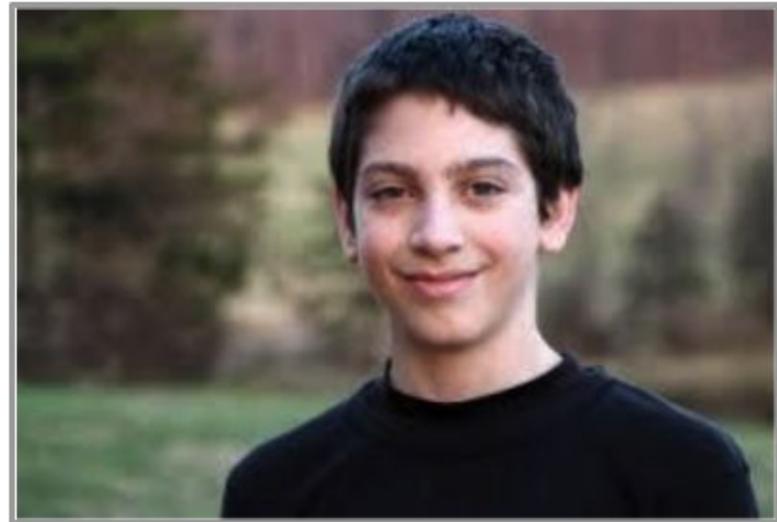


English Learner Master Plan



Cajon Valley Union School District
750 E. Main Street
El Cajon, CA 92020



Equity



Innovation



Choice

English Learner Master Plan

Cajon Valley Union School District

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English Learner Master Plan

INTRODUCTION

We recognize and value the importance of all students becoming proficient in English. Students with a home language other than English will have access to the core curriculum through the use of appropriate teaching strategies and materials. Utilizing trained staff that value cultural diversity, English learners will develop self-esteem and high expectations, encompassing feelings of pride in their languages and their cultures.

All district staff is accountable for ensuring that programs for English learners are optimally effective and are expected to follow the procedures specified in this plan. The EL Master Plan serves as an operational guide for all district personnel and provides parents with information as the district implements outstanding programs for all students. This plan describes how Cajon Valley Union School District identifies, serves, and supports English learners to ensure access to the core curriculum and acquisition of the English language.

The Cajon Valley English Learner Mission Statement is for all ELs to be happy, healthy, and prepared to be full contributors and participants in the multilingual and multicultural society of the 21st century, with a focus on equity, innovation, and choice.

The English Learner Program Goals are:

- Offer research-supported program options to parents and students.
- Provide daily instruction in English Language Development for all English learners.
- Use California ELD Standards in tandem with California's Common Core State Standards to enrich the student experience.
- Provide access to adaptive technology to support students in language acquisition and standards mastery.
- Integrate a variety of assessments to inform instruction.
- Engage in data analysis to inform instructional decision making.
- Involve parents in the school and classroom via home-language communication.
- Provide professional development for support staff, teachers, and school leaders to maximize language acquisition and achievement of English learners.

This EL Master Plan serves as an operational guide for all district personnel and provides parents with information as we implement outstanding programs for all students. The plan describes how Cajon Valley Union School District identifies, serves and supports English learners to ensure access to the core curriculum and acquisition of the English language. This plan is based on state and federal laws, district board policies, research, and input from educational partners who worked to ensure that the very best pedagogy, practices and procedures are used.

English Learner Master Plan

ACKNOWLEDGEMENTS

The Cajon Valley Union School District English Learner Master Plan was developed through the dedicated efforts and collaboration between the English Learner Program Office, District English Learner Advisory Committee (DELAC), English Learner Program Facilitators, district teachers, administrators, parent liaisons, support staff, community members, and parents.

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The Cajon Valley Union School District gratefully acknowledges guidance and material development from several California school districts: Oakland Unified, Milpitas Unified, and Los Angeles Unified.

The Cajon Valley Union School District English Learner Master Plan is the guiding document for improving the delivery, implementation, and evaluation of programs for our English Learners.

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Chapter 1: Assessment, EL Identification, Program Options, and Reclassification

I. Language Group Definition

English Language Learner (EL):

Student whose first language is not English and who is in the process of acquiring fluency in social and academic English.

EL at Risk of Becoming LTEL (AR-LTEL): An EL who has been enrolled in U.S. school at least 3 years, but not more than 6 years, and who is not demonstrating adequate progress.

Long-Term EL (LTEL): A student who has been classified as an EL for more than 6 years and is not making adequate progress.

Newcomer: Newcomers are students who were not born in the U.S. and they have been in U.S. schools for 3 full school years or less. Newcomers should receive the most intensive support in years 1 and 2, and should receive targeted instruction from their classroom teachers.

Initially Fluent English Proficient (IFEP):

A student who, upon enrollment in U.S. schools, has demonstrated proficiency on an English Language Proficiency Assessment.

Reclassified Fluent English Proficient (RFEP):

A former EL student who has met established criteria to be “reclassified” as fluent English proficient.

Recently Proficient RFEP:

An RFEP who has reclassified within the past 4 years. RFEPs are monitored on a trimester basis to ensure they continue to maintain grade level achievement.

English Only (EO):

A student whose primary home language is English.

Chapter 1: Assessment, EL Identification, Program Options, and Reclassification

II. Intake, Assessment, Identification, and Program Options

In this section, we describe the educational partner's responsible and the time-bound steps of intake, assessment, identification, and placement. *These procedures are mandated by Federal law, and are designed to ensure that EL services are available to all qualifying students.*

A. Initial Intake and the Home Language Survey

Upon entry to the District, parents fill out an enrollment packet. When enrolling for the first time in a CA public school as part of the enrollment packet parents complete the **Home Language Survey (HLS)** to determine the primary language of the entering student. Currently, the four questions on the Home Language Survey are as follows:

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

If a Parent or Guardian of a student lists a language other than English on any of Home Language Survey questions 1-3, when enrolling for the first time in a CA public school, the student must have their English language proficiency assessed.

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II. Intake, Assessment, Identification, and Program Options

If a parent or guardian of a student lists a language other than English on any of the Home Language Survey (HLS) questions 1 through 3, the student must have his or her **English language** proficiency assessed.

NOTE: The first HLS filled out in a California school system by a parent supersedes an HLS filled out at any later date.

EXAMPLE: Parents filled out the HLS form for their student when the student enrolled in the L.A. Unified School District in the 2016-17 school year. The form indicated the student had a home language other than English, and the English language proficiency assessment resulted in a classification of EL. Upon arrival at CVUSD during the 2018-19 school year, the parents filled out the HLS form again in a way that indicated the student was English only. The original HLS from L.A. Unified supersedes the HLS filled out in CVUSD. The EL classification stands until the student meets the criteria for reclassification.

B. Correcting Errors on the Home Language Survey

In cases where families fill out the HLS incorrectly, resulting in an inappropriate administration of the Initial ELPAC and resulting designation as EL, a parent may, between the time of the Initial ELPAC and the Summative ELPAC (beginning in February and ongoing through May), petition the English Learner Program Office to have the EL designation changed.

In cases where an HLS has indicated a student is English Only (EO) but district staff have collected evidence that the student needs EL services, the EL Program staff will follow a protocol of collaboration with the site and the parent to modify the HLS to reflect that a language other than English is spoken at home and the student will take the Initial ELPAC to determine English proficiency.

The EL Program Office staff will take into account the information provided by the parent regarding language use in the home, the Initial ELPAC, and the results of any literacy assessment taken by the student that might demonstrate the student's language proficiency level. If, based on evidence, the EL Program Office determines the classification of EL versus the original classification of EO is appropriate, the EL Program Office will coordinate the change in the district's student information system.

Chapter 1: Assessment, EL Identification, Program Options, and Reclassification

II. Intake, Assessment, Identification, and Program Options

C. Informing Parents/Guardians of Language Acquisition Program Options

Parents/guardians are informed of the instructional program options available to their students and they may choose a language acquisition program that best suits their student.

CVUSD provides a Structured English immersion (SEI) program for English learners. In addition, the district offers a Dual Immersion Program and a Developmental Bilingual Program.

As part of the enrollment packet, all parents receive an explanation of the language acquisition programs available in the district and again as part of the Initial and Annual Parent Notification process for English learners.

D. Process for Choosing a Language Acquisition Program

All parents (EO and EL) may request a language acquisition program. Should parent want to request a language acquisition program, the parent and/or office staff of the site must fill out and keep written record of the [Language Acquisition Program Request Form](#) (located with office staff at each site) for three years after the request is made. If, during the last three years, a total of 20 parents of students at the same grade level or 30 in the school have requested a particular language program, the district must follow a time-bound process to consider how the request of the parent group can best be accommodated, including the feasibility of providing the program at the site.

Dual Immersion and Developmental Bilingual programs are offered at several sites throughout the district. Parents who want to choose one of these language acquisition programs must visit the school site and request a transfer (if the program is not offered at their school of attendance).

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Chapter 1: Assessment, EL Identification, Program Options, and Reclassification

II. Intake, Assessment, Identification, and Program Options

E. Initial Assessment and Classification of Students

If a parent/guardian of a student lists a language other than English on any of questions 1-3 on the Home Language Survey, the students will be given the Initial English Language Proficiency Assessments of California (Initial ELPAC) to determine English language proficiency. This assessment is administered within 30 days of the student's start date. Prior to the administration of the Initial ELPAC the parent/guardian is informed in writing of the upcoming assessment.

The assessment is administered by a trained district employee. Assessment will take into account the needs of students with learning disabilities, including the California [English Language Proficiency Assessment for California Accessibility Resources, Matrix 4](#).

Scores are entered into the Cajon Valley Union Student Information System. Classification of students as EL or not EL is based on the following cut points established by the state of California:

Student Classified as EL		Student NOT Classified as EL
Novice Level	Intermediate Level	Initial Fluent English Proficient (IFEP)
150-369	370-449	450-600

Chapter 1: Assessment, EL Identification, Program Options, and Reclassification

II. Intake, Assessment, Identification, and Program Options

F. Initial Parent Notification Letter

Within 30 calendar days after the student's initial date of California enrollment, the student's English language proficiency is assessed, and the parents are notified of their student's results and language acquisition program options via the ***Initial Parent Notification Letter***. Based on ELPAC test results, students are classified as EL or IFEP.

- Students who are classified as EL receive the *English Learner Program* with daily Designated ELD and Integrated ELD across all subject areas throughout the day.
- Students who are classified as Initial Fluent English Proficient (IFEP) or English Only (EO) receive the general education mainstream program without daily Designated ELD provided.

The ***Initial Parent Notification Letter*** is in English, Spanish, and Arabic, and includes:

- The reasons for the student's assessment
- The student's assessment scores
- A description of the language acquisition programs available in the district and how they will help the student become fully proficient in English
- Information about parents' rights to request language acquisition programs, and to opt out of certain services for ELs, and
- Reclassification criteria to exit from the EL program.

G. Annual Parent Notification Letter

Within 30 calendar days of the first day of school, parents receive an ***Annual Parent Notification Letter***. The ***Annual Parent Notification Letter*** provides the same information as the ***Initial Parent Notification Letter***, with the addition of the most recent English Language Proficiency Assessment (ELPAC) results and academic achievement scores.

English Learner Master Plan

Chapter 1: Assessment, EL Identification, Program Options, and Reclassification

II. Intake, Assessment, Identification, and Program Options

H. Annual (Summative) ELPAC

To measure progress towards English proficiency, assist in informing instructional placement, and to determine if a student may be ready to reclassify, the Summative ELPAC is administered during the Summative ELPAC testing window (Feb 1 -May 31).

Students who are classified as ELs must continue to take the Annual Language Proficiency Assessment (Summative ELPAC) every year in the spring until reclassifying as Reclassified Fluent English Proficient (RFEP). Parents may not opt students out of ELPAC testing.

Parents are notified of test results within 30 days of receipt from the testing publisher through the district's Parent Portal and again through the Annual Parent Notification Letter.

The Summative ELPAC is administered by trained staff, typically at the school site. Staff follow the guidance on the appropriate use of universal tools, designated supports, and accommodations described in this document: [English Language Proficiency Assessment for California Accessibility Resources, Matrix 4](#). ELs with Individualized Education Programs (IEP) and 504 Plans must also take the Summative ELPAC, unless the IEP team determines that the student qualifies to take the Alternate ELPAC (designed for students with significant cognitive disabilities.)

I. Parent's Right to Opt Out of Instructional Programs

Opting out of EL Services

- Parents have the right to opt their student out of EL programs or particular EL services. This decision is based on a full understanding of the EL student's rights, the range of services available to the student, and the benefits of such services to the student.
- If a parent decides to opt his or her student out of the EL programs or particular services, that student still retains his or her status as an EL.
- School districts continue to monitor the English language proficiency and academic progress of students who opt out of EL programs and services. If a student does not demonstrate appropriate growth in English language proficiency or maintain appropriate academic levels, the school district must inform the parents in a language they understand and offer EL services.

EL students must continue to take the Summative ELPAC annually until reclassifying as fluent English proficient. Parents may not opt students out of testing.

Chapter 1: Assessment, EL Identification, Program Options, and Reclassification

III. Reclassification of ELs

To be reclassified as fluent English proficient, students must meet the following criteria:

- ELPAC: Overall 4
- Reading proficiency based on a local mean difference (average score for a non-EL) of non-English learners in each grade level using a district-wide local assessment
- Teacher Evaluation – based on district writing assessment
- Parent Opinion and Consultation

Students' test results are reviewed for reclassification by the EL Program Office three times throughout the year, following local ELA diagnostic assessment windows. Local assessment cut-point scores are based on a local mean difference of non-English learners and are re-evaluated after each diagnostic assessment.

Each site receives a list of potential reclassification candidates (based on ELPAC and local assessment results) and then conduct a standardized teacher evaluation process (including the administration of a district writing assessment). If the student meets all criteria to reclassify, parents are consulted, informed of the process and impact of reclassification on their student's education, and are given an opportunity to express their opinion.

A. Reclassification of English Learners with Disabilities

Students with disabilities are provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate measures of English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level.

In accordance with federal and state law, the IEP team may address the individual needs of ELs with disabilities using multiple criteria in concert with the four reclassification criteria in the California Education Code for reclassification of English learners. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student.

Chapter 1: Assessment, EL Identification, Program Options, and Reclassification

III. Reclassification of ELs

B. Monitoring of Reclassified English Learners

Students who are reclassified are monitored for a period of at least four years following reclassification, on a trimester basis. For RFEP students not meeting grade level expectations (in any content areas) the site EL Facilitator meets with the classroom teacher to discuss possible interventions.

Interventions follow a three-step process:

1. Classroom teacher modifies instruction based on assessment data. Teacher provides differentiated instruction, uses Specially Designed Academic Instruction in English (SDAIE) methods to increase access to the core, and provides individualized assistance.
2. If in-class modifications have not resulted in increased student performance, the teacher refers the student to the principal/principal designee for an appropriately designed intervention. Students are grouped by grade and skill need, based on assessment data.
3. If a student fails to demonstrate adequate progress in the school's intervention program, the student is referred to the Student Success Team (SST) for additional recommendations. In addition, the SST consults with the parent.

Students with disabilities who have been reclassified through an IEP team decision, will also be monitored every trimester for a period of at least four years. The focus of their monitoring is the progress they are making towards IEP goals.



Chapter 2: Language Acquisition Programs

I. Introduction

Cajon Valley Union School District’s instructional programs for English learners (ELs) are the core of our mission to ensure that ELs are college, career and community ready. The purpose of our instructional programs are to teach ELs to understand and use academic English proficiently and effectively while at the same time ensuring they have meaningful access to a high-quality education, with opportunities to achieve their full potential.

CVUSD’s instructional programs for ELs are:

- Clearly defined
- Evidence-based
- Aligned with the rigor of the Common Core State Standards, New Generation Science Standards, California ELD Standards and the California ELA/ELD Framework
- Designed to address the needs of each EL subgroup
- Effectively monitored

In this chapter we:

- Describe the framework for EL instruction known as Integrated ELD and Designated ELD;
- Provide guidance for the scheduling and implementation of Designated ELD;
- Describe the instructional programs that put the Integrated and Designated ELD framework into action for all EL subgroups;
- Provide guidance on using an ELs primary language as a learning resource

EFFECTIVE INSTRUCTIONAL PROGRAMS

In order to provide effective instructional programs for ELs, school sites:

- Provide instructional programs that address the needs of all EL subgroups present at the site
- Implement the chosen instructional program(s) at the site with fidelity
- Provide robust Integrated ELD across content areas aligned with the CA ELA/ELD Framework
- Provide daily Designated ELD to all EL students until they reclassify
- Provide ongoing professional learning on best practices in EL instruction
- Monitor EL progress and effectiveness of instruction with both formative and summative assessments

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Chapter 2: Language Acquisition Programs

II. Designated and Integrated ELD: A Framework for EL Instruction

English Learner Program

- Base program for all sites and classrooms serving English learners
- Strengthens grade-level instruction for ALL students, including ELs
- Includes BOTH designated and integrated ELD
- ALL sites and staff must have the skills and resources to deliver an effective English Learner Program

Additional Language Acquisition Programs and Supports

Dual Language Programs	Bilingual Program	Newcomer Support	Long Term English Learner Support
<p>English Learner Program, plus:</p> <p><u>All students in this program become fully biliterate.</u></p> <p>Integrated and Designated Language Development in BOTH English and Spanish.</p> <p>Chosen by families of EL, EO, IFEP, and RFEP students</p>	<p>English Learner Program, plus:</p> <p>Content area instruction in BOTH English and Spanish</p> <p>Integrated and Designated Language Development is provided in BOTH English and Spanish</p> <p>Note: This program is designed for students who are native Spanish speakers.</p> <p>All students in this program become fully bilingual/biliterate upon completion.</p>	<p>English Learner Program, plus:</p> <p>Intensive support in English language development and content learning</p> <p>Cultural knowledge building</p> <p>Social emotional learning</p> <p>Note: This program is designed for students who have been enrolled in U.S. schools for 3 years or less</p>	<p>English Learner Program, plus:</p> <p>Targeted and intensive support in developing academic language and literacy through strategic strategy implementation.</p> <p>Note: This program is designed for LTELs and students at risk of becoming LTELs.</p>

English Learner Master Plan

Chapter 2: Language Acquisition Programs

II. Designated and Integrated ELD: A Framework for EL Instruction

At the heart of both the [California ELD Standards](#) and the [California ELA/ELD Framework](#) is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content they are interested in. The concepts of Integrated ELD and Designated ELD are used throughout the CA ELA/ELD Framework to support this goal of linking ELD with meaningful and engaging learning. In order to deliver quality Designated and Integrated ELD to all Cajon Valley ELs, all schools must:

People learn language best when they can use it in meaningful ways to engage with content in which they are interested.

A. Provide Daily Designated English Language Development that:

- Is targeted at EL proficiency levels with groupings of not more than two proficiency levels
- Is aligned to [California ELD Standards](#)
- Focuses on communicative purposes, not on discrete grammar instruction
- Addresses speaking, listening, reading, and writing
- Is embedded in or explicitly connected to grade-level content or topics
- Includes systematic development of academic vocabulary
- Requires teachers to spend a bulk of their instruction and focused opportunities for students to actively engage in oral and written language
- A minimum of 30-45 minutes daily designated ELD instruction for all EL students in CVUSD.

B. Provide Integrated ELD across content areas in which:

- Students engage with texts or tasks that are aligned to grade-level standards and require critical thinking and/or application.
- There is clear instruction based on California Common Core Standards and Next Generation Science Standards (NGSS) as the focal standards, in tandem with the [California ELD Standards](#).
- Students effectively access language resources and other scaffolds to support their understanding.
- Students develop and use language to explain ideas, express understanding and negotiate meaning while teachers intentionally develop students' academic language and literacies specific to each discipline (language of math, science, history, etc.).
- There is ample oral and written production of language.

Chapter 2: Language Acquisition Programs

II. Designated and Integrated ELD: A Framework for EL Instruction

Effective provision of Designated and Integrated ELD rests on the specific investments detailed below:

All teachers with ELs in their classroom, TK-8:

- Must be skilled at providing Integrated ELD, including careful consideration of language demands of a task and carefully planned language learning embedded in engaging content and activities.
- Must be skilled at providing Designated ELD when they teach this period or course.
- Need ongoing training in effective planning and delivery of Designated and Integrated ELD.

The district and school sites shall:

- Ensure effective Integrated ELD is provided in all elementary and middle school classrooms.
- Provide ongoing professional learning that allows ALL teachers to become experts in the delivery of effective Integrated ELD as well as Designated ELD where applicable.
- Ensure all EL's receive at least 30- 45 minutes per day of Designated ELD until they reclassify.

All teachers with EL's in their classrooms must be skilled at providing Designated and Integrated ELD, including careful consideration of the language demands of a task and carefully planned language learning embedded in engaging content and activities.

English Learner Master Plan

Chapter 2: Language Acquisition Programs

III. Scheduling Designated ELD

A. Scheduling Designated ELD in CVUSD (Elem./MS)

A protected daily time of a minimum 30-45 minutes a day of Designated ELD instruction needs to be set aside for all EL students at the elementary and middle school level (all ELPAC levels, including ELs with disabilities).

In all Designated ELD settings, students are in heterogeneous groups, based on ELPAC levels. In each group there cannot be more than two levels of proficiency in the group in order to effectively meet the specific language needs of each EL in the group. For example: Level 1 and Level 2 students could be in an instructional group, or Level 2 and Level 3 students; however, there cannot be a group of Level 1 students with Level 3 students or Level 2 students with Level 4 students.

The district-adopted ELA/ELD curriculum is utilized to provide sequential, intentional, explicit instruction around language acquisition that is based on California's ELD standards for daily Designated ELD. This core curriculum for ELD is:

- **Elementary** – *Reach for Reading* (National Geographic); and *Wonders* (McGraw-Hill) for the dual language and developmental bilingual classes.
- **Middle School** – *StudySync* (McGraw-Hill)

B. A Designated ELD Instruction Model

To provide a routine and structure for teachers that focuses on ELD standards, ELPAC task types, and the productive aspects of language acquisition, the district designed an **ELD Planning Guide** for Designated ELD instruction. The **Key Components of an Effective ELD Lesson, (aka the dELD Daily Model)** is built on the 5 Key Themes of ELA/Literacy and ELD Instruction, which include:

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

The focus for each day of the **dELD Daily Model** is on productive language and giving English learners an opportunity to engage in meaningful conversations. Each day is structured around a central instructional point that provides intentional opportunities for academic discourse and collaborative conversations. The five days of the dELD Daily Model are: (Everyday structure for Designated ELD)

1. Retell a Story
2. Practicing the rhythm of English through vocabulary instruction, songs and poetry.
3. Explicit instruction on how English works
4. Collaborative language themes
5. Presentation Literacy

Specific professional learning is offered to all EL teachers centered around the dELD Daily Model of effective ELD instruction.

The next section describes each of the instructional programs available to ELs in CVUSD. The programs are: **English Learner, LTEL Support, Dual Language,** and **Developmental Bilingual.** The Dual Language Program is also open for English Only (EO) students.

Chapter 2: Language Acquisition Programs

IV. Instructional Programs Serving ELs

A. English Learner Program

- Base program for all sites and classrooms serving ELs
- Strengthens grade-level instruction for all ELs
- Includes Integrated ELD and Designated ELD
- All sites and staff must have the skills and resources to effectively deliver a comprehensive English language development program

Every site and nearly every classroom in CVUSD serve ELs at some point during the year, so all sites and teachers must be equipped to provide the required base program for ELs. The EL Program provides Designated ELD to ELs and Integrated ELD to ALL students in any class that includes ELs.

English learners in middle school have full access to the standard instructional program, which consists of:

- Core curriculum courses (reading/language arts, mathematics, science, and history/social science), as well as a Designated ELD period.

However, at some middle school sites, English learners who are recent arrivals to the United States participate in a program designed to meet the unique academic and transitional needs of newly arrived immigrant students, with a primary objective of developing English language proficiency as quickly as possible.

The EL program benefits all students because of its focus on building interdisciplinary language and general academic language. The other supporting instructional programs for ELs are special versions of the base EL Program that provide additional benefits and/or more targeted instruction for certain groups of students.

Students who are not meeting grade level expectations (with English proficiency levels in mind), go through a three-step process for intervention:

1. Classroom room teacher modifies instruction based on assessment data. Teacher provides differentiated instruction, uses SDAIE methods to increase access to the core, and provides individualized and small group assistance.
2. If in-class modifications have not resulted in increased student performance, the teacher refers the student to the principal/principal designee for an appropriately designed intervention. Students are grouped by grade and skill need, based on assessment data.
3. If the student fails to demonstrate sufficient progress in the school's intervention program, the student is referred to the SST for additional recommendations. In addition, the SST consults with the parent.

Chapter 2: Language Acquisition Programs

IV. Instructional Programs Serving ELs

Types of interventions can include, but are not limited to the following:

- Differentiation by academic performance level
- Targeted, focused instruction addressing literacy/language gaps
- Tutoring
- Before/After school programs
- Trimester goal-setting and progress checks

Students exit intervention programs when they demonstrate progress towards academic and linguistic proficiency.

Instructional strategies and materials in the standard instructional program are designed to support the linguistic, academic and literacy needs of English learners at different proficiency levels.

The use of SDAIE strategies are prevalent in subject-area courses with a strong emphasis on GLAD (Guiding Language Acquisition and Design) strategies. The California ELA/ELD framework calls for Integrated ELD instruction that “...includes an abundance of collaborative discussion about content, meaning interaction with complex texts, and engaging and intellectually rich tasks.” This focus of building language while presenting grade-level subject matter in the standard instructional program is a key focus in Cajon Valley’s professional learning.

Program Features of the English Learner Program

1. The program serves ELs of all proficiency levels (ELPAC Levels 1-4). EOs, IFEPs and RFEPs enrolled in a classroom with English learners also receive the support provided by Integrated ELD in the EL program model.
2. Once ELs are reclassified and become RFEP, they are “exited” from Designated ELD but they continue to receive all other support provided in the EL program, including robust Integrated ELD.
3. Parents are fully informed of the option to request the Dual Language Program or the Developmental Bilingual Program in addition to the base EL Program.

Program Components

1. For Designated ELD:
 - For elementary and middle school a minimum of 30-45 minutes a day is provided with a focus on developing English language proficiency.

English Learner Master Plan

Chapter 2: Language Acquisition Programs

IV. Instructional Programs Serving ELs

2. Both Integrated and Designated ELD feature:

- Standards-based instruction with differentiation and language development strategies in all content areas including:
 - High expectations for both content and language mastery and use
 - Use of complex text and fostering interaction
 - SDAIE, GLAD and other strategies for making content instruction understandable
 - Scaffolding calibrated by proficiency level to provide both high challenge and sufficient support for all students
 - Partner and group work to foster content and language learning, social emotional learning and cultural competence
 - Use of core curriculum
 - Routines that are clear, predictable and supportive of Common Core-aligned rigor and high student engagement
 - Monitoring of ELs to ensure progress towards reclassification within 6 years
 - Intensive monitoring of newcomers, LTELs and ELs at-risk of becoming LTELs, including trimester data analysis and goal setting. For ELs with IEPs, clear articulation and consistent implementation of linguistically appropriate goals

3. Family engagement activities, bilingual support staff and strong community partnerships support the educational experience of ELs.

Staffing, Credentialing and Professional Development

- Appropriate Multiple-Subject or Single-Subject Credential with CLAD or BCLAD certification (correct EL Authorization).

- Ongoing district-sponsored professional learning is provided in Designated and Integrated ELD, and effective practices for newcomers, LTELs and ELs at-risk of becoming LTELs.
 - Site-specific personalized ELD professional learning provides teachers with the tools necessary to provide quality instruction
 - Ongoing district-adopted ELD curriculum professional learning is offered multiple times throughout the year, including Summer, Winter, and Spring District Learning Academies.
 - In classroom, continuous coaching and professional learning using GLAD strategies with a district funded instructional coach is supported
 - The district offers GLAD Certification opportunities
 - Recurring GLAD professional learning and collaboration opportunities refine best practices
 - Professional learning and collaboration is provided through EL leadership cohorts, including participants from sites.
- For ELs with disabilities, the special education teacher provides Designated ELD, or collaborates with the Designated ELD teacher.

B. Program Features of Newcomer Support

Newcomer programs are located at specific middle school sites in CVUSD. They include the English Learner base instructional program, and they provide deeper and more intensive support in:

- Early levels of language acquisition
- Carefully scaffolded content learning
- Cultural knowledge
- Social-emotional learning and support

Elementary newcomers are offered the same support within a mainstream class.

Chapter 2: Language Acquisition Programs

IV. Instructional Programs Serving ELs

Newcomer Program Components in Grades TK-8

In addition to the program components in the base English Learner Program, specific Newcomer supports include these components:

1. A newcomer intake process conducted by community liaisons from the Family and Community Engagement Office (FACE)
2. Specialized Designated and Integrated ELD that teaches language and literacy while developing content and cultural knowledge as well as social emotional learning skills.
3. When possible, primary language is leveraged:
 - To develop content knowledge and aid in the comprehension of English texts and classroom discussions.
 - To provide content area instruction in the primary language when resources are available, predominately at sites with the **Dual Language** or **Developmental Bilingual** programs.
4. Increased targeted scaffolding and differentiation including additional small group work, plus the use of language partners
5. Counseling and other services to support newcomer students and families in the case of newcomer students who have experienced trauma.
6. Family engagement activities conducted by the FACE Office, and bilingual support staff to provide extra support
7. Refugee students have an opportunity to participate in the CAL New and Refugee School Impact grant programs which provide after school programs for language development, counseling, ESL classes for parents, and newcomer leadership training and opportunities for civic engagement based field trips.

C. Features of Support for Long-Term English Learners (LTEL) and ELs At-Risk of Becoming Long-Term English Learners (AR -LTEL)

In addition to the base English Learner Program, students At-Risk of becoming Long-Term English Learners and Long-Term English Learners also receive additional support to help them become reclassified as fluent English proficient.

1. Timely identification of At-Risk of Becoming a Long-Term English Learner or Long-Term EL status is conducted so that classroom teachers can provide targeted instruction to meet the unique needs of these students. Targeted strategies during ELD instruction include:
 - Focus on accelerating progress towards English proficiency with enriched English language development and literacy development instruction to address the language and literacy gaps that impede academic success for LTELs.
 - Increased opportunities for active engagement, with a focus on oral and written language development.
2. Trimester meetings with key personnel (e.g., English Learner Facilitators, school counselors, classroom teachers, etc.) to set language acquisition and academic goals for improvement.
3. Emphasis on student engagement that is encouraged through consistent instructional routines that hone in on structured speaking opportunities.
4. Small group tutoring on the essential components of reading, spelling, grammar, and academic vocabulary to create a broader understanding of the English language.

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Chapter 2: Language Acquisition Programs

IV. Instructional Programs Serving ELs

D. Dual Language Two-Way Immersion Program

The goal of the Dual Language Program is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs, English Only (EO) students, Initial Fluent English Proficient (IFEP) students and reclassified ELs (RFEPs). Though this model is open to students of all language backgrounds, students who enroll in a Dual Language Program after first grade need to demonstrate a minimum level of competency in the target language to ensure they are successful with this model of instruction. Classes are composed of a balance of EOs, ELs/RFEPs and bilingual students. Content learning in both languages facilitates language learning among the students as they engage in collaboration that values both languages equally.

The Dual Language Two-Way Immersion model offered in CVUSD is:

90-10 – 90% instruction in the target language, 10% in English, in kindergarten. Each year increases, reaching 50% in the target language and 50% in English by 5 grade. This model is offered in Grades TK-8.

Program Features of Dual Language Two-Way Immersion Program

Students Served and Exit Information

1. ELs of any proficiency level, including newcomers and students with disabilities, EO, IFEP, and RFEP students may participate in the program. Note that for students with certain disabilities, such as language processing disabilities, special support may be necessary in order for the **Dual Language Program** to be successful.
2. After the end of first grade, students who enroll in a **Dual Language Program** should demonstrate a minimum level of competency in the target language.

3. Since the **Dual Language Program** is built out through elementary and middle school, there is no “exit” apart from promotion. In the event that a family chooses to discontinue their student’s participation in the **Dual Language** instructional program, parents must be informed of the possible negative effects of a change in language programs from one year to the next, and ELs should be monitored to ensure their academic success during their transition to the English Learner Program.
4. Ideally, each class has a balance of ELs and non-ELs (approximately 50 percent of each group).
5. A clearly articulated TK-8th grade Dual Language Pathway with an opportunity to receive Pathway to Biliteracy awards is provided.
6. BOTH Integrated ELD and Integrated Spanish Language Development (SLD) instruction is provided for all students.
7. Purposeful and strategic use of language and intentional leveraging of each language to support the development of both languages is highly-valued.

Staffing, Credentialing and Professional Development

In addition to the Staffing, Credentialing and Professional Development bullets for the **English Learner Program**, the **Dual Language Two-Way Immersion Model** should include these features:

- Appropriate Multiple Subject or Single Subject Credential with BCLAD certification (or CLAD certification when a teacher is instructing in English only)

English Learner Master Plan

Chapter 2: Language Acquisition Programs

IV. Instructional Programs Serving ELs

- Ongoing district-sponsored professional development in Dual Language instruction.
- For students with disabilities, a special education teacher provides consultation to the Designated ELD and SLD teachers.

Family Information

- EL students are placed in the *English Learner Program* unless a family chooses *Dual Language* and students are then placed through the enrollment process in a *Dual Language* instructional program.

E. Developmental Bilingual Program

The goal of the *Developmental Bilingual Program* is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for English learners who are native Spanish speakers to engage in collaboration that values both languages equally.

The *Developmental Bilingual Program* offered in CVUSD starts with 90% instruction in Spanish, 10% in English, in kindergarten. Each year the percentage of Spanish decreases and the percentage of English increases, reaching 50% in Spanish and 50% in English by 5th grade. This model is currently offered through 5th grade at two elementary sites.

Students Served and Exit Information

- ELs of any proficiency level, including newcomers and students with disabilities may participate in the *Developmental Bilingual* program.
- After the end of first grade, students who enroll in a *Developmental Bilingual Program* should demonstrate a minimum level of competency in Spanish.
- Since the *Developmental Bilingual Program* is built out through elementary there is no “exit” apart from promotion. In the event that a family chooses to discontinue their student’s participation in the *Developmental Bilingual* instructional program, parents must be informed of the possible negative effects of a change in language programs from one year to the next, and ELs should be monitored to ensure their academic success during their transition to the English Learner Program.
- Each class has a balance of ELs and non-ELs.

Program Components

In addition to the Program Components of the base English Learner Program, the *Developmental Bilingual Program* includes these features:

1. An articulated TK-8th gr Bilingual/Biliteracy pathway
2. Designated and Integrated ELD
3. Daily study focused on language development for all students in BOTH languages (amount of time in each language is dictated by grade level).

Chapter 3: Family and Community Engagement

I. Introduction

Cajon Valley Union School District (CVUSD) is committed to promoting strong parent, family and community support for our programs. Cajon Valley strives to actively promote the development of parent and community leaders who can learn more about the educational system, become involved in the education of their children, and advocate effectively for them.

Our schools and classrooms are most effective when family and community educational partners actively influence and contribute to the District mission of happy, healthy kids who are prepared to be full contributors and participants in the multilingual and multicultural society of the 21st century. In the case of English learner families and community leaders, this involvement is of particular importance because it helps families who are immigrants and English learners experience ownership in an educational system that might be unfamiliar.



Chapter 3: Family and Community Engagement

II. District English Learner Advisory Committee (DELAC)

The District English Learner Advisory Committee (DELAC) is composed of representatives from each site ELAC (English Learner Advisory Committee).

DELAC members meet on a regular basis during the school year to:

- Study best practices for EL education
- Investigate and learn about topics related to best practices in EL education
- Collect the concerns and feedback from site ELAC members
- Keep the site ELAC committees informed of EL-related issues and opportunities in order to positively impact EL education and EL-related expenditures in Cajon Valley Union
- Advise the school district governing board on all of the following tasks:
 - Development of an LEA master plan, including policies including consistent implementation of EL educational programs and services that takes into consideration the SPSAs
 - Conducting a District-wide needs assessment on a school-by-school basis
 - Establishment of district program, goals, and objectives for programs and services for ELs
 - Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
 - Review and comment on the district's reclassification procedures
 - Review and comment on the written notifications required to be sent to parents and guardians
- Under the local control funding formula, Cajon Valley's DELAC must carry out specific responsibilities related to the LCAP and shall also review and comment on the development or annual update of the LCAP.
- The district provides training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities.
- The consolidated application includes certifications by appropriate district advisory committees that the application was developed with review and advice of those committees.

Chapter 3: Family and Community Engagement

III. English Learner Advisory Committee (ELAC)

California Education Code requires sites with more than 20 ELs to have a committee to ensure the input of EL families and guardians and to advise the School Site Council (SCC), particularly on EL matters relating to the School Plan for Student Achievement (SPSA). In CVUSD, this committee is known as the ELAC.

- A majority of the ELAC committee members must be parents/guardians of ELs or RFEPs and the percentage of EL parents/guardians shall be equal to or greater than the percentage of ELs at the site.
- Members are elected by parents/guardians of ELs present at the first meeting of the ELAC which must be advertised and convened by the site administrator by October 31st.
- The structure, roles and procedures of the ELACs are determined by the members of the ELACs with the assistance of the principal.
- The ELAC is required to meet on a regular basis throughout the school year.
- All ELACs advertise their meetings to their school community. They provide agendas and meeting notes to attendees and members of the ELAC, SSC and site leadership team.
- The ELAC is responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
- The ELAC advises the principal and staff in the development of a site plan for ELs and submits the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).
- The ELAC receives training materials and training, planned in full consideration with committee members to assist members in carrying out their legal responsibilities.
- Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Chapter 3: Family and Community Engagement

IV. Family and Community Engagement Office (FACE)

A. Support Services for Parents

Our staff fosters ongoing relationships with our parents. We provide resources and information in order to involve and engage parents in their children's education. Since Spanish, Arabic, and Chaldean are our dominant second languages, our support services staff provides bilingual/bicultural oral and written services through highly competent interpreters. Through attendance at DELAC (district-level) and/or ELAC (site-level) meetings, as well as collaboration with district staff and Parent Liaisons, parents can have a better understanding of the educational system and the many ways they can support their children's academic efforts. In addition, parents have access to:

- Orientations designed to support 5th grade students transitioning to middle school and 8th grade students transitioning to high school
- Parent leadership skills development at ELAC and DELAC meetings

In alignment with Cajon Valley's Office of Family and Community Engagement (FACE), structures and practices to support EL family and community participation is:

- Clearly defined and well-advertised in a parent-friendly format, at both the site and district level
- Welcoming, as well as culturally and linguistically responsive
- Proactive in providing a space for parents and families to both learn and contribute to:
 - the specific needs of ELs (including all EL subgroups)
 - the educational needs of all Cajon Valley students and subgroups
- Designed to fully engage parents in representing all EL subgroups in site-level and district-level governance structures, particularly within the School Site Council (SSC), District English Learner Advisory Committee (DELAC), site English Learner Advisory Committees (ELAC) and the district's LCAP committee.
- Committed to providing clear communication and connection between the parent governance structures at both the site and district levels.
- Supported by dedicated family liaisons and resources at the site and district levels.

Chapter 3: Family and Community Engagement

IV. Family and Community Engagement Office (FACE)

FACE Office Mission: The mission of the FACE Office is to provide opportunities for Cajon Valley schools and families to build meaningful and productive partnerships committed to student learning.

Their work is guided by the *Dual-Capacity Building Framework for Family-School Partnerships*. This Framework provides a roadmap for conceptualizing, designing, and implementing all of their initiatives.

Five core values lie at the heart of everything the FACE Office focuses on. They believe:

- Every child has great potential.
- Every family wants the best for their children.
- Society is enriched by cultural diversity.
- Participation in our activities is always voluntary.
- Parents should be co-designers of our work because the problems in our community can and should be addressed using the Dual Capacity Building Framework.

There are many ways that parents/guardians are involved in their child's education. These six areas have proven to be successful:

1. Parenting: Families are the foundation for a child. They provide basic support for their health, growth and development. Schools assist by providing information to aid parents in better supporting developmental ages and stages from preschool through high school. Some district/school sponsored events that distribute information are:

- Family Teacher Teams
- Positive Home Visits
- Back-to-School and Open House Nights
- District & Site sponsored parent trainings and workshops
- Parent University
- School Site Councils
- District & site English Learner Advisory Committees
- Adult Education courses
- District & site family events
- Bi-monthly School Board meetings

2. Communication: Two-way communication is crucial for student success. Communication from the school or district to parents and from parents to the school and or district. Providing the communication in primary languages when 15% or more of a school's student population speaks the same language is required of all of our school sites.



Chapter 3: Family and Community Engagement

IV. Family and Community Engagement Office (FACE)

3. Volunteering: Both the district and sites provide opportunities for parents and the community to volunteer. Some activities are:

- Parent Teacher Association (PTA)/Parent Teacher Organization (PTO)
- School-wide functions
- Classroom volunteering
- Event planning

4. Learning at Home: Parents provide the time and a location for students to focus on their learning. Districts provide guidance and materials needed for learning. Parents monitor the learning and provide feedback to their child or classroom teacher. Activities that encourage learning at home:

- Homework / reading logs
- Family Literacy, Math, Science Nights
- Student led parent-teacher conferences
- Family Teacher Teams
- Positive Home Visits
- Family Workshops

5. Decision Making and Advocacy: Educators and parents work as a team when developing educational opportunities for the students of the district. Educational decision making occurs in many ways, but formally in committees such as: LCAP, DELAC, ELAC, SSC, and other specific committees.

6. Relationship Building / Collaborating with the Community:

Establishing a welcoming school environment, celebration events and activities create positive relationships among and between families and school staff, as well as our community. Cajon Valley Union School District continues to build strong collaborative relationships with its families and the community at large.

Chapter 4: Monitoring, Evaluation, and Accountability

I. The Improvement Cycle

The *Improvement Cycle* includes six main structures that inform each other, resulting in regularly adjusted action plans for English learner growth.

1. District EL Data Dive
2. DELAC EL Review
3. LCAP
4. Site Data Dive
5. ELAC
6. SPSA and Action Plan

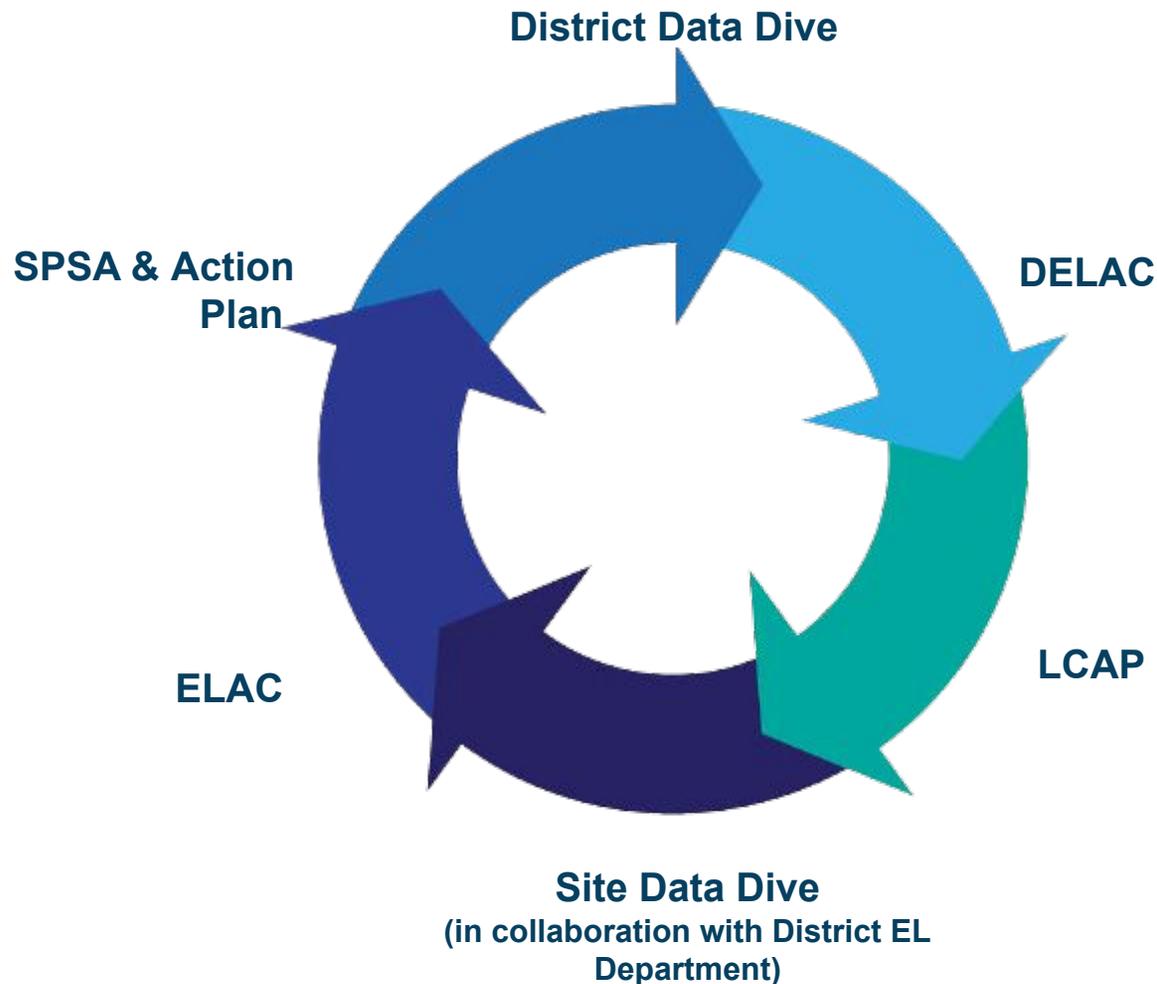
Rather than existing in isolation, these six structures work together to enhance data collection, reflection, planning and improved implementation. Each part of the process is critical to the success of continuous improvement. It is important to note that this process is deliberately designed to be cyclical, as each part informs the next and repeats multiple times throughout the year.

It is also important to note that while these structures are tied to the district level, the last three occur at the site level. We believe that the best outcomes for ELs occur at the site level with support from the district.

English Learner Master Plan

Chapter 4: Monitoring, Evaluation, and Accountability

I. The Improvement Cycle



English Learner Master Plan

Chapter 4: Monitoring, Evaluation, and Accountability

I. The Improvement Cycle

D. The District EL Data Dive, DELAC, and LCAP

The District EL Data Dive is a central office annual review that analyzes data and implementation to highlight strengths and concerns and plan needed improvements in EL services and programs. The District EL Review provides reporting on LTEL and reclassification numbers, historical data of EL achievement on state and local assessments, as well as District progress on meeting LCAP goals related to ELs.

<p>Purpose</p>	<ul style="list-style-type: none"> • Support improvement of EL services across the District through a centrally supported analysis of data trends. <ul style="list-style-type: none"> • The EL Department analyzes pertinent data trends and then disseminates and discusses those trends with DELAC. Through the conversation, DELAC provides input and recommendations to improve outcomes for ELs. These recommendations then inform future LCAP goals.
<p>Data sets to be analyzed</p>	<p>A District-level analysis of:</p> <ul style="list-style-type: none"> • LCAP Goals, Strategies and Measurable Outcomes • Trends in SPSA goals and metrics • EL-related dashboards, including: <ul style="list-style-type: none"> ○ Reclassification Rates ○ EL Progress Indicator (state dashboard) ○ Number of LTEL and AR-LTEL
<p>Analysis</p>	<ul style="list-style-type: none"> • Interpretation of data, root cause analysis, and action planning with identification of centrally-provided resources to support improvement • Presentation of data and proposed action to DELAC and Governing Board
<p>Participants</p>	<ul style="list-style-type: none"> • District English Learner Program Office Director and Program Specialists • Assistant Superintendent of Educational Services • Representation from area principals and/or EL designees • FACE leadership and staff
<p>Frequency</p>	<p>These conversations happen two to three times per year, typically aligning with the end of each trimester, when new data points are readily available.</p>

English Learner Master Plan

Chapter 4: Monitoring, Evaluation, and Accountability

I. The Improvement Cycle

D. The Site EL Data Dive, ELAC, SPSA, and Action Plan

The Site EL Data Dive is a partnership of the site and district EL department review that analyzes data and evaluates strengths and concerns to determine needed improvements in site EL services and programs. Together, site goals related to ELs are

<p>Purpose</p>	<ul style="list-style-type: none"> ● Support improvement of EL services at each site through a series of data analysis conversations and the development of site specific action plans. <ul style="list-style-type: none"> ● In working together, the EL Department and site administrators/designees analyze pertinent data trends at the site level. Using the outcome of these conversations, sites share information with ELAC, who provide input and recommendations for EL student needs. These recommendations inform the SPSA as well as action plans within the site.
<p>Data sets to be analyzed</p>	<p>A Site-level analysis of:</p> <ul style="list-style-type: none"> ● Trends in SPSA goals and metrics ● EL-related dashboards, including: <ul style="list-style-type: none"> ○ Reclassification Rates ○ EL Progress Indicator (state dashboard) ○ Number of LTEL and AR-LTEL ○ Progress in local measures (i.e. iReady)
<p>Analysis</p>	<ul style="list-style-type: none"> ● Interpretation of data, root cause analysis, and action planning with identification of site-provided resources to support improvement ● Presentation of data and proposed action to ELAC.
<p>Participants</p>	<ul style="list-style-type: none"> ● District English Learner Program Office Director and/or Program Specialists ● Site Administrators and EL designees ● ELAC committee and members
<p>Frequency</p>	<p>These conversations happen two to three times per year, typically aligning with the end of each trimester, when new data points are readily available.</p>

English Learner Master Plan

Cajon Valley Union School District



Equity



Innovation



Choice