

Live Oak Unified
School District

MASTER PLAN
FOR
ENGLISH
LEARNERS

Board of Education

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LIVE OAK UNIFIED SCHOOL DISTRICT
 Master Plan for English Learners

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Introduction

The Live Oak Unified School District English Learner Master Plan explains the policies and procedures governing English learner programs and services with current state and federal mandates as reflected in Federal Program Monitoring (FPM) requirements issued by the Department of Education.

The primary purpose of the English Learner Master Plan is to provide the district and the schools with 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 and site English Learner Advisory Committees; the annual evaluation of English learner programs; and the use of state and federal funds for EL programs and services.

Live Oak Unified School District English Language Development coordinators will revisit and update the Master Plan at least every two years to ensure it is update on current practices, policies and mandates.

District's Mission Statement

Through a safe and supportive environment, in partnership with families, staff, and the community, Live Oak Unified School District is committed to:

- Providing a rigorous academic environment to every student through innovative college and career readiness programs
- Fostering students to be ethical, self-motivated, and caring citizens
- Inspiring creativity, critical thinking, and technological literacy for success in an ever-changing world
- Promoting school and community pride
- Embracing diversity and small community as a strength

District Background

Live Oak Unified School District serves a diverse group of students with the goal of "preparing each and every one of them for success in college and career". Our student enrollment is 1,866. The student population is 59.7% Hispanic, 25.8% White, and 11.3% Asian. 20% of our students are EL and 81% are classified as Low income. Our LCFF Unduplicated count is 83% Our students are served in grade levels ranging from Transitional Kindergarten to Twelfth Grade at five quality schools. Luther Elementary serves 643 students in grades TK to 4th, Live Oak Middle School serves 516 students in 5th to 8th, Encinal is a small TK to 8th grade school that serves 117 students. Live Oak Alternative school serves 33 students in both Independent Study and Opportunity, while Valley Oak High Schools serves 17 students in an alternative 9-12 program. Live Oak High School serves 540 students in a traditional 9th to 12th setting.

Superintendent's Message

We are extremely proud of our outstanding schools, teachers, and staff who serve over 1800 students from Live Oak and the surrounding area. We truly feel that our instructional programs, support efforts, and community service are of the highest quality and bring great value to our students.

We will continue to focus on strengthening instruction and College and Career Readiness. Specifically, we will continue our efforts with English Language Development (ELD) methods, writing strategies, critical thinking, collaboration, organizational strategies and reading comprehension strategies. A continued focus this year will be in the area of math and the teaching shift that needs to occur for our students to be successful with both the new standards and assessment system.

We encourage you visit our campuses and explore our school websites. We have new facilities throughout the district and are working diligently on upgrading our older buildings. We have programs in place to support all students (ELD, AVID, RTI, additional AP and CTE (career technical educations) classes at LOHS) and are focused on providing them the tools to reach their dreams of college and career.

As we continue to strengthen our programs and services, it is imperative that all stakeholders continue to provide input and guidance to move the district toward our goal of success for all students. We look forward to these challenges and the opportunity to work together focused on our students and the realization of their dreams.

Sincerely,

Mathew Gulbrandsen
Superintendent

Chapter I

STUDENT IDENTIFICATION, ASSESSMENT, PLACEMENT, MONITORING, AND RECLASSIFICATION

- . **Initial identification and assessment of English Learners**
- . **Home Language Survey**
- . **Initial English Language Proficiency Assessment and Parent Notification**
- . **English Fluency Classification**
- . **Initial Program Placement and Parent Notification**
- . **Parent Choice**
- . **Annual Assessments of Progress and Program Placement**
- . **Reclassification: Criteria and Process**
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- . **Reclassification of Special Education Students**

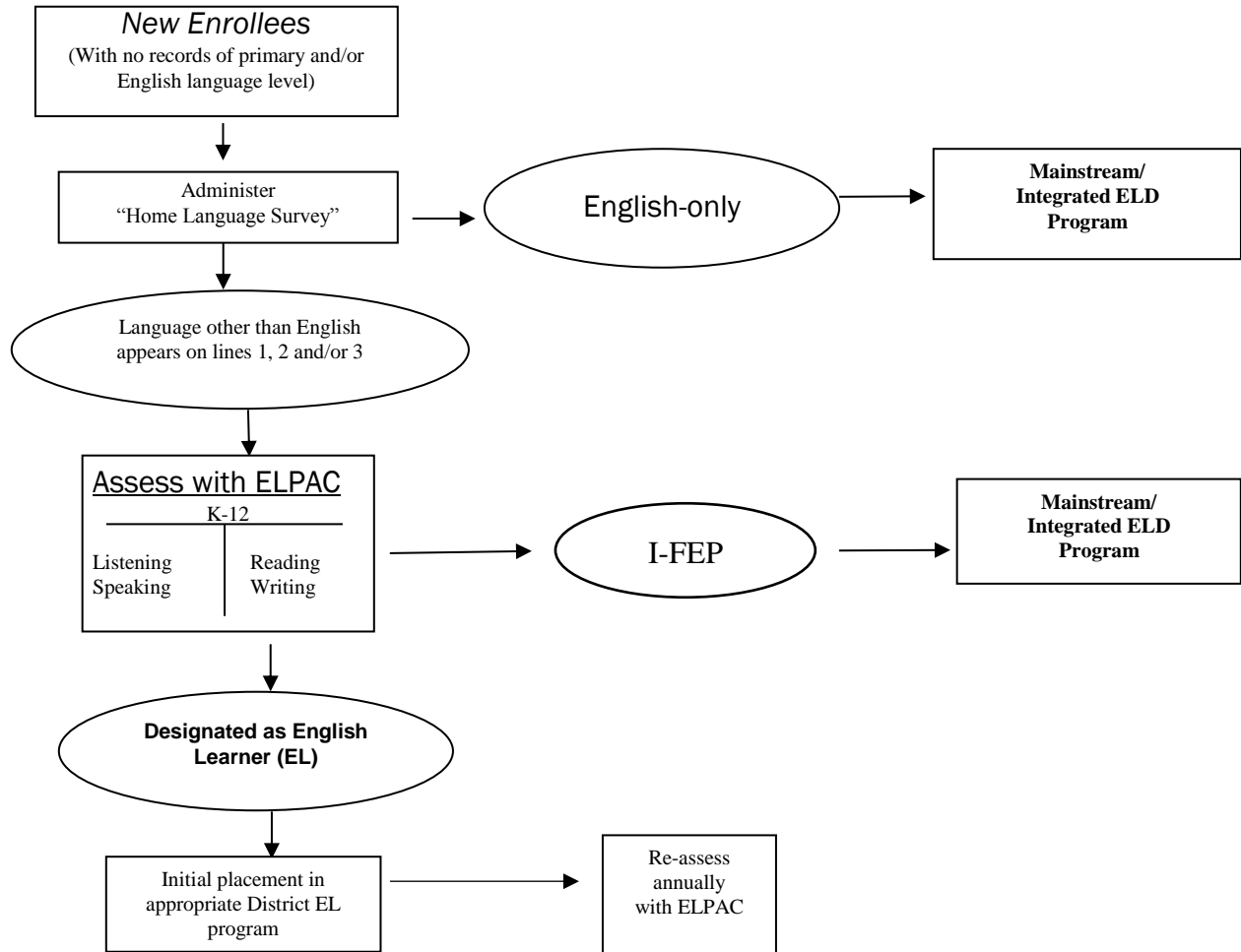
I. STUDENT IDENTIFICATION, ASSESSMENT, PLACEMENT, MONITORING AND RECLASSIFICATION

Initial identification and assessment of English Learners

FPM EL: 03

The process outlined in the following graphic governs LOUSD's responsibilities and actions pursuant to Initial Identification of EL students. All tasks associated with this process are managed at a District level. Results from these assessments are kept at the school site, the District office, and on the district student information computer system. Much of the information is available to teachers and administrators through the District's centralized computer data network.

The following are specific procedures for identifying and placing initial English learners.



Home Language Survey

FPM EL: 03

The Home Language Survey (HLS) must be completed for every student at the time of initial enrollment in the District. A HLS is completed when a student enters a California school for the first time and takes precedence over any future HLS. At no time should a district employee alter or persuade a parent to complete the HLS with false information.

Once a Home Language Survey is on file for a student entering the district, a parent need not complete another survey when enrolling in another school. Before enrolling a student, school site personnel should verify through the district computer system whether the student is re-entering the district.

The completed HLS is to be placed in the student’s cumulative file, and the school is to enter the home language into the electronic student record.

Initial English Language Proficiency Assessment and Parent Notification **FPM EL: 03**

If any of the responses to questions 1-3 of the Home Language Survey is a language other than English, the student must be assessed for English language proficiency within 30 school days of initial enrollment. When a language other than English is entered for Question 4 only, testing is optional.

The English Language Proficiency Assessment for California (ELPAC) is given to determine a student's English proficiency in listening, speaking, reading, and writing (TK-12).

Each site completes its own student assessments, under the guidance of the site ELD Coordinator who has received explicit procedural directives from the Curriculum, Instruction, & Assessment Coordinator. In cases where ELPAC information is available from a previous district, placement is recommended based on these previous scores.

Each student whose home language is a language other than English is to be assessed on the ELPAC by a test examiner who is an employee of the district, is proficient in English, and has received formal ELPAC training to administer the test. The test is administered in accordance with the test publisher's instructions. All students on an active Individual education plan (IEP) or Section 504 Plan will be given access to accommodations, modifications or alternate assessments, as specified in the student's IEP or Section 504 Plan.

Students at all grade levels are assessed in listening and speaking, reading, and writing. Based on the overall ELPAC score, the student is classified at one of four fluency levels in English:

- 1: Minimally Developed
- 2: Somewhat Developed
- 3: Moderately Developed
- 4: Well Developed

The site ELD coordinator hand scores the ELPAC for newly-enrolled students in order to classify the student as initially English proficient or as an English learner and to make an initial recommendation for program placement. The site ELD coordinator informs parents of the initial results of ELPAC testing, in accordance with procedures described below (see: Annual Assessments of Progress and Program Placement).

An enrolling kindergartener may not be tested on the ELPAC until July 1 each year. If the parent enrolls the child before July 1, the school should provide the parent with written information about the English learner programs and services, and contact the parent after July 1 to schedule testing on the ELPAC. The student is to be classified as an English learner until and unless testing has established otherwise. The ELD site coordinator will notify the school of the results of ELPAC testing for students tested during the summer.

A new enrollee who comes from another school in the district is not retested. When a new enrollee comes from another district in California, however, the site ELD coordinator may request a current ELPAC score, using the ELPAC Scores Request Form (see appendix D).

English Fluency Classification

A student is classified as an English learner (EL) when any of these conditions is met:

ALP:

Grade	Overall ELPAC score	Oral Language Performance Level Written Language Performance Level
TK-12	Minimally Developed (Level 1) – low-mid Somewhat Developed (Level 2)	
	Mid-high Somewhat Developed (Level 2) - Moderately Developed (Level 3)	Minimally Developed (Level 1 in either performance level)

A student who is identified as an English learner remains so until s/he meets all district reclassification criteria.

Transitional (indicates reasonably fluent):

Grade	Overall ELPAC score	Oral Language Performance Level Written Language Performance Level
TK-12	Mid-high Somewhat Developed (Level 2)- or higher	Level 2 or higher

Initial Program Placement and Parent Notification

FPM EL: 03

LOUSD offers two English-language program in grades TK -12. Placement in one of these programs is based on the established criteria for English fluency. Students who are not yet fluent in English—that is, students who score at the Minimally Developed to Somewhat Developed levels on the ELPAC—are placed in a Structured English Immersion (SEI) program. All other English learners are to be placed in an English Language Mainstream (ELM) program. These program options are described in detail in Section II.

After ELPAC has been administered and scored, the site ELD coordinator notifies parents in writing (see appendix A: Initial Parent Notification Letter), within 30 days of their child’s English language test results and their program placement based on ELPAC results. The following information is included in this notification:

- a. Initial ELPAC level;
- b. English fluency classification (EL or I-FEP);
- c. Recommended program placement;
- d. Notification that the parent has the right to request an alternative (bilingual) program placement.

In addition to the Initial Parent Notification form, the school site ELD Coordinator sends home a brochure entitled, “District Programs for English Learners – A Guide for Parents” which lists and explains the district English learner program options.

The site ELD coordinator is responsible for providing information to the site secretary that needs to be input into AERIES (LOUSD's student information system). The information includes, but is not limited to, initial ELPAC results, English fluency classification, recommended program placement, and US school entry date and district date of enrollment.

The site coordinator is to place all test results and copies of parent notifications in the child's ELD file/cumulative folder.

Parent Choice

FPM EL: 13

Parents may decline their child's participation in a state-recommended English language instructional program. In such cases, however, the student is to receive instruction that develops proficiency in English and promotes academic achievement.

In the event that parents or legal guardians of 30 or more students or more per school, or the parents or legal guardians of 20 students or more in any grade request an additional language acquisition program designed to provide language instruction, the district will follow board protocol and offer the program to the extent possible.

Annual Assessments of Progress and Program Placement

FPM EL: 09

The English proficiency of each English learner is to be assessed annually on ELPAC. The purpose of this assessment is to evaluate the student's progress toward full proficiency in English. This assessment is the responsibility of the school and is to be completed not later than May 31st.

It is the responsibility of the Curriculum, Instruction, and Assessment Coordinator to provide the school with ELPAC testing materials, collect tests for transmittal to the publisher, organize training for testers, and provides other technical assistance and support related to administration and interpretation of results, as needed.

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.

LOUSD uses multiple assessment tools to measure annual progress of ELs. Primary grades utilize DIBELS, MAP and/or CAASSP, classroom grades, and teacher narratives. Secondary grades utilize MAP, CAASPP, course grades, and teacher narratives.

The academic achievement of each English learner is to be evaluated annually in English. Grades 3-8 and 10 are assessed using the California Assessment of Student Performance and Progress (CAASPP). The CAASPP assessments measure the achievement of state content standards in English language arts, mathematics, science, and history/social science.

Each English learner with disabilities who has an Individual Education Plan (IEP) and who meets state eligibility requirements may take the California Alternate Assessment (CAA), which assesses mastery of state standards.

The administration of all annual assessments of academic progress is the responsibility of each school.

Parents are also to be notified not later than 30 days after the beginning of the school year of the child’s current level of proficiency, the status of the child’s academic achievement, and program placement. The Annual Notification of Language Assessment and Program Placement is to be used for this purpose. The school is responsible for sending the annual notification letter to the parents of each English learner. Upon receipt of this notification, the parent may request a change in the child’s program placement. The school is to file annual parent notifications in the student’s cumulative file.

Reclassification: Criteria and Process

FPM EL: 10

Reclassification is the process that determines whether an English learner should be reclassified as Fluent English Proficient (R-FEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English in the district and is achieving and sustaining a level of academic achievement with students whose native language is English.

District 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:

Criteria	Elementary documentation	Secondary documentation
English Language Proficiency	ELPAC (Overall score of 4)	ELPAC (Overall score of 4)
Academic Achievement	DIBELS (grades TK-2) CAASPP (grades 3-4) MAP (grades 2-4)	CAASPP (Grades 5-8, 11) MAP (grades 5-12)
Teacher evaluation	Teacher consultation	Teacher consultation
Parent consult	Parent consultation in writing	Parent consultation in writing

The district and each site share responsibility for initiating, facilitating, and monitoring the reclassification process. The process must include the following steps:

1. The ELD site and district coordinators identify students who meet English language proficiency and academic achievement criteria for reclassification twice throughout the year; once when academic results are received and once when ELPAC results are received.
2. The site reviews each Reclassification Form, adding assessment data, as needed.
3. The site ELD coordinator consults with the classroom teacher regarding any student who meets English proficiency and academic achievement criteria but whose report card grades indicate less than satisfactory performance to determine whether reclassification is warranted.
4. The site notifies the parents/guardians in writing that their child is being considered for reclassification and invites them to participate in the reclassification process. The school also contacts the parents by phone to set up a time for consultation, if desired.

5. The site ELD coordinator makes a recommendation on reclassification, then notifies the parents and the district ELD coordinator of this decision in writing.

6. The district ELD coordinator reviews and approves/denies each reclassification recommendation and returns the Reclassification Form to the site. The site places the form in the student's ELD/cumulative folder.

Reclassification Follow-Up Procedures

FPM EL: 10

Each site ELD coordinator monitors pupils who have been reclassified for a minimum of four years to ensure correct classification, placement, and provision of additional support services, if needed. The site ensures that each R-FEP student who is not sustaining adequate academic progress receive targeted intervention services and ensures that teachers monitor the progress of each student receiving catch-up services. The district and site will adhere to the following follow-up process:

1. For a minimum of four-years, the site ELD coordinators ask for teacher input pertaining to R-FEP students' academic progress. Teachers are asked to fill out the Follow-up form.
2. The site ELD coordinator monitors the students and informs site administrators and the district ELD coordinator of concerns.
3. The site provides appropriate follow-up support services and maintains documentation of those services in the cumulative folder.

The LEA must maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

- (a) Language and academic performance assessments
- (b) Participants in the reclassification process
- (c) Decision regarding reclassification

Reclassification of Special Education Students

In order to reclassify students using an alternate reclassification method, a Language Appraisal Team meets to review the students' individual case. The team is made up of a site administrator, district psychologist, ELD teacher, and case carrier. Their focus is to evaluate the data and verify if the student has met the criteria for reclassification. The team follows the district adopted process when considering a student for alternate reclassification (see appendices W, X, & Y).

Chapter II TEACHING AND LEARNING

- . **English Language Development Instruction**
- . **Accelerated Language Program**
- . **ELD Daily Structure**
- . **Student Assessment**
- . **Access to the Core Curriculum**
- . **Access to AP/Honors Class and Special Education**
- . **Special Education Services**
- . **Assisting Students with Academic Deficits**
- . **Long-term English Learners**

II. TEACHING AND LEARNING

English Language Development Instruction

FPM EL: 12, 14 &15

If English learners are to achieve rigorous academic standards, they must develop high levels of academic language proficiency—that is, the language, thinking, and learning tools needed to achieve grade-level content standards across the curriculum. The goal of the district’s English language development program is to enable English learners to develop communicative competence as well as academic English language proficiency to ensure they have full and equal access to the district’s educational program.

Teachers are to provide English learners with both English language development (ELD) and English language arts (ELA) instruction appropriate to each student’s assessed level of proficiency. Further, teachers will work to ensure that English learners meet both ELD standards as well as grade-level ELA standards. Integrated and designated ELD strategies are to be provided until the student has demonstrated English language proficiency comparable to that of the district’s average native-English-language speaker and recouped any academic deficits incurred in other areas of the core curriculum as a result of language barriers.

Teachers are expected to utilize teaching practices based on current second language acquisition theory and sound research on effective instructional practices. Instructional support is provided to teachers that require and/or request such support.

As stated in the California ELA/ELD Framework (2015), Integrated ELD refers to the use of the CA ELD Standards throughout the day in all content areas to support ELs’ academic and linguistic development. Whereas, Designated ELD is a protected time during the school day when teachers use the CA ELD Standards to attend to ELs’ particular English language development needs. LOUSD uses the ELD standards as the primary guide for instructional delivery in the following programs:

The District offers an accelerated one-year sequential program of *Structured English Immersion*. Known in the district as the Accelerated Language Program (ALP), this program is consistent with California state law for students who do not possess what is considered by the District to be “reasonable fluency” in English (equivalent to ELPAC overall levels Minimally Developed and Somewhat Developed). Once identified, these students receive an intensive program that has as its focus the rapid development of English speaking, comprehension, reading and writing skills. Students also receive instruction in core subjects commensurate with their English ability level.

Teachers in this program are preparing students to be placed in the *Transitional English Program*, which is designed for English learners who possess “reasonable fluency” in English (equivalent to ELPAC levels “high” Intermediate, Early Advanced and Advanced). *Transitional* classrooms feature the provision of grade-appropriate instruction conducted exclusively in English.

The following sections highlight the important features of the District’s *Accelerated Language Program*.

Goals:

1. To rapidly develop students’ foundational English language grammar skills and literacy (includes listening, speaking, reading, and writing); and
2. To provide maximum access to core content material that is appropriate for their diagnosed English proficiency level.

The general design of the District’s *ALP* program is described below:

1. The *ALP* program is designed for students at the lowest levels of English competence: Minimally Developed or Somewhat Developed (see placement in appendix for specific ELPAC scaled score ranges). At the middle school and high school levels, the program serves some English learners who are orally competent in English (Moderately Developed) but who lack grade-appropriate English grammar and literacy skills (within two grade levels of their assigned grade).
2. During their English language development (ELD) time, English learners will be grouped together by English language proficiency level. There are no English only or Fluent English Proficient (FEP) students present during this language instruction time.
3. The *ALP* program is designed to accomplish its goals in a period of one academic year. Late-arriving students, or others who would benefit from additional time, will be afforded the opportunity to participate beyond that time period.
4. *ALP* classrooms and/or groupings may feature students from different grades. The primary grouping consideration is a student’s English proficiency level.
5. *ALP* classes are taught by credentialed teachers who possess the proper supplemental authorization (CTEL, LDS, CLAD, SB 2042, BCLAD, SB1969, SB 395, or AB 2913).
6. The *ALP* program features strict yet flexible entry and exit criteria for admission to and transfer out of the program once a student’s English skills have reached the District-established program transfer criteria based on current ELPAC scores, and other related language-based and content assessments.

The following methods will generally be used for developing English Language skills:

- Language Warm-up (phonology)
- Natural Approach
- Grammar-based Approaches
- Language Experience Approach
- Early Literacy Strategies and Balanced Language Strategies
- Designated ELD strategies

For developing content area knowledge, teachers will utilize:

- Content-based ELD methods
- Strategies associated with Specially Designed Academic Instruction in English (SDAIE)
- The ELA/ELD Framework
- Integrated ELD strategies
- District adopted curriculum
- ELD Frontloading

ELD daily structure

A. Elementary English Language Development Instruction / English Language Arts

Students enrolled in the Accelerated Language Program are to receive 45-90 minutes of daily ELD instruction. Live Oak Unified’s district-wide ELD methods are to serve as the program utilized in conjunction with academic vocabulary and content standards.

Students enrolled in Transitional Programs are to receive 60 minutes of daily ELD. The district-wide ELD methods are used in conjunction with academic vocabulary and content standards.

Students in the English-Language Mainstream program are to receive 30 minutes of daily ELD. The district-wide ELD methods are used in conjunction with academic vocabulary and content standards.

B. Secondary English Language Development/English Language Arts Instruction

The district’s secondary English language development program provides systematic onramps to the core ELA curriculum. All English learners must receive daily ELD appropriate to English proficiency level. Chart A describes the structure and details of the ELD programs at the secondary level:

	Course	Placement criteria	Time	Graduation credit	State ELD Standards Alignment
Middle School	ALP	Minimally Developed- Somewhat Developed- ELPAC	2 periods of ELD	--	ELD 6-8: Minimally Developed- Somewhat Developed
	Transitional	Moderately to Well Developed on ELPAC	1 period of ELD	--	ELD 6-8: Moderately to Well Developed

High School	ALP	Minimally-Somewhat developed-ELPAC	2 periods of ELD	no	ELD 9-12: Minimally-Somewhat developed
	Transitional	Moderately to Well Developed on ELPAC	1 period of ELD	Yes	ELD 9-12: Moderately to Well Developed

Student Assessment

FPM EL: 09

Monitoring of Implementation of ELD Instruction

The principal is responsible for monitoring the implementation of ELD programs and instruction at the sites. Principals and/or designated staff will utilize a common observation tool, developed by the district, to conduct monitoring activities as part of the monitoring process.

Teachers are to monitor on an ongoing basis each student’s progress in developing proficiency in English and in making academic progress. Classroom-based assessments may include traditional teacher-made tests, writing assessments, and the assessment materials that are part of adopted programs. Teachers are also encouraged to use an array of authentic procedures to help them assess both student work and student progress over time. Such procedures may include use of anecdotal records, observation procedures, developmental checklists, student interviews, and the evaluation of student work products and performances.

District adopted assessments include: MAP, DIBELS, IABs/ICA.

Access to the Core Curriculum

FPM EL: 15

All English learners must receive content instruction designed to meet their linguistic and academic needs. Teachers will be trained in utilizing integrated ELD strategies to meet the needs of the students during this time. Students shall have access to grade-level content standards in mathematics, science, and social studies courses. At the secondary level, English learners at the ELPAC Beginning and Early Intermediate levels should be enrolled in dedicated courses, where enrollments permit formation of such classrooms. Students at the Intermediate level may be placed in mainstream content courses depending on individual need. Students at the Early Advanced or Advanced levels will enroll in content classes with general education students, provided that the teacher is authorized to provide such instruction. Teachers are to differentiate instruction for these students.

Access to AP/Honors Classes and Special Education

English learners are to have the same access to the education programs and services as English-speaking students. Such services include the GATE program, courses that meet the A – G requirements, and AP/Honors courses, and special education.

At secondary schools, lack of proficiency in English will not be a barrier to enrollment in courses meeting the A – G requirements or in AP/Honors classes in subject areas other than English. Students will be

placed in these courses on the basis of teacher recommendation, based on sustained high-level work, with the concurrence of the counselor and principal.

Special Education Services

English learners must have equitable access to the same education programs and services as English-speaking students, including special education services. In making a determination of eligibility for special education services, in no case will lack of English proficiency be a determining factor for establishing that a child has a learning disability. [PL 108-446 614[b](5)[c].

A student may not be referred for special education services unless and until it can be established that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over a significant period of time, have been confirmed not to work. In the case of English learners, three potential domains are to be considered: English language development instruction, core reading instruction, and academic instruction in the other content areas of the core curriculum. The district has adopted a tiered service-delivery model to ensure that English learners receive a complete and appropriate range of instructional services and interventions, through the general education program, prior to referral for special education.

The District's educational programs for English learners are designed in accordance with relevant law regarding the participation of students with disabilities. Because the requirements in a student's Individual Educational Plan (IEP) or Section 504 Accommodation Plan are Federal legal requirements, it is understood that they take precedence over provisions of this plan made necessary by state laws and compliance regulations. If either plan calls for primary language instruction, the student does not need a parental exception waiver to receive such instruction.

Both State and Federal law require that English learners with an IEP or Federal 504 Accommodation Plan receive programs and services that address the student's special needs, including linguistically appropriate goals and objectives. At a minimum, these services include the provision of English language development instruction and maximum access to the core curriculum as specified in the student's written plan. The IEP or Accommodation Plan shall dictate the language of instruction for these students.

IEP Procedures:

Each special education student who is identified as an English learner also receive a program of English Language development appropriate for his/her diagnosed level of English language proficiency. On each special education IEP, it will be noted how ELD is to be provided, including which materials are to be used, the appropriate teacher, for how much time, and language-appropriate objectives. Special education students may receive ELD services through either of the following three delivery models.

- A. In class ELD with authorized teacher
- B. One ELD course based on need and/or IEP
- C. ELD course compromised designed specifically for individual students' needs

Each English learner who has been placed in a special education program will receive daily, specialized English language development instruction and access to the core curriculum using differentiated methodology. The IEP team is to determine how these services are to be delivered. All special education staff who work with English learners must either hold state or local authorization or be enrolled in

training to complete approved coursework leading to certification. Teachers who provide special education services to students who are at the beginning or early intermediate levels in English will hold CLAD certification or be enrolled in a training program leading to authorization.

The site will ensure that all parent notification procedures are provided, where feasible, in the language the parent understands best and that appropriate support is provided to parents to ensure meaningful participation in the IEP development and monitoring process. All follow-up services and activities for an English learner will be provided in accordance with district requirements.

Assisting Students with Academic Deficits

In order to assist students in recouping any academic deficits incurred while learning English, schools utilize a variety of interventions, in class and through supplemental programs and services. Recommendations for student participation may come from teachers, principals, parents, and from student self-referrals.

Supplemental academic learning opportunities consist of:

Tiered intervention-

Tier I: High-Quality Classroom Instruction, Screening, and Group Interventions

Tier II: Targeted small group, increasingly intensive instruction matched to their needs on the basis of levels of performance

Tier III: Students receive individualized, intensive interventions that target the students' skill deficits

Individualized tutoring is designed to support individual students with work that focuses support to the identified student's needs. This tutoring support is conducted with credentialed teachers that have the knowledgebase in the specific skills that the student needs.

Summer School is designed to provide intensive English language and academic skills to students. Strategically designed lessons and small group interventions are used to address deficits in English language acquisition, math and language arts.

Students can be referred to participate in the district's supplemental learning opportunities through any of the following mechanisms:

- Teacher referral based on ELD Progress Report
- Teacher referral based on classroom academic performance
- Teacher referral based on grading standards (less than D)
- School and/or district referral based on not meeting district benchmarks
- Parent recommendation or request

In each support offered, students are continuously monitored to ensure skill development and proper placement.

Long term English Learners

Live Oak Unified has developed a process for identifying and monitoring English learners who are not making adequate progress in English. The process can be found here (appendices Z & Zi). Once students are identified as “At risk of becoming Long-term English Learners” or “Long-term English Learners,” an individual plan for monitoring students in English development is developed and documentation is kept by the site ELD coordinator.

Chapter III PARENT AND COMMUNITY INVOLVEMENT

- **English Learner Advisory Committee (ELAC)**
- **District English Learner Advisory Committee (DELAC)**

III. PARENT AND COMMUNITY INVOLVEMENT

Live Oak Unified School District will ensure that the parents and families of English learners are actively and meaningfully involved in the education of their children. The district and schools 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. Communication and Outreach The district and schools will ensure that communication with the parents and families of English learners is ongoing, meaningful:

1. Each school site provides newly enrolling families with oral and written information on the school and on the instructional programs and services that are provided to English learners
2. Parents are informed of ways that they can be involved in the education of their children and actively assist their children to attain full proficiency in English, achieve at high levels in core academic subjects, and meet challenging state content and achievement standard
3. Each school provides opportunities for parents to be active participants in the life of the school by volunteering in the classroom, attending parent meetings and events, serving on the school's English Learner Advisory Committee (ELAC), or being a part of the School Site Council.
4. Live Oak Unified adheres to Education Code Section 48985 which requires that all notices to parents be provided in both English and students' home language when a particular language group comprises 15% of a single school's student population.
5. Live Oak Unified's site English Language Development Coordinators notify parents annually of their child's level of English proficiency and of program placement recommendations (see appendix B).
6. Each school notifies parents when their child meets criteria for reclassification and actively encourages them to be involved in the reclassification process.
7. Parents are informed in writing by the district office in the event their child's school or district fails to make adequate progress related to development of English language proficiency and performance on standardized tests.

The district will maintain an archive of all parent notification documents. The school will place all parent notification documents in the child's English Language Development file.

English Learner Advisory Committee (ELAC)

FPM EL: 01

As part of a larger District effort to more systematically involve parents in their children's education, the District has established certain policies and procedures to maximize this involvement. These policies and procedures are consistent with the legal requirements set forth below.

Private School Consultation/Participation

Live Oak Unified will consult with private schools in the LOUSD jurisdiction to involve and support their EL program or student needs.

A school site with 21 or more English learners has a functioning English learner Advisory Committee (ELAC) that meets the following requirements:

- a) Parent members are elected by parents or guardians of English learners.
- b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body.
- c) The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
- d) The ELAC has advised the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement.
- e) The ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
- f) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district.

ELAC Annual Meetings

District and site EL Program Coordinators collaboratively design the year's meeting agendas in advance to ensure that they include all legally required tasks. The chart below describes each meeting and the various items to be covered.

Meetings	Topics	FPM Task #
1 st	Election of members and new officers Elect one parent member to DELAC Review and discuss purpose for committee Develop budget for English Language Learner Program Overview of services for English Learners (coordinate with SSC) English Learner instructional placement Information to make parents aware of the importance of regular school attendance. Review ELPAC results	EL: 02- 1.0 (a, c, e) EL: 02- 1.3
2 nd	Review and discuss district "benchmarks" for student progress Review and revise reclassification process	EL: 02- 1.0 (c.)
3 rd	Review and revise site and district plans for English Learners to ensure plan meets all compliance requirements prior to possible governing board review. Review and discuss SPSA Review and discuss LCAP Goals	EL: 02- 1.0 (d) EL: 02-1.2

ELAC records

Each school-level ELAC maintains records of all meetings that include agendas, minutes, and sign-in sheets. All efforts to establish a legally functioning ELAC must be continuous and thoroughly documented in the records. Copies of the ELAC records will be forwarded to the District Office after each meeting.

Annual Audit of ELAC

The District Office will conduct an informal audit annually (late spring) of each school site ELAC to review records of the membership, minutes of meetings, and the activities of the school-level ELAC during the past 12 months to ensure compliance.

District English Learner Advisory Committee (DELAC)

FPM EL: 02

Each year the district establishes a functioning District English Learner Advisory Committee (DELAC). Parents or guardians of English learners not employed by the District constitute a majority membership of the committee.

Live Oak Unified has an active and functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

- (a) The DELAC has had the opportunity to advise the governing board on all of the following tasks:
- Development of a district master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the Single Plan for Student Achievement.
 - Conducting of a district-wide needs assessment on a school-by-school basis.
 - Establishment of district program, goals, and objectives for programs and services for English learners.
 - Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
 - Review of and comment on the school district's reclassification procedures.
 - Review of and comment on the written notifications required to be sent to parents and guardians.
 - Review and discuss LCAP Goals.

The District English Language Development Coordinator provides annual training materials and training, plans in full consultation with committee members, and assists members in carrying out their legal advisory responsibilities.

DELAC Annual Meetings

The Curriculum, Instruction, & Assessment Coordinator, in coordination with the District Superintendent and school EL program coordinators, annually plan all DELAC meeting agendas. Each meeting is conducted by the Curriculum, Instruction, & Assessment Coordinator, together with DELAC representatives. The meetings topics are as follows:

Meetings	Topics	FPM Task #
1 st	<ul style="list-style-type: none"> ▶ Conduct election of members and new officers. ▶ Review and revise yearly calendar. ▶ Review and discuss purpose of committees and district's/school's goals and objectives for English Learner education program. ▶ Review and discuss district's written notification to parents on program choices and placement, and "Parental Exception Waiver" requests. ▶ Report on the number "Parental Exception Waiver" requests. ▶ Parent Training – Importance of school attendance 	EL: 02-2.0 EL: 02-2.1 (c, f)
2 nd	<ul style="list-style-type: none"> ▶ Conduct training of legal responsibilities. ▶ Conduct training of Master Plan for English Learners. ▶ Review and discuss LCAP Goals. ▶ Review district "benchmarks" for student progress ▶ Review legal responsibilities ▶ Continue training of EL Master Plan ▶ Review and discuss the district's reclassification criteria and process. ▶ Review the district's current status on authorized teaching staff (teachers and instructional aides) assigned to serve English Learners to ensure compliance requirements are met. ▶ Conduct a district-wide needs assessment on a school-by-school basis. 	EL: 02-2.1 (a, b, d, e, g) EL: 02-2.2
3 rd	<ul style="list-style-type: none"> ▶ Review and revise site plan for English Learners to ensure plan meets all compliance requirements prior to possible governing board review/approval. ▶ Review, discuss, and approve the Spring Collection, Consolidated Application and Reporting System (CARS). ▶ Compliance update 	EL: 02-2.1 (b) EL: 02-2.3

DELAC records

The DELAC will record parent advice and recommendations related to the required responsibilities of the DELAC. The District Office will maintain records of all meetings that include agendas, minutes, and sign-in sheets and the governing board will receive updates regarding the DELAC tasks. All recommendations from the DELAC are communicated to school and district leaders, as well as to the governing board in accord with the district's English Learner Program Improvement Process.

Chapter IV STAFFING AND PROFESSIONAL DEVELOPMENT

- . **Authorization of Teachers**
- . **Professional Development**

IV. STAFFING AND PROFESSIONAL DEVELOPMENT

English learners must have access to a high-quality education and experience academic success, their needs must be met by teachers who have specialized knowledge and skills related to English language development, specially designed content instruction delivered in English, and content instruction delivered in students' primary language.

Authorization of teachers

FPM EL: 11

Teachers who provide English language development instruction or access to core curriculum instruction for English learners must be appropriately authorized or be actively enrolled in training for an appropriate EL authorization:

~Teachers assigned to structured English immersion and English-language mainstream programs must hold a valid California teaching credential and one of the following authorizations:

- ♣ CLAD Certificate
- ♣ California Teacher of English learners (CTEL) examination
- ♣ BCLAD certificate or equivalent (e.g., Bilingual Certificate of Competence)
- ♣ Bilingual Specialist Credential
- ♣ SB 1969/395 or AB 2913 Certificate of Completion of Staff Development

The same staffing requirements apply to teachers in special education settings in which English learners are enrolled.

The District ensures that all teachers assigned to provide ELD instruction to English Learners in the Structured English Immersion Program are qualified with the proper authorization. The District further ensures that all teachers assigned to provide ELD and core content instruction to English Learners in the Transitional English Program are qualified.

All new teachers hired by the district are required to sign a pre-employment agreement stating they have or will obtain the appropriate authorization to teach English learners. The Human Resources Department maintains records and annually reviews the progress of teachers as they move toward obtaining a CLAD, B-CLAD, SB 395, AB 2913, CTCL, or other valid authorization.

Consistent with the District's long-standing commitment to the professional growth and development of all educational staff, including site and district administrators, all teaching personnel assigned to provide instruction to English learners already possess, or are in a district-approved program to obtain, the necessary authorization. The district and each school provide ongoing professional development to teachers, paraprofessionals, administrators, and other appropriate personnel on a range of topics related to English learners. The district and schools will provide professional development that builds, refines, and expands teachers' pedagogical repertoire, content knowledge, and the skills to integrate both. The content of professional development will focus on the use of research-based instructional practices designed to improve instruction and assessment of ELs; the implementation of district adopted curriculum and materials, instructional strategies, assessment practices and measures for ELs; designed to substantially enhance teacher's subject matter knowledge, teaching knowledge, and pedagogy; and the use of data in improving instruction. All PD will be of sufficient intensity and duration to ensure both implementation and sustainability for a positive and lasting impact on teacher performance.

ELD teacher training and support

In order to keep the authenticity and effectiveness of the ELD program, all new ELD teachers are provided trainings, in-class support and collaboration time with in-district administrators, coaches and peers. All ELD teachers are also offered out of district trainings that may be used to help enhance their instruction to second language learners. In addition, the district provides annual trainings and collaboration days to all ELD teachers to help enhance their pedagogy and practice during both designated and integrated ELD.

Mainstream teacher training and support

Mainstream teachers are provided training on integrated ELD strategies by in-district teachers who have specialty knowledge or training during both mandatory PD days and voluntary times throughout the school year. In addition, teachers are trained by out of district curriculum specialists and instructional strategy specialists when applicable (i.e. curriculum adoption, summer trainings). Teachers may also seek PD on their own and ask for site or district funding to attend.

Chapter V

PROGRAM EVALUATION AND ACCOUNTABILITY

- **Program Evaluation**
- **Systems to Improve Programs**

V. PROGRAM EVALUATION AND ACCOUNTABILITY

Program Evaluation

FPM EL: 09

Consistent with requirements set forth in *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, an annual evaluation report is prepared to demonstrate that the practices, resources and personnel related to the full implementation of the district's program for English learners are operational and to report student progress in the areas of English learning and academic achievement.

Multiple data sources are collected, and various descriptive statistical analyses are completed that demonstrate how EL students are doing as a cohort, and also to compare EL data to other students in the District who are not English learners. In this way, parents, teachers, administrators, and community members can be better informed as to the success of the District's various programs for English learners.

To that end, the evaluation design that is described in the following pages establishes a formative and summative process for accurately and objectively profiling the effects and outcomes of the District's ELD program.

Key evaluation questions and terms

This evaluation seeks to answer four critical questions related to the design, implementation and evaluation of the District's programs for English learners. Specifically,

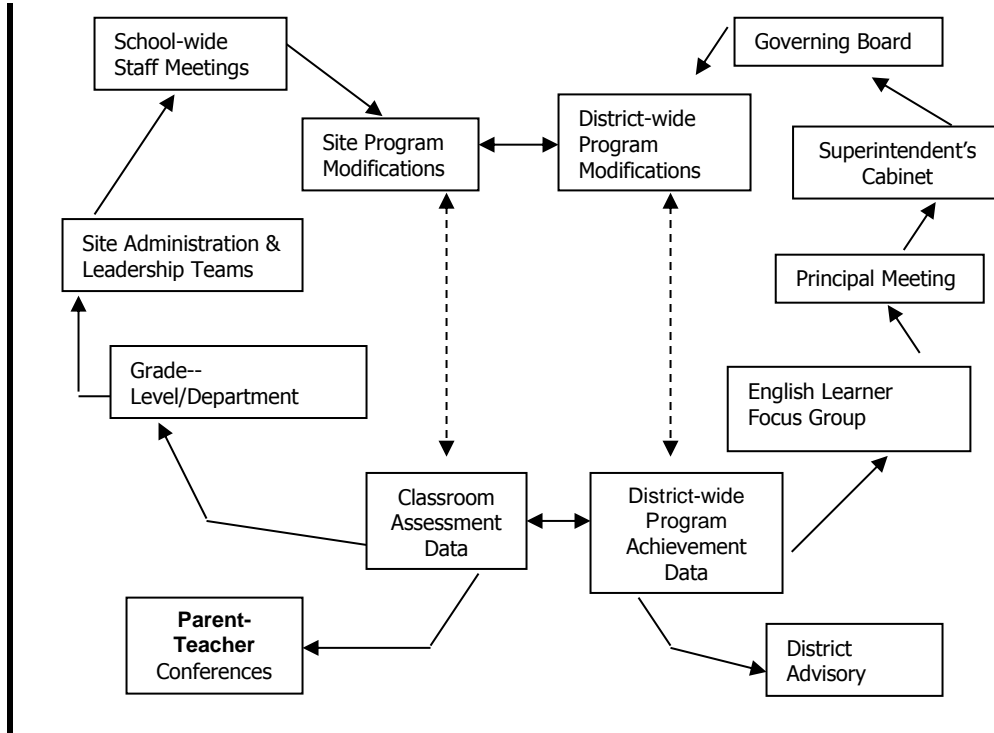
1. Are students becoming English proficient and what is the rate of that progress?
2. What is the relationship between English proficiency and academic achievement?
3. How are EL students performing relative to District non-EL student populations?
4. How are former EL students (R-FEP) performing in the mainstream/integrated ELD program?

How to understand the data sources

This evaluation design makes use of several innovative statistical designs for measuring changes in students' English skills and their performance in the academic content areas. The data used in this report comes from a variety of sources, including classroom assessments of English learning, annual state-mandated tests of English language competence, and annual content standards tests. Taken together, these multiple measures present a complete profile of student achievement and program effectiveness. What follows are brief explanations of the various data sources and what they tell us about program outcomes.

Systems to improve programs

- Systematic, regular classroom/program data collection and analysis
- Formalized, scheduled program improvement meetings
- Perpetual, self-correcting systems and data feedback loops



Reporting, Analysis & utilization of Student & Program Data			
Activity	When	By Whom	Documentation
An evaluation reports done by the District personnel are given to the Board as an information item. An overview of the data and results are provided and program modifications are detailed. The Board may discuss the report at a public meeting.	Once a year	Board of Trustees Superintendent	Student Data report
Annually, an evaluation reports done by District personnel are discussed with the Principals, and Superintendent. District staff facilitates discussion and analysis of the data, charts and graphs. Programmatic	Once a year	Superintendent Coordinators Directors Principals Resource Teachers Consultant	Agenda reflects items for reports and discussion. Recommended modifications are implemented.

modifications are discussed, agreed upon and dates are set for implementation.			
Information from benchmark assessments is used to facilitate placement of students into extended day, after-school, summer school and other school-based tutoring opportunities. Students are grouped according to need.	On-going, linked to intervention schedules	Superintendent Coordinators Directors Principals Resource Teachers Classroom Teachers	Students participate in extended day, supplemental learning services based on identified need. Interventions show positive student academic and/or ELD growth.
Regular correspondence, including letters, progress reports, grade reports, and phone calls, are used to conference with and inform parents of a student's progress in English language proficiency and areas of strength and weakness in listening, speaking, reading, and writing. Information is used to set and monitor academic and ELD goals.	Parent Conference/ Contacts (December and April)	Principal Classroom Teacher Parent	Teachers have met and/or communicated with parents.

Role of the site administrator

The role of site administrators is to implement services and ensure accountability according to the district EL Master Plan in the following ways:

- Complete annual FPM self-study report.
- Analyze school data, evaluate school programs, and make modifications as needed.
- Place EL students in appropriate ELD program.
- Disseminate information to parents regarding placement, program options, and student progress.
- Observe classroom lessons and provide feedback and assistance to ensure implementation of an effective ELD program.
- Conduct regular classroom observations using the district's ELD Observation Protocol.
- Conduct grade level, department and staff meetings to discuss and monitor student progress.
- Monitor student progress and placement according to annual district benchmarks identified in the pacing guide.
- Purchase and make necessary resources available.
- Monitor and evaluate school programs and site personnel.
- Provide staff development.
- Establish the school ELAC committee in compliance with FPM regulations.

Role of the district office and support staff

The role of the District Office and Support Staff is to support the school sites in the implementation of services in the following ways:

- Generate required data reports for sites.
- In-service sites on implementation of the Master Plan.
- In-service sites on effective ELD/SDAIE observations.
- Facilitate instructional committees to align K-12 ELD curriculum to District ELD standards and identify effective teaching strategies.
- Facilitate curriculum development and the identification of staff development needs.
- Facilitate the identification and selection of ELD materials.
- Review site plans to ensure resources are allocated to effectively implement services for EL students.
- Provide individual support to teachers, as needed.
- Monitor student progress
- Review regularly with site administration the action plans that evolve from twice-yearly data analysis and program review meetings
- Monitor implementation and effectiveness of the school programs through formal and informal walkthroughs.
- Disseminate information to parents regarding assessment, placement and program options.
- Facilitate new teacher orientation.

Role of the personnel department

The role of the Personnel Department is to:

- Monitor appropriate credentials and authorization of certificated and classified personnel.
- Monitor progress of staff obtaining ELD/SDAIE authorization.

Role of district administration

The role of the District Administration is to:

- Ensure the adherence to Education Code and District Board policies.
- Allocate resources, time and appropriate staff to implement district EL Master Plan.
- Evaluate the implementation of district Master Plan.
- Support staff development opportunities for teachers to refine instructional strategies.
- Evaluate site principals on implementation and effectiveness of site ELD program.

Chapter VI FUNDING

Categorical Aid

VI. FUNDING

Categorical Aid

FPM EL: 07

Consistent with Education Code and relevant state and federal directives, the District utilizes its base fund, Supplemental/Concentration, and any additional federal and state monies to provide each English learner in all District EL programs with the materials and resources necessary for learning the English language and subject matter. (See *Castañeda v. Pickard*, 1981).

The use of District general funds is not contingent on the receipt of state or federal aid funds. Supp./Conc. funds are used to supplement learning opportunities for English learners and do not supplant existing school site resources.

Base Funds	Supplemental/Concentration Funds
<ul style="list-style-type: none"> • Instructional Materials ~core curriculum • Staff ~Credentialed teachers ~Classified staff • Other district service 	<ul style="list-style-type: none"> • Paraprofessionals • Supplementary instructional materials • Specialized in-service training • Translation/interpretation services • Parent Advisory Groups Training and Development • Child Care • Transportation • Support Service

The District Office validates, approves, and monitors all school site purchases using Supplemental/Concentration funds to ensure compliance with state and federal regulations and guidelines.

The majority of Supplemental/Concentration funds are distributed to school sites based on the number of English learners per site. Each school is notified, in writing, of their site allocation as soon as the Supplemental/Concentration funds are confirmed from the California Department of Education.

School sites use Supplemental/Concentration funds to develop program services for English learners by:

- Determining program needs (i.e. paraprofessionals, instructional materials, staff development and training, etc.)
- Identifying decisions made regarding program needs and expenditures annually in the school plan based on input from ELAC and staff
- Ensuring that supplemental services follow state guidelines for English learners and do not supplant the instructional program
- Being responsible for monitoring their use of Supplemental /Concentration funds

Appendices

- A: Initial Parent Notification Letter
- B: Annual Parent Notification Letter (English & Spanish)
- C: Accelerated Language Program (ALP) and Transitional Placement Classifications
- D: Request for ELPAC Scores Form
- E: ELPAC Test Request Form
- F: Elementary Reclassification Criteria
- G: Middle School and High School Reclassification Criteria
- H: Reclassification Form (English & Spanish)
- I: R-FEP Process Flow Chart
- J: Alternate R-FEP Form for Special Education Students
- K: Alternate R-FEP Process Flow Chart
- L: R-FEP Monitoring Process Flow Chart
- M: R-FEP Four-Year Monitoring Form
- N: Placement Flow Chart for Incoming English Learners (Grades TK-12)
- O: Student Placement in Instructional Program Chart
- P: ELD Course Descriptions (Grades 7-12)
- Q: Exception to Reclassification – Using the Alternative Placement/Reclassification Criteria
- R: Alternative Placement Criteria Flow Chart
- S: Alternative Placement Criteria
- T: Long-term English Learners Identification Process
- U: Students at Risk of Becoming Long-term English Learners Identification Process