪ All students: Parent Commitment form is required upon enrollment</li> <li>▪ Site will provide additional information and articulate program design upon student entry to program</li> <li>▪ English learners               <ul style="list-style-type: none"> <li>✓ Parents of EL's whose primary language is not the target language are given individual counseling to ensure that they understand and approve of their child's learning in the new language. These children may require additional home support.</li> </ul> </li> </ul>

**TK-8 Instructional Materials:**

Adelanto Elementary School District has adopted Reading Wonders as the ELA curriculum for grades K-6 and Collections for grades 7-8. *Reading Wonders for ELD has been adopted* for ELD curriculum in grades TK-6 grades and *English 3D* has been adopted for 6-8 grades. Board-adopted materials are being used to ensure alignment with current state adopted content for integrating ELD across content areas.

Subject	Publishers & Instructional Materials
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ELD	<ul style="list-style-type: none"> <li>• K-6 Houghton Mifflin/Harcourt Reading Wonders for ELD</li> <li>• 6-8 Houghton Mifflin/Harcourt, English 3D</li> </ul>
English Language Arts	<ul style="list-style-type: none"> <li>• K-6 English/Language Arts Houghton Mifflin/Harcourt Reading Wonders</li> <li>• K-6 English/Language Arts McGraw-Hill Maravillas 2014</li> <li>• 7-8 Houghton Mifflin/Harcourt Collections 2014</li> </ul>
Math	<ul style="list-style-type: none"> <li>• K-8 Mathematics Houghton Mifflin/Harcourt Go Math 2014</li> </ul>
Science	<ul style="list-style-type: none"> <li>• TK Savvas Elevate Science 2016</li> <li>• K-8 Savvas Elevate Science 2020</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• K-5 History/Social Studies Scott Foresman HSS for CA 2006</li> <li>• 7th History/Social Studies McDougal Littell Medieval and Early Modern Times 2006</li> <li>• 8th History/Social Studies McDougal Littell Creating America, A</li> <li>• History of the U.S. 2006</li> </ul>
Health	<ul style="list-style-type: none"> <li>• K-5 Health Harcourt Health and Fitness 2005</li> <li>• 6th-8th Health Holt Decisions for Health 2005</li> </ul>
Supplemental	<ul style="list-style-type: none"> <li>• 6th-8th Health Holt Decisions for Health 2005</li> </ul>

## SECTION 4: STAFFING AND PROFESSIONAL DEVELOPMENT

### STAFFING :

Adelanto Elementary School District only hires highly qualified teachers who hold appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CTC). The California Education Code (EC) requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. The pertinent statutes include: EC Section 44001, EC Section 44830(a), EC Section 44831, and particularly EC Section 44253.1, which reads:



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“ . . . For these pupils to have access to quality education their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils’ primary languages . . . ”

The California Commission on Teacher Credentialing (CTC) is responsible for establishing the teacher authorization process by which teachers are certified as having specific knowledge, skills, and abilities for providing instruction to ELs. All staff members working with English learners will continue to receive professional development (see Appendix H for professional development topics).

- Recruitment:

AESD participates in recruitment fairs sponsored by universities, colleges, and organizations. Advertisements ARE placed in local newspapers. The Assistant Superintendent of Human Resources and site administrators participate in the recruitment process. Every effort is made to hire and retain authorized teachers. In order to provide a high quality ELD program several individuals work collaboratively:

Principal	<ul style="list-style-type: none"> <li>• Hires &amp; places highly qualified staff appropriately</li> <li>• Collaborates to determine staffing &amp; training needs at site</li> <li>• (Leadership Team, ELAC, teachers, support staff, etc.)</li> <li>• Monitors &amp; evaluates program and staff</li> </ul>
Assistant Superintendent of Human Resources	<ul style="list-style-type: none"> <li>• Oversees district recruitment, hiring, &amp; placement of staff</li> </ul>
Assistant Superintendent of Academic Services	<ul style="list-style-type: none"> <li>• Coordinates &amp; implements district staff development and teacher training</li> </ul>
Coordinator of Academic Services	<ul style="list-style-type: none"> <li>• Updates EL Master Plan &amp; monitors implementation •</li> <li>• Provides support &amp; guidance to site leadership</li> </ul>

### Professional Development:

Adelanto Elementary School District will provide professional development to improve instruction for English learners and all students. Training will be ongoing at the district and site levels. Information regarding conferences and out-of-district training will also be made available.

## SECTION 5: FUNDING

### Basic And Supplementary Resources:

District general funds provide an appropriate core curriculum for each EL student. Resources include staff, curriculum materials, instructional supplies, and other district services available to students. Throughout the year, school site personnel purchase materials, both basic core and supplemental, as needed. Site requisitions are reviewed by district level staff to ensure monies are used appropriately. Staff at schools review school inventories and make purchasing recommendations based on site populations and need. Schools receive





regulations, guidelines, and suggestions/recommendations for materials and expenditures from the Academic Services department.

Principal and EL Coordinator	<ul style="list-style-type: none"> <li>Responsible for reviewing &amp; ordering materials</li> </ul>
Superintendent of Academic Services	<ul style="list-style-type: none"> <li>Oversees materials adoptions, ordering of materials and reviews requisitions</li> <li>Informs principals of allocation of funds</li> <li>Reviews requisitions</li> </ul>
Coordinator of Academic Services	<ul style="list-style-type: none"> <li>Assists with curriculum orders</li> <li>Provide assistance and support</li> </ul>

**Title III Funding**

Title III resources are used to provide English learners with supplemental services and materials. This includes, but is not limited to, the following:

- Hiring supplemental teachers
- Purchasing supplemental teaching materials and assessment instruments
- Providing additional staff training to develop instructional skills to better support ELs
- Expanding English learner parent involvement and participation opportunities
- Providing other reasonable expenses, this may include translation services and training of parent groups.

**Private School Consultation & Participation:**

Local educational agencies (LEAs) that receive a Title III Limited English Proficient (LEP) student program subgrant are required to serve EL students enrolled in private schools whenever the administration of a particular private school requests to participate in the program. Private schools should identify those pupils being considered for participation in the Title III program and administer a Home Language Survey using the same version as used by the local educational agency (LEA). In addition, an approved language assessment selected by the LEA as a result of consultation with the private school officials should be administered. The LEA is responsible for the oversight and costs of initial identification. The LEA must develop a Memorandum of Understanding (MOU) with each private school that requests to participate in Title III. The MOU, should at a minimum, include a description of the services and/or products to be provided, the estimated costs, and the dates of provision. The costs of the products and/or services provided to private schools should be proportionate to the number of EL students enrolled in the private school and should be equitable when compared to the Title III services provided to public school students.

**SECTION 6: PARENT AND COMMUNITY INVOLVEMENT**

In AESD, parents are an integral part of the educational partnership that includes students, staff, and community members. Parents of English learners must be well informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and



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district to educate and help parents clearly understand the educational program options and opportunities for their children. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners. In AESD, parent educational opportunities and workshops offered are geared to empowering parents to serve as their children’s advocate while also developing their own parental skills.

Principal and EL Coordinator	<ul style="list-style-type: none"> <li>● Facilitate site English Learner Advisory Committee (ELAC)</li> <li>● Attend District English Learner Advisory Committee (DELAC) meetings</li> <li>● Communicates with parents and families on a regular basis</li> <li>● Provide translated information and documentation as needed</li> <li>● Provide opportunities for parent education and involvement</li> </ul>
Coordinator of Academic Services	<ul style="list-style-type: none"> <li>● Oversee parent committee procedures for ELAC &amp; DELAC</li> <li>● Provide parent education support to site leadership EL Services Department</li> <li>● Provide assistance and support regarding parent notification, translation, implementation of ELAC/DELAC, and parent education</li> </ul>
Parents/Guardians	<ul style="list-style-type: none"> <li>● Participate in parent education opportunities, school activities, &amp; parent committees</li> <li>● Complete Home Language Survey (HLS)</li> <li>● Review student assessment results and progress reports</li> <li>● Attend meetings and review and sign paperwork</li> </ul>

Parents are engaged in Adelanto Elementary School District:

### **Parent Committees**

- ✓ English Learner Advisory Committee (ELAC)
- ✓ District English Learner Advisory Committee (DELAC)
- ✓ School Site Council (SSC)
- ✓ District Parent Involvement Committee
- ✓ PTA/PTSA
- ✓ Parent Advisory Committee (PAC)

### **Parent Education**

- ✓ Parent educational opportunities and workshops
- ✓ English as a Second Language classes
- ✓ Head start Preschool
- ✓ District/School Parent Meetings

### **School, District, & Community Events: Back-to -School, Carnivals, Open House & Family Nights**

- ✓ Awards, Celebrations & Holiday Events
- ✓ Sports, Games & Competitions
- ✓ City of Adelanto Community Activities



## **ENGLISH LEARNER ADVISORY COMMITTEES (ELAC)**

AESD schools have English Learner Advisory Committee (ELAC) parents and community members who work collaboratively with school staff and administration to help ensure that the site and district's EL program is well-planned, effectively implemented, and ultimately successful in achieving its goals for English learners. ELAC officers are elected representatives and meet monthly. Committee members serve for two years. Election procedures, meeting requirements, and sample agendas for implementing the ELAC can be found in the AESD ELAC Procedures Handbook provided to the schools by the Academic Services. ELAC agendas, sign-in sheets, and minutes are submitted to Academic Services after every meeting for review and filing. The principal is responsible for following ELAC protocol and providing training in required areas as identified in the AESD ELAC Procedures Handbook that is provided and updated by the Academic Services. Training is also provided in areas that the site committee requests. In addition, each school's ELAC elects a district DELAC representative and an alternate.

### **Roles & Responsibilities of ELAC:**

- Assist in the development of the school's plan for services to English learners
- Have input into the school's needs assessment
- Assist in the school's efforts to make parents aware of the importance of regular school attendance
- Review data regarding the diversity and language needs of students at their site
- Provide input into the School Plan for Student Achievement (SPSA) and the district's Local Control Accountability Plan (LCAP)

## **DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)**

**When there are 51 or more EL students in a district**, a District English Learners Advisory Committee (DELAC) shall be formed. The AESD DELAC is composed of representatives from the school level ELACs and interested school and district staff. The majority of the members are parents of EL students who are not district employees. Committee members serve for two years. Committee members will be trained in regards to their roles and responsibilities and will be kept apprised of issues, policies, and information that relate to EL programs. District staff and DELAC members plan the yearly meeting schedule in order to meet district and parent needs. Meeting notifications are emailed or mailed to all members at least one week prior to the meeting. Agendas and minutes are translated, and a Spanish interpreter is available at each meeting. In addition, DELAC members representing individual schools act as a liaison between the DELAC and ELAC. The DELAC representative will present information received at the DELAC to the ELAC.

### **Roles & Responsibilities of DELAC:**

The DELAC serves as an advisory body to the school district governing board on each of the following tasks:

- a) Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services, that takes into consideration the SPSAs,
- b) Conducting of an LEA-wide needs assessment on a school-by-school basis,
- c) Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE adopted EL Roadmap Policy,



- d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements,
- e) Review and comment on the LEA’s reclassification procedures, and
- f) providing input regarding the LEA’s existing language acquisition programs and language programs, and, where possible, the establishment of other such programs; and
- g) training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities
- h) Roles and Responsibilities will be carried out according to the following timelines and district processes

**SECTION 7: MONITORING, EVALUATION, AND ACCOUNTABILITY**

**PROGRAM EVALUATION:**

Principal	<ul style="list-style-type: none"> <li>● Oversees program evaluation procedures at school sites</li> <li>● Collects data and submits required paperwork to district</li> </ul>
EL Coordinator	<ul style="list-style-type: none"> <li>● Assists with the program evaluation process at school site</li> <li>● Oversees collection of data</li> </ul>
Coordinator of Academic Services	<ul style="list-style-type: none"> <li>● Coordinates EL program evaluation procedures at district level</li> <li>● Coordinates the development of the Title III plan</li> <li>● Provides assistance and support regarding assessment &amp; evaluation data</li> <li>● Monitors English Language Acquisition reporting and data</li> </ul>

The goal of program evaluation is to provide information about the effectiveness of Adelanto Elementary School District EL services. The information provides guidance to district and school sites for implementation, monitoring, and improvement of programs for English learners. An EL student folder will be updated and housed in the cumulative record of each English learner. The purpose of the student record is to document and monitor English language development, assessment, and redesignation. The folder contains copies of the Home Language Survey, ELPAC labels and/or current ELP assessment results, parent notification letters, and redesignation paperwork.

At the start of the year, the district EL coordinator reviews the ELPAC scores of students with each site ELD coordinator mainly to see who can be reclassified. The calendar of meetings for the year is scheduled and selected dates are identified for monitoring and professional development. We look at the configuration of the ELD programs at each school and collect the Principal Assurances (Appendix Fiii) for implementation of the district designated ELD program. Based on enrollment, the materials inventory is completed to ensure that sufficient resources are available for each site program. During this month, an introductory training on processes and policies is conducted with all ELD coordinators.

Every month DELAC meetings are scheduled to ensure communication with site ELACs. It is also a requirement that the EL Master Plan is reviewed and refined at the DELAC meetings to ensure that steps identified in the



plan are being reviewed and implemented. The EL Master Plan is also reviewed with site administrators and ELD coordinators. Meetings with ELD coordinators are scheduled six times a year during which ELPAC training is provided, instructional materials training is conducted, data is analyzed, and best practices are discussed. EL program discussions are also on the principal's monthly meeting agenda and additional trainings are scheduled with site administration based on data and program needs.

The district coordinator is required to attend at least one meeting with site ELACs to better understand site-based issues. Additional meetings are scheduled with the Aeries support staff to monitor data uploads related to EL students. District wide assessment data is also reviewed with ELD coordinators. Time is spent monitoring EL students with disabilities to ensure we are not over-identifying ELs for Special Ed services. Monitoring of EL students with disabilities has become a priority as the district continues to assess the special education program.

#### **GOVERNANCE AND RESPONSIBILITIES:**

##### ◇ **Quality Program Implementation:**

Successful program implementation depends on the presence of three critical elements: the commitment of the entire school community, the availability of qualified staff, and the timely allocation of sufficient resources. The district administration and school sites have essential and unique roles in program implementation.

**District Administration:** District administration includes office of the Assistant Superintendent of Academic Services , Director of Academic Services and Coordinators of Academic Services who are committed and trained to successfully implement EL programs and services. Qualified and well-trained staff support EL access to instructional materials, supplies, equipment, staff development resources, and adequate facilities. The focus of the district administrators is to provide supervision and guidance with curriculum development, program compliance, improvement, evaluation and data analysis, master plan updates, and updates to Title III, LEA Plan Goal 2, CON APP and Local Control Accountability Plan (LCAP) to ensure quality program implementation.

**School Site:** The responsibility of school sites is to determine how to best deliver services to students. The distribution of the EL student population and the diversity of the school community are important factors to be taken into account when planning EL programs. The Master Plan for English Learners is a guide for program implementation, planning, and development of School Plan for Student Achievement (SPSA). School sites are encouraged to work with district administration and review data from assessments and parent surveys to design programs that best meet student needs. Program quality is measured and monitored by effective use of resources, planning, program adjustments, and ongoing staff development. Ongoing training of site ELD Coordinators and administrators allows for monitoring and support throughout the year.

**Community:** Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils and English Learner Advisory Committees (ELAC) have the responsibility to assist in the on-going program planning and evaluation through committee and school activities. Parents will have discussion and input on LCAP, Title III, EL Master Plan, and SPSA updates.

**English Language Acquisition Data and Reports:** The District Technology Department, with support from the Academic Services Department, maintains a district and state database that supports the CALPADS data on the



English Language Acquisition status of students in the district. Each year the CALPADS submission window opens during which time local educational agencies (LEAs) may view certification reports of their English Language Acquisition Status students (including English learners and fluent English proficient students) along with Title III Eligible Immigrants data for all applicable students in CALPADS. In addition, the coordinator works with state assessments such as ELPAC and CAASPP.

## Student Evaluation and Monitoring Academic Achievement:

Academic achievement is monitored at the federal, state, and district levels with the systems, assessments, and resources listed below. The district reviews the data dashboard with the Board of Education and the community to assess the progress of EL students towards meeting proficiency in the state standards. Students who are not making progress are monitored at the site level by site administration and ELD coordinators. English language development is monitored at the state and district levels with the assessments and resources listed below

**Federal and State:** Under the ESSA mandates, the EL student progress is monitored through the ELPAC that has been adopted for full implementation.

**State:** California Assessment of Student Performance and Progress (CAASPP) System is the Summative assessment for ELA and mathematics in grades three through eight. Additionally, the annual ELPAC monitors EL student progress.

**District:** The district conducts District Benchmarks and evaluates academic proficiency in ELA and mathematics Benchmarks across TK-8. The district also assesses teacher made assessments, STAR reading and other supplemental data such as LEXIA and class reports.

The district will introduce

- IDEA Proficiency Test (IPT) to measure the native language proficiency of TK through 8<sup>th</sup> grade students Language Matrices Rubrics to help monitor speaking and listening development across proficiency levels
- Individualized Language Plans (ILPs) are to be developed for all students who are not reclassified by grade 4 and 5 so that they do not become LTELs in the sixth year.

## English Learner Program Effectiveness Monitoring and Evaluation Plan

In keeping with the LEA Plan, the district has selected benchmarks and yearly goals for English learners in the subject areas of ELD, English language arts and mathematics. These achievement objectives reflect the amount of time an EL student has been enrolled in the program of language instruction (SEI or alternative bilingual) in the district, and use consistent methods and measurements to reflect this achievement:

- ✓ English Language Proficiency Assessments for California (ELPAC)\*\*
- ✓ California Assessment of Student Performance and Progress (CAASPP) Proficiency scores
- ✓ District Assessment System



**Ellevation**

The district uses data from ELlevation to monitor for reclassification. This is a web-based software platform with a focus on student and classroom-level information that combines information from AERIES and Power School. Data directly supports the monitoring of EL and RFEP students for:

- ✓ Individualized Language Plans (ILP) which is under consideration for reducing the number of LTELs
- ✓ Tracking of student plans, goal setting, and meetings
- ✓ Digital versions of state and district forms/letters
- ✓ Collection and storage of teacher evaluation data & observations
- ✓ Flags students ready for reclassification according to district RFEP criteria

◇ **Evaluation Guidelines:**

Adelanto Elementary School District has set the following annual goals for EL students in the area of ELD, English language arts and mathematics. ELD growth is measured by the ELPAC\*\*. English language arts and mathematics are measured by the California Assessment of Student Performance and Progress (CAASPP)\* or equivalent.

ELPAC Level	Beginning Stage	Somewhat Developed	Moderately Developed	Well Developed	RFEP
Timeline toward reclassification, based on ELPAC level** at the time of initial enrollment year	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year
		1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
			1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
				1 <sup>st</sup> year	2 <sup>nd</sup> year
					1 <sup>st</sup> year
CAASPP*	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standards Met or Exceeded

Every year, the district ELD team develops the goals for the following year which is presented as part of the EL Master Plan annual report to the board. This document is provided both with updates of the previous year’s goals and the new goals for the following year.



ANNUAL EL MASTER PLAN ACTION PLAN (FPM)						
	Actions to be completed	Responsible	Due date	Completed		Progress Notes Annual Goals 2022-2023
				Yes	No	
1.	Implement annual Principal Assurance Checklist (FPM) to ensure ELD instruction	Principals	September 30 annually			Annually
2.	Develop Individual Learning Plan (ILP) to monitor 4 <sup>th</sup> and 5 <sup>th</sup> grade <b>to prevent</b> LTELs	District and site ELD coordinator & Principal				
3.	Develop ILPs for progress of LTELs in 6-8 grades <b>to reduce</b> LTELs					
4.	Implement ITP to address over-identification of EL/SP Ed	District and site ELD coordinator, Sp Ed site admin.	Oct, Jan and April			
5.	Implement reclassification for special ed students during IEPs- training Special Education, EL Coordinators, and Administrators on exit criteria	District and site ELD coordinator, Sp Ed site admin.	Annually			Annually