

**DUBLIN  
UNIFIED**



**School District**

# English Learner Master Plan 2018-2019

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Reviewed by District English Learner Advisory Committee (DELAC)

On January 25, 2018 and April 12, 2018

**Board Approved on May 22, 2018**

## **District Vision**

All Dublin Students Will Become Lifelong Learners.

## **District Mission**

Our mission is to ensure that every student becomes a lifelong learner by providing a rigorous and relevant 21st century education that builds resilience and prepares them for college and career or service to our country and for success in the global economy.

## **DUSD Vision for English Learners**

All English Learners in DUSD are empowered to value and build upon their cultural and linguistic assets to become multiliterate, which is demonstrated through mastery of linguistic, discipline-specific, and analytical skills.

## **DUSD Mission for English Learners**

All DUSD stakeholders work together to ensure that:

- All EL's have access to rigorous grade-level curriculum
- All staff members hold high expectations of EL's
- EL programming uses data-driven best practices and instructional materials
- School communities leverage the home language(s) and culture(s) of EL's and their families
- School communities differentiate instruction and support to meet the various needs of the diverse EL population
- School communities foster the linguistic, academic, and social emotional growth of all EL's

## **Introduction to the DUSD English Learner Master Plan**

Dublin Unified School District is a fast growing, diverse community with more than 11,000 students and just under 10% English Learners. DUSD has over 40 languages represented with the top three being Mandarin, Telugu, and Hindi. DUSD is committed to providing a learning environment in which students become proficient in English while also accessing the core curriculum through the use of instructional strategies and materials that make content comprehensible. The [California English Learner Roadmap](#) drives and informs our District English Learner Program.

## **Identification, Assessment, and Placement**

### **Registration and the Home Language Survey (HLS)**

California public schools are required to determine the language(s) spoken in the home by each student. When parents/legal guardians enroll their child in a California public school for the first time, they are required to complete a Home Language Survey (HLS) as part of the online registration process for each of their school-aged children. The four questions on the HLS are:

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

### **English Language Proficiency Assessment**

The state of California requires that all students whose HLS indicates a language other than English on questions 1, 2, or 3 be assessed in English language proficiency skills within 30 calendar days of initial enrollment. Question four does not mandate assessment but provides information for schools to consider if a child shows evidence of English language learning needs once enrolled. The English Learner Proficiency Assessment of California (ELPAC) is administered to determine English language proficiency skills in listening, speaking, reading, and writing.

### **Special Education Students**

Special Education students who are also English Learners must have special considerations as part of the IEP planning and implementation process. A special education student who is an English Learner must have his/her English development addressed, in the same manner as any other student. In addition, there are specific requirements as to how those needs are addressed for special education legal compliance.

### **Initial Entry into School**

When first entering the public school system, parents of special education students must be given a Home Language Survey. If there is any language other than English indicated on questions #1-3 (#4 is optional per district policy), the student must participate in English Language Proficiency testing. If the student is not able to access all domains of the assessment, the student will participate in the SOLOM as an alternative assessment. The IEP team will use the [alternative assessment worksheet](#) to determine [SOLOM](#) participation.

### **Notification of Results of Initial Assessment and Placement**

Parents/Guardians are notified of the results of their child's initial assessment by the Parent Notification Letter ([PNL](#)). The purpose of the letter is to notify families of program placement, program options, and the waiver process for an alternative program.

## **Annual Notification of Placement and Assessment Results**

English Learners are tested annually with the state language proficiency assessment ([ELPAC](#)) until reclassification. Parents will receive an Annual Parent Notification Letter informing them of their child's annual test results. This letter will also serve as a reminder of the program options for placement and the Parental Exception Waiver. Parents may request the Parental Exception Waiver at any time.

## **Monitoring of Student Progress and Reclassification**

### **Monitoring Student Progress**

EL progress is monitored annually using the ELPAC which is aligned with California ELD standards. This assessment, along with district benchmark assessments, are used to determine students' English language proficiency in English as well as academic performance.

### **Reclassification Process**

EL's shall be reclassified as Fluent English Proficient (RFEP) when they have acquired the English skills necessary to receive instruction and achieve academic progress in English, at a level equivalent to students of the same age or grade whose primary language is English.

### [Reclassification Criteria](#)

### **Monitoring Procedures**

Students who have been reclassified as RFEP will receive follow-up monitoring for a minimum of four years after reclassification. If the student's grades fall below grade level or the student is not making adequate progress in any academic class, appropriate intervention measures are recommended, which may include but are not limited to any of the following:

- Student/teacher/parent conference
- Tutorial class (secondary)
- Placement in reading, writing or mathematics support class

### **CALPADS Submission for Fall 2017**

### [Numbers for Title III Immigrant, EL, and RFEP](#)

## Instructional Programs

**Structured English Immersion (SEI):** A classroom setting where English learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.

**English Language Mainstream (ELM):** A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

**English Learner Program Settings TK-5**

| Type of Setting                     | Students Served  | Program Components for English Learners  | Staffing Requirements |
|-------------------------------------|--|--|-----------------------|
| <b>Structured English Immersion</b> | <b>English Learners</b> <ul style="list-style-type: none"> <li>• Newcomers and emerging students</li> <li>• Expanding</li> <li>• Bridging</li> </ul> | <b>Designated ELD:</b> Program may include push in or pull out services with support from classroom teacher and/or ELD specialist<br><b>Integrated ELD:</b> Program may include coaching support to classroom teacher from ELD specialist and/or pull out/push in services depending on individual student need and EL level | BCLAD or CLAD         |
| <b>English Language Mainstream</b>  | <b>English Learners</b> <ul style="list-style-type: none"> <li>• Expanding</li> <li>• Bridging</li> </ul>  | <b>Designated ELD:</b> Program may include push in services with support from classroom teacher and/or ELD Specialist<br><b>Integrated ELD:</b> Program may include coaching support to classroom teacher from ELD Specialist and/or push in services depending on individual student needs and level.                       | BCLAD or CLAD         |

### English Learner Program Settings 6-12

| Type of Setting                     | Students Served   | Program Components for English Learners   | Staffing Requirements |
|-------------------------------------|---|---|-----------------------|
| <b>Structured English Immersion</b> | <b>English Learners</b> <ul style="list-style-type: none"> <li>• <b>Newcomers and emerging students</b></li> <li>• <b>Expanding</b></li> </ul>              | <b>Designated ELD:</b> 1 or 2 periods daily with district ELD adopted materials and supplementary materials in which ELD standards are embedded.<br><b>Integrated ELD:</b> Program may include coaching support to classroom teacher from ELD specialist and/or pull out/push in services depending on individual student need and EL level | BCLAD or CLAD         |
| <b>English Language Mainstream</b>  | <b>English Learners</b> <ul style="list-style-type: none"> <li>• Expanding</li> <li>• Bridging</li> </ul>   | <b>Designated ELD:</b> Program may include push in services with support from classroom teacher and/or ELD Specialist<br><b>Access to core:</b> Differentiated instruction in Math, Social Studies, and Science with SDAIE strategies (meets A-G Requirements)  | BCLAD or CLAD         |
| <b>Core Classes</b>                 | <b>English Learners</b> <ul style="list-style-type: none"> <li>• Bridging</li> </ul>  | <b>Designated ELD:</b> 1 period daily with district ELD adopted materials and supplementary materials (ELD standards are embedded)<br><b>Access to Core:</b> EL students attending core classes with appropriately differentiated instruction and support in English (meets A-G requirements)   | BCLAD or CLAD         |
| <b>Tutorials</b>                    | <b>English Learners</b> <ul style="list-style-type: none"> <li>• Newcomers</li> <li>• Emerging to Bridging</li> <li>• Long Term English Learners</li> </ul> | <b>Access to Core:</b> EL students who need additional support attend 1 class daily designed to provide support for core classes  | BCLAD or CLAD         |

## **Recruitment and Hiring**

In compliance with State and Federal regulations, Dublin USD will ensure that all teaching personnel shall hold appropriate certification to provide necessary instructional service to English learners. All teachers who provide ELD and/or SDAIE must be appropriately authorized with a Cross-Cultural Language and Academic Development (CLAD) certificate or the equivalent.

## **Professional Development**

As a means of providing access to the curriculum for all students and developing the language abilities of our English Learners, the Dublin Unified School District supports ongoing staff development. District personnel will receive professional development to increase their awareness and sensitivity to the cultural and linguistic diversities of our student population and to ensure equal access to the core curriculum for all students. Training, collaboration and coaching will be integrated in accordance with district-wide professional development goals.

- ELA/ELD Framework training: All teachers receive ongoing training on the new CA ELA/ELD framework.
- Designated and Integrated ELD Training
- SDAIE strategies: Teachers receive ongoing training on instructional strategies to ensure the learning of all ELL students
- Professional Learning Communities (PLC): Teachers receive training in PLC to ensure that all students have access to the core curriculum
- Response to Intervention (RTI): RTI is data driven general education framework that involves research-based instruction and interventions, regular monitoring of student progress and the subsequent use of these data over time to make educational decisions which ensure student success
- Tri-Valley Teacher Induction Program (TV/TIP) New teachers receive training related to the EL programs and services through the new teacher orientation and/or TV/TIP
- Benchmark Advance (DUSD adopted English Language Arts Curriculum) Designated and Integrated ELD

## **EL Coordinator**

- Developing and coordinating the goals, objectives, and functions of the EL program
- Providing technical expertise to district staff with regards to EL program
- Providing district, state, and federal reports as needed
- Assisting in the preparation of program budgets and evaluation of programs
- Overseeing English Learner Proficiency Assessment of California (ELPAC)
- Coordinating District English Learner Advisory Committee (DELAC)
- Providing professional development on instructional strategies, methodologies, needs and services for EL students
- Providing oversight to school personnel for the appropriate academic instruction and placement of students in the EL program according to state and federal regulations

- Working closely with EL Specialists to ensure that EL students are receiving appropriate Integrated and Designated ELD

## **EL Specialists**

EL Specialists at each school site perform a variety of functions, including:

- Supporting school sites in understanding and implementing Designated and Integrated ELD Instruction
- Testing students with English Learner Proficiency Assessment of CA (ELPAC)
- Monitoring EL and RFEP student progress
- Accessing and entering EL data
- Analyzing EL data to inform services and practices
- Improving ELD instruction at sites
- Improving EL access to Common Core State Standards
- Coaching and mentoring school site personnel
- Advocating for English learners and families
- Organizing and Facilitating ELAC meetings and functions
- Facilitating Family Literacy for parents of EL students

## **Parent Outreach and Involvement**

Encouraging parent and community participation is the goal of the Dublin Unified School District. It is our goal that parents of English Learners at all schools in Dublin will participate meaningfully in the education of their children. The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive:

- When 15% or more of the students enrolled at the school site speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.
- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Success Team (SST) meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level.
- The district has a list of translators/ interpreters to assist with department and parent communication in relation to district level services. All requests for translations and interpretations need to be submitted to the Educational Services Department.
- School sites will review the EL Program with parents at the beginning of each school year. The following topics will be reviewed: Program Placement, Reclassification, and Monitoring of student language and academic progress.
- Parent Literacy Workshops will be held to support specific needs of families in literacy strategies.

Dublin Unified School District recognizes that parents are a critical component of the successful education of children. As part of the district’s effort to more systematically involve parents in their children’s education, the district establishes policies and procedures to maximize their involvement. The District English Learner Advisory Committee (DELAC) and the sites’ English Learner Advisory Committee (ELAC) will be a source of information to the parents, as required by law. The information disseminated at the committee meetings will be provided in another language(s) when the need arises and is feasible.

**DELAC**

Since there are 51 or more English Learners in this district, there is a functioning District English Learner Advisory Committee (DELAC). The DELAC provides parents the opportunity to advise the governing Board of Education on at least the following:

**DELAC Requirements:**

1. Development of a district’s Master Plan for English Learners, taking into consideration the Local Educational Agency (LEA) Plan.
2. Implementation of a district-wide DELAC Needs Assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English Learners.
4. Development of a plan to ensure compliance with applicable teacher and instructional aide requirements.
5. Review of and comment on the District’s reclassification procedures.
6. Review of and comment on the Parent Notification Letter for English Learners.

**DELAC Meetings for 2017-18**

| <b>DELAC Meetings<br/>DO 6-7:30pm</b>        | <b>Agenda Topics</b>  |
|--|---|
| November 2nd, 2017<br><a href="#">Agenda</a> | <ul style="list-style-type: none"> <li>• What is the role of DELAC?</li> <li>• Elections: Chairperson, Vice Chairperson</li> <li>• EL numbers</li> <li>• CELDT/ELPAC/Reclassification update</li> <li>• Needs Assessment</li> <li>• First Parent night feedback</li> <li>• Ideas for ELD parent workshop March 1, 2018</li> </ul> |
| Jan 25, 2018<br><a href="#">Agenda</a>       | <ul style="list-style-type: none"> <li>• Seal of Biliteracy and pathways to biliteracy at the ES and MS levels</li> <li>• Dashboard and ELPI</li> <li>• ELPAC</li> <li>• District EL Master Plan (revised version)</li> <li>• LCAP</li> <li>• Compliance and Accountability</li> </ul>  |
| April 12, , 2018<br><a href="#">Agenda</a>   | <ul style="list-style-type: none"> <li>• Review of EL Parent Night</li> <li>• Needs Assessment</li> <li>• District EL forms and notifications</li> <li>• LCAP</li> <li>• Pathway to Biliteracy Pilot</li> </ul>   |

## **ELAC**

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC).

The ELAC advises the principal and staff on topics related to English Learners including the following legal areas:

1. Development of Single School Plan for Student Achievement (Advises the School Site council (SSC))
2. The school's program for English Learners
3. The development of the following:
  - a. ELAC Needs Assessment
  - b. Language Census (R-30)
  - c. Efforts to make parents aware of the importance of regular school attendance. The Site Principal and the Director of EL Services or designee annually review the implementation of the ELAC in order to ensure that all requirements are met. Principals will receive an ELAC monitoring update bi-annually in order to inform them of their site's progress in meeting compliance.

## **FUNDING**

The EL Program is supported by State and Federal funds, which include Title I, Title II and Title III, as well as LCAP (Local Control and Accountability Plan) monies.

District funds are used to fund the purchase of core materials for ELD, teacher and instructional assistant salaries, and all services regularly provided to English only students. These monies are used to supplement, not supplant, the services and materials that English Learners receive in their core programs. School Site Councils receive full disclosure of any and all District and local site funds allocated to serve English Learners.

## **HONORING AND CELEBRATING BILITERACY**

To be globally competent in the 21<sup>st</sup> century, it is important to promote biliteracy and multiculturalism in our students along with communication, collaboration, and critical thinking skills. More than **35%** of our students have a language other than English at home and many take language classes outside of school.

Since we believe that students' home language is an asset and needs to be honored and celebrated, we have implemented the [Pursuit of Bilingualism Award](#) that is given to students in 5th and 8th grades who meet the criteria listed in the [Pathway to Biliteracy handbook](#). Students will be encouraged to be on the Pathway to earn the Seal of Biliteracy in 12th grade. On May 27, 2014, Dublin Unified School District adopted a resolution for the State Seal of Biliteracy (SSB) to recognize biliteracy achievement on high school diplomas and transcripts. DUSD seeks to encourage students to develop biliteracy skills, revitalize and promote world and heritage language instruction in our schools, encourage and honor our diverse language assets, and provide universities and employers with a method of identifying people with biliteracy skills.