Madera County Superintendent of Schools

MASTER PLAN FOR ENGLISH LEARNERS

Career and Alternative Education Services (CAES)

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CAREER AND ALTERNATIVE EDUCATION SERVICES (CAES) MASTER PLAN FOR ENGLISH LEARNERS

	MCIA		PTC		CAES
	English Learners	RFEP	English Learners	RFEP	TOTAL Enrollment
2014-2015	102	0	52	0	546
2015-2016	90	0	40	0	544
2016-2017	83	1	51	0	554
2017-2018	75	0	36	3	455

Madera County Superintendent of Schools (MCSOS) Career and Alternative Education Services (CAES) programs have diverse student populations. In 2014-15, more than 28% (or 154) of the students in the CAES schools were English Learners (EL). The primary language spoken at home for most of these students was Spanish. Although our schools have students in grades K-12, the majority of EL students are in grades 9-12. In the last four years, there have been four students that have been reclassified, based on results of the California English Language Development Test (CELDT), and other local requirements.

MCSOS MISSION

The mission of the Madera County Superintendent of Schools is to identify and provide programs, services, and resources for the benefit of students, families, school districts, agencies, and the community.

CAES Division Mission Statement for English Learners: The MCSOS CAES Division affirms and welcomes a diverse range of English learner (EL) strengths, needs, and identities. We are committed to prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California. (EL Roadmap, 2017)

MCSOS VISION

The vision of the Madera County Superintendent of Schools is to enhance the quality of life through education.

CAES Division English Learner Vision Statement: English Learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. (EL Roadmap, 2017)

POSITION STATEMENT

The purpose of MCSOS' English Learner (EL) program for students enrolled in the CAES Division is to:

1. Develop the listening, speaking, reading, writing and comprehension skills in English for those students whose primary language is other than English
2. Enhance students' self-esteem
3. Promote cross-cultural understanding
4. Provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary.

This plan will operate under the four guiding principles of the English Learner Roadmap, which are:

1. Assets oriented and needs-responsive schools
2. Intellectual quality of instruction and meaningful access
3. System conditions that support
4. Alignment and articulation within and across systems

The MCSOS' CAES Division EL Master Plan is in place to ensure a commitment from all personnel to provide the best possible educational services for English Learner (EL) students and aligned to the California EL Roadmap SBE Policy, which states:

1. The passage of the California Education for a Global Economy Initiative (CA Ed.G.E. Initiative), Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC) sections 300, 305–306, 310–311, 320, 335.
2. The implementation of the State content standards and curriculum frameworks featuring evidence-based practices and exemplary services for English learners as described in the SBE adopted documents.
3. The implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP).
4. Changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

GOAL

Identified EL students will have equal access to curriculum and instruction provided to all students. These students will learn English, make progress based upon their individual needs, through academic instruction, and experience success. The fundamental goal of the program is that students will function successfully in the English language and be college and career ready equipped with 21st century skills.

PART I: IDENTIFICATION OF ENGLISH PROFICIENCY

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 not English. State and federal law requires districts administer a state test of ELP to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

1. One for the initial identification of students as English learners (ELs).
2. One for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Initial ELPAC Assessment

Upon entering the CAES, operated by the MCSOS, the state mandated Home Language Survey (HLS) is completed. The HLS is to be completed by a parent or guardian when the student initially enrolls in a California school. If available, CAES counseling staff collects the HLS and assessment information from the student's previous program. The following steps are used to identify Initial ELPAC eligible students upon receipt of the HLS:

1. HLS identifies a language other than English or American Sign Language.
2. Student has not previously been tested with the California English Language Development Test CELDT/ELPAC
    a. Student does <u>not</u> already have an English Language Acquisition Score (ELAS) of English Learner (EL), Initial Fluent English Proficient (IFEP), or Reclassified as Fluent English Proficient (RFEP) in California Longitudinal Pupil Achievement Data System (CALPADS).
    b. Student has no scores for the CELDT in CALPADS and in the Local Scoring Tool (LST) for Initial ELPAC scores.
    c. Student's cumulative file does not contain CELDT/ELPAC scores.

The Initial ELPAC is given to students in grades K–12 whose primary language is not English to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their individualized education plan.

The Initial ELPAC is a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at http://www.elpac.org or the CDE Initial Assessment Fact Sheet at

https://www.cde.ca.gov/ta/tg/ca/documents/initialelpacfactsheet.pdf

The Initial ELPAC administration window is open from July 1 through June 30.

The Initial ELPAC measures the ELP in the four domains of listening, speaking, reading, and writing; and is used to identify students as being either fluent in English (IFEP) or an English Learner (Intermediate or Novice). It is administered only once during a student's time in the California public school system and locally scored results are a student's official score. The following definitions apply:

Initial Fluent English Proficient (IFEP)
Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Intermediate English Learner
Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas.

Novice English Learner
Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

CAES Division Initial ELPAC Assessment Process

Upon a student's first enrollment in the CAES Division of MCSOS, staff will:

1. Administer a home language survey (HLS). If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary/native language, the student must take the Initial ELPAC - if they have never taken it before.
2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.
3. Administer the Initial ELPAC by a trained ELPAC test examiner.
4. Use the Local Scoring Tool (LST) to produce the official score.
5. Submit a classification of English Learner (EL) or initial fluent English proficient (IFEP) into AERIES, which automatically feeds CALPADS.
6. Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.
7. Conduct a classification review if requested. Notify the parent/guardian of results.

Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP). If the student is classified as IFEP, the ELPAC administration process stops.

CAES Division Summative ELPAC Assessment Process

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as an English Learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to do well in school.

The Summative Assessment is given only to students in grades K–12 who have been identified as English Learners. These students will take the assessment every year until they are reclassified as Fluent English Proficient. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education plan.

The Summative ELPAC is a paper-pencil test administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at http://www.elpac.org.

The Summative ELPAC administration window is open from February 1 through May 31.

For additional information visit the CDE ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/.

Summative ELPAC Level Descriptions

Level 1
English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level, as described in the 2012 ELD Standards.

Level 2
English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.

Level 3
English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the "Bridging" proficiency level through the upper range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.

Level 4
English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate in less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

ELPAC Summative Performance Level Descriptors: (Also add as appendix item.)
https://www.scoe.org/blog_files/ELPAC%20ELD.pdf

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELDStandards
Level 1	Emerging
Level 2	Expanding -low
	Expanding -mid
Level3	Expanding -upper
	Bridge -low
Level 4	Bridge-upper

While California's English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging) the Summative ELPAC Assessment measures the four levels listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing and listening. Students will receive ELD instruction and services based upon their Summative ELPAC Assessment proficiency level.

EL Student Folders

An orange EL folder is maintained for each EL. An EL folder should be established as initial testing is completed. The purpose of the folder is to assist the teacher, parent, school, and district administrators with program placement and development, student monitoring, and reclassification. The following items are placed in the EL folder:

- The Home Language Survey (a copy of the initial survey if available) or Home Language Data Assessment Sheet
- Assessment results from all initial and annual CELDT assessments (if available)
- Copies of the parent notification letters about the results of assessments (as available)
- At the time of reclassification, the reclassification checklist and reclassification form.

PART II: PLACEMENT OF STUDENTS

All CAES Division EL students will have full access to the types of high quality curriculum and instruction called for by the California State Standards for ELA/Literacy and other SBE adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development. All CAES Division students are placed in either a full or "blended" independent study program – with the exception of the Juvenile Hall students.

Designated ELD

Designated English Language Development (ELD) will be provided as protected time during the regular school day for any EL student requiring this level of support. Designated ELD is when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. The California ELD Standards (adopted 2012) will drive the instruction during the Designated ELD period, with support from the students' specific California State Content Standards for each of their specific topics.

Integrated ELD

All CAES Division EL students will receive Integrated ELD instruction, with the focus on their specific California State Content Standards and support from the California ELD Standards.

Transfer of Students

When students transfer in or out of CAES Programs:

- All relevant data regarding the student's English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school.
- Students newly entering the program will have the relevant assessment, academic progress, and placement information entered into the student data system.
- When the site receives the student information packet from the former school/program, the record will be reviewed by the counseling staff or site principal to check for any relevant data pertaining to English Learner status and/or services provided in the former program.

Parent Notification

Parents receive a written explanation, in English and the primary language, of the district programs for English Learners, (Structured English Immersion (SEI), English Learner mainstream, and Alternative Bilingual Education) along with the parent notification and assessment results.

PART III: INSTRUCTIONAL PROGRAMS

All students enrolled in CAES programs are served in English mainstream classrooms with required supports, including support in their primary language, as needed.

Integrated and Designated ELD

- English Learners receive integrated ELD instruction in all academic classes, and also receive designated ELD instruction.
- Designated ELD instruction is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker.
- Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners to learn the content and academic language used in each lesson.

English Language Development (ELD)

- ELD instruction appropriate to the English proficiency level of each EL is scheduled during the regular school day.
- ELD is provided by an authorized teacher.
- ELD classes consist of students at the same level, or “one level plus” according to ELPAC test results.
- Activities that will promote cross-cultural understanding and the development of a positive self-image is provided.
- English Only students may not be placed in ELD; EO students are placed in an ELA intervention class if language support is needed.

English Language Development Curriculum

The California ELD Standards (2012) guide the ELD curriculum for English Learners. Based on the ELD standards CAES will provide the current state adopted curriculum materials in both designated and integrated ELD. In addition, schools purchase supplemental materials with other site funds to support standards-based ELD instruction.

CAES provides English Learners with instruction using materials deemed appropriate and specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

Assisting Students in Recouping Academic Deficits

An individual intervention/learning plan assists English Learners with recouping academic deficits incurred while learning English. CAES utilizes a variety of extended learning opportunities to provide additional support for reading, writing, speaking, and listening across the curriculum. Odysseyware, an electronic course program, may be used to recoup deficits in all courses, and has built-in features to support the needs of English Learners. In addition, Odysseyware offers pre and post tests in all subject areas, and includes remediation classes in Language Arts.

Extended learning opportunities may include one or more of the following: before school/intersession programs, extended day activities, and/or intensified strategies that facilitate student mastery of grade level standards.

Progress Monitoring for English Learners

Teachers monitor EL students' classroom work in a variety of ways depending on the teacher's instructional practices. Formally, student progress is monitored using one or more of the following:

- ELPAC Testing
- Smarter Balanced formative assessments
- Classroom performance-based assessments
- Grades
- Teacher observation
- Other measures.

PART IV: STAFFING AND PROFESSIONAL GROWTH

Staffing

All teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services.

Professional Learning

In addition to providing appropriately certificated teachers, CAES will provide learning opportunities that result in further developing the skills of personnel to provide appropriate instructional services to English Learners.

Administrators, counselors, teachers, and others will be provided on-going training opportunities that include, but are not limited to, the following:

- Strategies to assist students in the development of a positive self-image
- Cross-cultural understanding and teaching methodology
- English Language Development (ELD) teaching methodology
- Developing Positive Student/Teacher Relationships
- Developing Quick Write Strategies (Write to Learn)
- Developing Reading Strategies (Reading for Meaning)
- Student engagement strategies
- Other.

PART V: RECLASSIFICATION TO FLUENT ENGLISH PROFICIENT

Existing Reclassification Criteria

The reclassification criteria set forth in California *Education Code* (*EC*) Section 313 and Title 5 California Code of Regulations (5 *CCR*) section 11303 remain unchanged. Local educational agencies (LEAs) should continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of English Language Proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC. The CAES Division will use Level 3 (Proficient) on the California Assessment of Student Performance and Progress (CAASPP) ELA exam for this reclassification criteria; ***and***
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; ***and***
3. Parent opinion and consultation; ***and***
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. The CAES Division will use of ELPAC Overall Performance Level (PL) 4 for this reclassification criteria.

PART VI: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

The CAES Division for the MCSOS will establish a district-level English Learner Advisory Committee (DELAC) comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Responsibilities

The DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English Learners. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. The CAES DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Composition Requirements

Parents or guardians of English Learners shall constitute the majority membership (51 percent or more) of the committee.

Trainings

The CAES Division for the MCSOS will provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308 and 15495(b)

PART VII: SPECIAL NEEDS

EL students shall be provided with fair and equal access to special services (i.e., Special Education, Title I, Career and Alternative Education Services, and extracurricular activities).

- All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected
- Parents may request an assessment in writing
- IEP teams must determine whether an EL student meets the eligibility criteria for special education and requires special education and related services in order to benefit from this educational program
- Determination that the learning difficulty is not the result of cultural or linguistic diversity is made
- Students should not be referred for special education solely on the basis that they do not understand, or are limited in their ability to understand English. IEP or Section 504 teams must determine which services are appropriate for ELs, based on their particular disabilities and level of English Proficiency. ELs with IEPs or 504 Plans must also receive ELD instruction.