

Millbrae Elementary School District

English Learner Master Plan



2020-2021

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Acknowledgements

The Millbrae School District Master Plan for English Language Learners was developed with the committed effort and collaboration of the following individuals:

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Goals & Objectives

The primary purpose of the Millbrae Elementary School District English Learner Master Plan is to provide a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services. The Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELAC); the evaluation of English learner programs; and the use of state and federal funds for EL programs and services. Implementation is largely influenced by resources related to the 2012 CA ELD Standards, the 2014 English Language Arts (ELA)/English Language Development (ELD) Framework, and the California English Learner Roadmap.

Guiding Principles of the California English Learner Roadmap

The California English Learner Roadmap will guide the district to continuous improvement of the EL program over time. The Roadmap emphasizes four principles and approaches to teaching and learning that result in a more powerful, twenty-first century education for all English learners.

Principle One: Assets-Oriented and Needs-Responsive Schools

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

Principle Two: Intellectual Quality of Instruction and Meaningful Access

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

Principle Three: System Conditions that Support Effectiveness

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

Principle Four: Alignment and Articulation Within and Across Systems

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

Initial Identification & Assessment

Home Language Survey

The Home Language Survey (HLS) is completed upon initial enrollment into California schools.

- Which language did your student first learn to speak?
- Which language does your child most frequently speak at home?
- Which language is spoken by adults to students at home?

Students for whom there is at least one response other than English to questions 1, 2, or 3 are designated as having a primary language other than, or in addition to, English, and must be assessed with the Initial English Language Proficiency Assessments of California (ELPAC) within thirty calendar days of enrollment. For students who are transferring from another California school district, the first Home Language Survey (HLS) completed by the parent at the time of initial enrollment in a California school district will be the one that is valid.

Initial & Annual Assessment on English Language Proficiency

The State-approved instruments used for language assessment are the ELPAC Initial Assessment and the ELPAC Summative Assessment. The Initial ELPAC is a screener and will determine whether the student will be classified as Initial Fluent English Proficient (IFEP) or as English Learner (EL). The Initial ELPAC will only be given to the student one time for initial classification.

The ELPAC Summative Assessment measures student progress toward meeting the California English Language Development Standard (ELD Standards), which describe the English language skills that student's need to succeed in school. It is given each spring to students who have been identified as English Learners.

Alternative Language Assessments for Students with Disabilities

Each English learner with disabilities is to be assessed for English language development using accommodations, modifications, or alternative assessments for the ELPAC as specified in the student's IEP or 504 Plan.

The students with the most significant cognitive disabilities, and whose individualized education program (IEP) team has designated the use of an alternate assessment can take the Alternate ELPAC. The Initial Alternate ELPAC provides information to help the IEP team determine a student's initial classification as an EL student or as IFEP; and the Summative Alternate ELPAC provides information on annual student progress toward ELP and supports IEP team decisions on student reclassification as fluent English proficient.

Classifications

English Learner (EL) - A student who comes from a home in which a language other than English is spoken and who has been assessed as non- or limited-English proficient

Initial Fluent English Proficient (IFEP) student - A student who has been assessed as fluent in English

Notifications

Parent Notification

The following notifications regarding identification, assessment and placement are provided to parents:

- Initial Parent Notification – notification of testing and child’s language designation
- Annual Parent Notification –notification of testing
- Initial and Summative ELPAC result notification

Translation of Information and Interpretation for Parents

District and site notices (such as newsletters, phone messages, school communications), are provided in English and in the languages where more than 15% of the school’s population speak a language other than English. Each school site and the District Office have identified personnel and translation services that can provide adequate translation of written materials and can assist in oral interpretation for meetings and phone communication with parents.

Reclassification

Criteria

Reclassification is the process that determines whether an English learner should be reclassified as Fluent English Proficient (RFEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English. Reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified.

1. Assessment of English language proficiency (ELP), using the state test of ELPAC; with an Overall Performance Level of 4
2. Comparison of the performance in basic skills against the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
3. Teacher evaluation of a student's academic English skills and abilities.
4. Parent/guardian opinion and consultation in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.

Once all information is documented, the student's status is changed to "RFEP", and the school is provided with documentation for the teacher and a copy is filed in the cumulative file (cum file). Students who do not meet all criteria remain classified as "EL" (English learner).

Under current state law (EC Section 313), identified students who are English learners must participate in the annual administration of the ELPAC until they are Reclassified Fluent English Proficient (RFEP).

Reclassification Follow-Up Procedures

Each reclassified student will be monitored for four years. The teachers complete the Follow-up Monitoring form once during a school year. Students who do not demonstrate satisfactory progress are targeted for additional monitoring. Forms are maintained in the student's cumulative file.

Instructional Program Placement & Description

English Learner Services

Millbrae Elementary School District establishes and implements instructional programs that enable English learners to develop full proficiency in their use of the English language, which in turn provides them with access to the core curriculum.

For the purpose of ensuring receipt of appropriate instructional services in any instructional setting, students will be placed in one of the following programs:

- **Structured English Immersion (SEI)/Mainstream Program (All schools):** 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 ELD and access to grade level academic subject matter content.
- **Secondary English Learner Newcomer/Beginner Program (Middle School):** Instructional program taught in English for English learners who have been enrolled in U.S. schools for fewer than 2 years and are just beginning to learn English.
- **Long Term English Learners (LTEL) Program (Middle School):** Instructional program taught in English for students who have been enrolled as English Learners for 5 years or more and not yet met reclassification criteria. Students receive accelerated instruction aimed to help them reclassify and have success to all academic program options.

English Language Development (ELD) and Specially Designed Academic Instruction (SDAIE) may take place in any setting. MESD is committed to providing English learners with high-quality instruction that adheres to the following:

- Instructional programs will incorporate an enrichment, rather than remedial approach, establishing high expectations for all students;
- All programs will provide a rigorous instructional program designed to accelerate learning and develop Academic English;
- Program models will reflect the use of research-based practices;
- All programs will provide students with access to grade-level content
- Designated ELD shall be provided by skilled teachers during a protected time within the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build to and from content instruction in order to develop critical language ELs need for content learning in English
- Integrated ELD shall be provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and

other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English

Instructional Materials

Grade Level	English Language Arts/English Language Development (ELA/ELD) Materials (include but are not limited to)
K - 5	English Language Arts (ELA) and English Language Development (ELD): California McGraw Hill - Reading Wonders California McGraw Hill – Reading Wonders ELD Supplemental English Language Development (ELD): Imagine Learning
6- 8	English Language Arts (ELA) and English Language Development (ELD): Amplify Supplemental English Language Development (ELD): iLit Inside

English Learner Intervention Plan

When students are not meeting expected growth in English proficiency or are sustaining deficits in content areas the district employs a number of multiple measures to monitor student progress including: ELPAC, SBAC Assessments (Smarter Balanced Assessments of California), ADEPT (A Development English Proficiency Test), English Language Arts (ELA) and Math District Benchmarks, Curriculum, Assessments, Standards Based Report Cards (K-5), and Core Grades (6-8). School sites maintain specific assessments for monitoring student progress, particularly at the elementary levels under the direction and guidance of the principal. If a student is not meeting the expected progress for his/her grade level considering his/her number of years in the English Learner program, the student receives the most appropriate support and intervention services.

Principals will collaborate with teachers as well as site and district leaders to coordinate efforts to assist the English learner students, provide consistent monitoring of progress, determine appropriate student placements and interventions, and communicate with the Educational Services department. Throughout the school year, student data reports, targeted student lists, and other monitoring forms will be generated by sites.

Special Education

English learners are eligible for special education opportunities. Once identified and placed, “appropriate action” to develop English language proficiency and to remove language barriers becomes part of the Individualized Education Plan (IEP). The student’s entire constellation of needs is addressed in the IEP, including ELD and primary language support. Special Education providers will conduct ongoing collaboration with classroom teachers and EL specialists.

Special Education referrals of English Learners must include documentation of all attempted interventions, their duration, and outcomes that have occurred in the general education classroom to provide success for EL students experiencing multiple difficulties. Multiple criteria must be used for assessing/identifying students for special education services in order to distinguish educational needs based on disability separate from educational needs based on lack of English proficiency.

When ELPAC Testing Special Education EL students with an IEP, the IEP team will determine which possible test variations, accommodations and/or modifications the student may need in order to participate in the ELPAC testing.

Any alternative assessment(s) the student will use must be identified in the IEP.

Special Education EL students will receive appropriate instruction in their classroom placement as determined by their IEP.

Parent Outreach, Involvement and Advisory Committees

Millbrae Elementary will ensure that parents and families of English learners are actively and meaningfully involved in the education of their children. MESD will communicate effectively with the parents and families of English learners in ways that are ongoing, meaningful, and comprehensible and will ensure that the parents and families of English learners are full partners in the decisions that affect their children.

English Learner Advisory Committee (ELAC)

Each California public school with 21 or more English learners will form an English Learner Advisory Committee (ELAC). At sites where an ELAC is established, the committee shall establish by-laws that set forth officers, procedures, and other legal requirements. Each site shall maintain records of the agendas and minutes of all ELAC meetings.

Composition Requirements

Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise at least 25 percent of the ELAC membership. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

Elections

Parents/guardians of English learners must have an opportunity to vote and elect the parent members of the ELAC. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). If a member is replaced during the year, the replacement serves for the remainder of the school year.

Responsibilities

The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA). The ELAC shall assist the school in the development of the school's needs assessment and ways to make parents aware of the importance of school attendance.

District English Learner Advisory Committee (DELAC)

Each year the MESD establishes a District English Learner Advisory Committee (DELAC). The committee shall consist of duly elected representatives from each school in the district that have an enrollment of 51 or more English Language Learners. Representatives from the schools shall be elected by each site English Learner Advisory Committee (ELAC).

Responsibilities

The majority of the members of the DELAC shall be parents of EL students and not employed by the District. The committee shall meet at least four times per school year. The date of the first meeting shall be determined by the Language Development Leader. Subsequent meetings shall be set by the Committee.

The Committee shall follow established by-laws that set forth officers, procedures, and other necessary requirements.

The purpose of the Committee shall be to advise the District Administration and Governing Board regarding:

- The development and any necessary revision to the district's master plan for educational programs and services for English Learners.
- Review and input on the Local Control Accountability Plan (LCAP)

Staffing & Professional Learning

Administration and leadership teams will provide opportunities to develop a deeper understanding of teaching English Learners by sharing research-based instructional practices at faculty, department, grade-level meetings, and continuous collaboration. On-going professional learning will:

- Build a broader repertoire of effective EL instructional strategies.
- Provide teachers and administrators with professional development focused on research based instructional strategies for improving achievement of ELs
- Provide on-going professional learning to enhance teachers' understanding and use of adopted materials and assessments for ELs.
- Identify early, appropriate interventions to help EL students learn
- Improve student engagement strategies
- Involve parents of EL students in their children's education
- Understand and use assessments to improve classroom practice and student learning
- Roles and Responsibilities (see chart on next page)

Role	Responsibilities
Assistant Superintendent	<ul style="list-style-type: none"> Oversees parent committee procedures, facilitates and implements the DELAC. Ensures that composition requirements, elections, and tasks are met. Reviews ELAC records. Provides support with the implementation of ELAC.
Principals	<ul style="list-style-type: none"> Ensures that the Home Language Survey (HLS) is part of the registration process at the school. Implements program/services (EL block, ELD curriculum, and tutor support) at school, places students in appropriate classrooms, validates implementation of program/services, monitors student progress, and provides support for teachers Facilitates formation and implementation of ELAC Analyze assessment data and discuss the implications of EL student performance
School Secretaries	<ul style="list-style-type: none"> Enters TBD (to be determined) for all new students to the district into the Student Information System (SIS) Confirms the Initial Entry into the US date in the Student Information System
EL Coordinator	<ul style="list-style-type: none"> Verify and maintain primary language data in Student Information System Responsible for and oversees all ELPAC and ADEPT (A Developmental and English Proficiency Test) test administration. Collects and maintains EL data. Follows testing procedures. Ensures testing is completed within the timelines designated Maintain procedures for testing and data collection Provides training and support Maintains the implementation/completion of the Initial Identification results and all parent notifications based on the timeline requirements Reclassification – Coordinates procedures at district level, maintains distribution and collection forms, oversees procedures at site level, ensures parent input is obtained and approves all documentation, enters information into Student Information System, provide school sites with Reclassification Certificates Analyze assessment data and discuss the implications of EL student performance
Teachers	<ul style="list-style-type: none"> Implement program/services, provide appropriate instruction, monitor student progress Reviews testing results and provides an evaluation of classroom academic achievement for reclassification and follow-up monitoring. Submits evidence of achievement as needed Analyze assessment data and discuss the implications of EL student performance Examine evidence of learning demonstrated in student work Plan effective teaching opportunities and enrichment lessons to accelerate learning for EL students Plan and implement effective ways of providing language support and accelerating language acquisition EL's focusing on Integrated and Designated ELD
ELD Tutors	<p>Under the supervision and guidance of the Principal, Teachers and EL Coordinator:</p> <ul style="list-style-type: none"> Assist with the implementation of programs/services, provide language assistance and support Administer both Initial and Summative ELPAC and ADEPT (A Developmental and English Proficiency Test) Distribute and collect all reclassification and reclassification follow-up information

Authorization of Teachers & Staff

All teaching personnel whose assignment includes English Language Learner students will hold appropriate authorization to provide necessary instructional services to English learners. Teachers must hold a valid California teaching credential and one of the following authorizations:

- Cross cultural, Language, and Academic Development (CLAD) Certificate or English Learner Authorization
- Bilingual Authorization (previously issued documents: Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate or Bilingual Certificate of Competence)
- Bilingual Cross cultural Specialist Credential
- Certificate of Completion of Staff Development (SB 1969, SB 395, AB 2913, SB 1292)
- Single Subject – World Language: English Language Development (ELD)
- AB1059

Funding

Funding and resources are allocated according to requirements specified by the Education Code, state regulations and district policies and procedures.

Currently, the state uses Local Control Funding Formula (LCFF). This is a state-level redistribution of funds, which include supplemental and concentration funds to provide additional services for English learners, low income, and foster youth students. In addition, Title I and Title III funds may be used.

Allowable funds are to be utilized to promote the academic achievement of English learners; to support the involvement of English learner parents; and to strengthen compliance with state and federal mandates. For more detailed information see respective Local Control Accountability Plans posted on the MESD website.

Accountability & Evaluation of Programs

Evaluation and Monitoring of Program Effectiveness

MESD is committed to monitoring the implementation of its English Language Learner policies, programs and services, and to evaluating their implementation as well as their effectiveness annually in order to hold itself accountable to the defined English Language Learner goals. Decisions to continue, modify, or discontinue programs and/or program elements are based on analysis of results. Evaluations of programs examine both student outcomes and progress towards MESD identified Goals and Objectives

English Language Learner Program Goals

- English Master Plan will be implemented fully and consistently across the district
- Students will achieve proficiency in listening, speaking, reading, and writing English equal to that of their native English speaking peers as rapidly as possible through English Language Development Instruction
- Students are provided Designated English Language Development instruction at the appropriate developmental level of language proficiency
- Students are properly assessed in all modes of language (listening, speaking, reading, and writing) as they advance toward full English competence
- Instructional personnel will be trained to implement effective instructional programs and teaching strategies for English Language Learners
- Students will have equal access to a challenging core curriculum through Integrated English Language Development
- Students are provided meaningful activities and instruction that lead to a positive self-esteem and appreciation of their culture and language
- All efforts will be made to increase the level of parent and community awareness, involvement, and support in meeting the educational needs of English learners

Evaluation of English Language Learner Program and Services

The District's evaluation process with respect to English learners is designed to do the following:

- Determine the impact of the instructional program on language development
- Assess academic achievement
- Assess the strengths and weaknesses of the instructional program
- Make modifications for any elements of the instructional program that are not effective

- Elicit recommendations from ELAC and DELAC committees and through the District's LCAP stakeholder meetings

Glossary

ELPAC - The English Language Proficiency Assessments for California is the required state test for English language proficiency that must be given to students whose primary language is a language other than English.

English Learner - English learner students are 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.

ELAC - English Learner Advisory Committee. This committee is required at schools with more than 20 English learners. The committee provides input to the school site council and to the district ELAC (DELAC).

ELD - English-Language development is a specialized program of English language instruction appropriate for the English learner (EL) student's (formerly LEP students) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing.

FEP - Students who are fluent-English-proficient are the students whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP on initial identification and students redesignated from limited-English-proficient [LEP] or English learner [EL] to FEP). (R30-LC) IFEP (initially identified as fluent English proficient) refers to new enrollees who are identified by testing and classroom performance in English Language Arts as fluent the first time they are tested in California. RFEP (reclassified fluent) refers to students who once were English learners, and have been "reclassified" as fluent, based on testing and other factors. RFEP students are able to compete effectively with English-speaking peers in mainstream classes.

Reclassification (also "redesignation FEP") - This is the process of determining when an English learner has acquired the English skills necessary to succeed in grade level class work.

SDAIE - Specially Designated Academic Instruction in English (SDAIE) is an approach to teach academic courses to English learner (EL) students (formerly LEP students) in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP and English-only students in the district. Students reported in this category receive a program of ELD and, at a minimum, two academic subjects required for grade promotion or graduation taught through (SDAIE).

SEI - Structured English Immersion. Classes where EL students who have not yet met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in an English language acquisition process for young children in which nearly all classroom instruction is in English but consists of a curriculum and presentation designed for children who are learning the language.