

# San Ysidro School District Multilingual Language Learner Master Plan



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# San Ysidro School District



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**Superintendent**  
Dr. Gina Potter

## California English learner Roadmap Alignment:

In 2017, the California Department of Education released the California English Learner Roadmap to aid local education agencies (LEAs) in embracing, comprehending, and educating the varied student population of English Learners enrolled in California public schools. The Multilingual Language Learner Master Plan (MLL Master Plan) of the San Ysidro School District aligns with the California English Learner Roadmap.

The Center for Equity for English Learners proposes four essential goals for English Learner Master Plans.

1. Create **equitable, coherent, and sustainable systems** of EL services
2. Develop **equity-driven processes** to build LEA-wide capacity to **deliver evidence-based programs and practices** that leverage EL students' assets and address their specific needs
3. Establish **effective family-community engagement** systems to foster collaborative partnerships
4. Implement a local **accountability model that ensures EL students' success**

Figure 1. English Learner Master Plan Goals and Components



## **Superintendent's Message**

### **Dr. Gina Potter**



As the superintendent, I want to emphasize our unwavering commitment to our Multilingual Language Learners. We are dedicated to their success and are actively implementing the English learner plan, aligning with federal, state, and Local Education Agency (LEA) initiatives. We believe that every student, regardless of their language background, has the potential to thrive and succeed in our district.

The community of San Ysidro, a culturally vibrant and diverse community located adjacent to the U.S.-Mexico border, is the heart of our school district. With over 4,400 students enrolled in the San Ysidro School District (SYSD), we truly reflect our community. Among our students, almost 24% are considered unhoused youth, 75% are designated as socioeconomically disadvantaged, and 57% are English learners. Our English learners come from various backgrounds, with Spanish being the dominant primary language of our families. However, our school community is enriched by over 18 other languages and dialects. We deeply respect and celebrate all languages, cultures, and heritages. Our district consists of four elementary schools offering Transitional Kindergarten through 6th grade, one elementary school offering Transitional Kindergarten through 5th grade, and two middle schools serving 6th - 8th grade students. Additionally, the school district runs a preschool program through our Child Development Center (CDC). Transitional and pre-kindergarten are offered within the district at selected school sites. Dual immersion classrooms have been offered throughout the district for many years. Notably, most of our teachers are Bilingual, Cross Cultural, Language and Academic Development (BCLAD) certified, demonstrating our commitment to providing quality education to our diverse student body.

## **SYSD Mission**

The San Ysidro School District, in partnership with our teachers and community, is committed to providing a high-quality, multicultural learning environment that promotes academic excellence, social responsibility, and physical and emotional well-being for all students. Our mission is to provide all of our students with a quality education and opportunity for them to succeed.

The SYSD goals for all Multilingual Language Learners (MLL) include the following:

- All Multilingual Language Learners will be fluent in academic English by the end of the fifth year as a MLL student (FEP by 5).
- All Multilingual Language Learners will reach academic proficiency in English Language Arts and mathematics by the end of the fifth year as a MLL student.

## **District Background**

The San Ysidro School District serves a total of 4,260 students across its seven schools and preschool. Among these students, 2,075 are identified as Multilingual Language Learners. According to the October 2023 CALPADS report, 98.9% of these Multilingual Language Learners speak Spanish as their primary language.

In today's high-stakes testing environment, proficiency in English is essential for all students. This master plan for Multilingual Language Learners (MLL) aims to establish a cohesive and uniform approach to district programs, ensuring high-quality language support across all schools to benefit every student.

## **Goal 1 - Equitable, Coherent, and Sustainable Systems**

### **COMPONENT #1 – COMMITMENT AND PURPOSE**

#### **Rationale for the Multilingual Language Learner Master Plan**

This plan is based on state and federal laws, the English Learner Road Map, the ELA/ELD framework, district board policies, and the input from educational partners to ensure that the best pedagogy, practice, and procedures for Multilingual Language Learners will be used in San Ysidro School District schools. Therefore, it should be reasonably accessible and efficient for schools and the district to demonstrate compliance with laws and policies to safeguard Multilingual Language Learner students' access to programs tailored to their needs. The San Ysidro School District is dedicated to upholding the highest quality standards in programs and services offered to Multilingual Language Learners. It expects all staff members to faithfully implement this plan, monitor its outcomes, and contribute to its ongoing revision and enhancement.

## Enrollment by English Language Acquisition Status by School Site 2023-24

School Site	Number of students	MLLs	RFEPs	Migrants	Students with Disabilities	Foster Youth	Homeless Youth
La Mirada Elementary TK-6th	368	191	46	0	92	3	74
Ocean View Hills Elementary TK-5th	985	314	84	0	130	2	96
Smythe Elementary K-6th	561	384	54	1	85	1	168
Sunset Elementary K-6th	522	357	60	0	49	2	136
Willow Elementary TK-6th	685	470	71	0	110	5	260
San Ysidro Middle School 7th-8th	548	254	230	3	90	0	168
Vista Del Mar Middle School 6th-8th	531	105	191	1	78	0	61
<b>TOTALS</b>	<b>4,200</b>	<b>2,075</b>	<b>736</b>	<b>5</b>	<b>634</b>	<b>13</b>	<b>963</b>

## Students by Programs

School Site	Number of Students	Mainstream English Language	Structured English Immersion	Dual Language
La Mirada Elementary TK-6th	368	175	193	0
Ocean View Hills Elementary TK-5th	985	511	201	273
Smythe Elementary K-6th	561	113	173	275



<b>Sunset Elementary K-6th</b>	<b>522</b>	<b>135</b>	<b>178</b>	<b>209</b>
<b>Willow Elementary TK-6th</b>	<b>685</b>	<b>116</b>	<b>235</b>	<b>334</b>
<b>San Ysidro Middle School 7th-8th</b>	<b>548</b>	<b>292</b>	<b>256</b>	<b>0</b>
<b>Vista Del Mar Middle School 6th-8th</b>	<b>531</b>	<b>394</b>	<b>81</b>	<b>56</b>
<b>TOTALS</b>	<b>4,200</b>	<b>1,736</b>	<b>1,317</b>	<b>1,147</b>

## **Federal and State requirements for services to Multilingual Language Learners**

California adopted the ELA/ELD Framework in July 2014, a document that details and reflects recent and emerging research and theory and is intended to support language development as Multilingual Language Learners (MLLs) engage in rigorous academic content. This document details what the instructional program design for each MLL student must entail. These principles and research-based strategies have been traditional components of our SYSD MLL instructional programs for many years, but certain requirements are new and are therefore being added to our existing models. Notably, the distinction between integrated and designated ELD for each MLL.

The California English Language Development Standards provide a foundation for MLLs in kindergarten through grade 12 (K–12) in California schools, so that each MLL can gain access to academic subjects, engage with them, and meet the state’s subject-matter standards for college and career readiness.

We would like to acknowledge the contributions of those involved in revising the Multilingual Language Learner Master Plan. This includes the dedicated efforts of the MLL Master Plan Task Force Committee, whose work laid the groundwork for this revision, as well as the Special Education Department, the Human Resources Department, State and Federal Projects, and the Educational Services Department. Additionally, we extend our appreciation to our District Parent Advisory Committee (DPAC) and District English Learner Advisory Committee (DELAC) for their valuable feedback and input.

## **COMPONENT #2 – RESPONDING TO DIVERSE LEARNERS**

### **Initial Identification Assessment Criteria**

Enrollment and placement is a collaborative effort between parents, students, and SYSD personnel that positions each student to experience a successful learning experience. All efforts are made to present each parent with the most important information about the choices they make for their child throughout this process. The enrollment process begins when parents bring students to their local school to enroll. Then, parents complete the online initial paperwork to enroll. SYSD aims to have a consistent process at all school sites; therefore, a series of steps determines the student's English proficiency level and whether Multilingual Language Learner status is in place. The collected information and assessment results inform the placement of students in the appropriate classification.

### **Home Language Survey**

San Ysidro School District is responsible for assessing and identifying students who have a primary language other than English to ensure we provide proper educational programming and support. This process starts with reviewing the Home Language Survey data provided by each family or legal guardian. Upon first enrollment in a California public school, parents/guardians must complete a Home Language Survey (HLS) which is used to determine the primary language of the student. This document remains on file for each student in his or her cumulative folder. The only Home Language Survey (HLS) that is valid is the first one ever completed by the parent/guardian at the time of initial enrollment in a California public school from grades TK-8th grade. The HLS is available in English and Spanish. Each student, including English-only students, must have a completed HLS on file. Each completed HLS must include a parent's signature, country of birth, date of first entry into a United States school, and enrollment date.

If any of the first three responses on the HLS indicate a language other than English, the student is assessed to determine their English Language Proficiency Level. The ELPAC English Language Proficiency Assessments for California will be used (Education Code 313, 52164.1; 5CCR 11511).

To inform language status and placement decisions staff will also research each student in the California Longitudinal Pupil Achievement Data System (CALPADS) while awaiting receipt of transcripts. Upon receiving student transfer records, the student's language status from the originating district shall be honored.

### **Initial Identification Assessment Tools and Procedures**

San Ysidro School District identifies, assesses, monitors, and reports all students who have a primary language other than English. All completed forms and copies of documents on language testing for Multilingual Language Learners are maintained in the student's MLL Master Folder (AKA "Blue Folder") and are housed at each school site.

### **Initial English Language Proficiency Assessments For California (IELPAC)**

The IELPAC is a criterion-referenced test based on the English Language Development (ELD) standards that assess proficiency in listening, speaking, reading, and writing. For details, see the fact sheets from the California Department of Education for teachers and staff or families (English, Spanish). For Special Education students, the Individualized Education Plan (IEP) team may

specify English proficiency be assessed using the Initial Alternate ELPAC.

Based on the overall performance on the IELPAC, students are designated as either Multilingual Language Learners (MLL) or Initial Fluent English Proficient (IFEP) students. Students classified as IFEP are not eligible for Multilingual Language Learner programs or services and are placed accordingly. Students identified as MLLs are placed in an appropriate program and receive MLL services. Students designated as MLL are assessed annually using the Summative ELPAC until redesignated as Fluent English Proficient (RFEP). Once Initial ELPAC results are available, the district notifies families through the Initial Parent Notification Letter.

This process is completed within the first 30 calendar days of the student's first day of school (or as required by CDE.)

<b>CALIFORNIA ENGLISH LEARNER CONTINUUM OF PROFICIENCY LEVELS</b>				
<b>Summative ELPAC (Overall)</b>	<b>Level 1</b> (Minimally Developed)	<b>Level 2</b> (Somewhat Developed)	<b>Level 3</b> (Moderately Developed)	<b>Level 4</b> (Well Developed)
<b>Initial ELPAC</b>	Novice	Intermediate		IFEP (Initial Fluent English Proficient, Not MLL)
<b>Proficiency Descriptors</b>	Emerging	Expanding	Bridging	

## Initial Enrollment and Identification



## Primary Language Assessment

Sometimes additional assessments or screeners are needed to make decisions for appropriate program placement. Determining a Spanish-speaking Multilingual Language Learner's primary language proficiency level is useful in discussing the option for students to consider participating in a Dual Language Program (DLP) program and/or access to a biliteracy pathway which culminates in a California Seal of Biliteracy on their diploma upon high school graduation. Sites have the option of administering a Spanish Lexile test using district-approved software or creating or seeking out other primary language assessment tools to meet the needs of the site program.

## Transfers From Other California Schools

Students transferring from another district within California should have a record of a Home Language Survey (HLS), scores on the mandated assessments, and language status in the California Longitudinal Pupil Achievement Data System (CALPADS). These students do not need to undergo the district's initial identification process. The information provided on the original HLS in CALPADS precedes any information provided on subsequent surveys.

## Out Of State/Country Transfers

Students entering the district from another state or country are identified and assessed according to the district's initial identification process (See initial enrollment chart). All relevant assessment, academic progress, and placement information will be entered into the Student Information System at the time of enrollment. The student is placed in the grade level aligned with the student's age and/or transcripts. Schools review transcripts to determine the student's prior placements and academic history. This same procedure applies to students transferring to California public schools from private schools for the first time.

## Transfers Between SYSD Schools

Parent-initiated intradistrict transfer requests are made through the Pupil Services department. The department's personnel will notify the receiving school's site of the transferring student so they can follow up with the family. The site is responsible for reviewing the information in Synergy (EL assessment history, current scores, current placement, records of academic progress, and interventions) to ensure the student is placed in the appropriate program at the new school.

## Multilingual Language Learner Typologies

SYSD recognizes that there is not just one type of Multilingual Language Learner. We must know who our students are so that we can best serve their needs:

\*Taken from the California EL Roadmap

Typologies	
<b>Initial Fluent Proficient (IFEP)</b>	A student who has a home language other than English and has tested Initial Fluent English Proficient on the Initial ELPAC.
<b>Immigrant</b>	Students who have been in U.S. schools for 3 years or less and were not born in the United States.  *May have interrupted formal education.
<b>Newcomer</b>	Newly arrived, newly enrolled immigrants, usually 1 year or less.  *May have interrupted formal education.
<b>Multilingual Language Learner (MLL)</b>	An English learner who is making annual progress in language proficiency on the ELPAC and is meeting benchmarks in academics in the classroom. The student is making expected annual growth towards reclassification.

<b>At-Risk for Long-Term English Learners (ARLTEL)</b>	<p>A student in grades 3 and above who:</p> <ul style="list-style-type: none"> <li>• Has been enrolled in a U.S. school for four or more years</li> <li>• Scored a 1, 2, or 3 on ELPAC</li> <li>• Scored "Standard Not Met" on CAASPP ELA (<u>applies to Grades 4-5 only</u>)</li> </ul>
<b>Long-Term English Learner (LTEL)</b>	<p>A student in grades 6 and above who:</p> <ul style="list-style-type: none"> <li>• Has been enrolled in a U.S. school for six or more years</li> <li>• Did not make annual progress on the ELPAC</li> <li>• Scored "Standard Not Met" on CAASPP ELA</li> </ul>
<b>English Learner with Special Needs</b>	<p>A student who is dually identified as an English learner and student with a disability and is currently on an Individualized Education Plan (IEP). They may receive their education in a general education classroom</p> <ul style="list-style-type: none"> <li>• Speech Services</li> <li>• Resource Specialist Services (RSP)</li> <li>• Special Day Class (SDC)</li> <li>• Mild/Moderate</li> <li>• Moderate/Severe</li> </ul>
<b>Reclassified Fluent English Proficient (RFEP)</b>	<p>A student with an overall score of 4 on ELPAC or an overall score of 3 on the Alternate ELPAC and has met local academic criteria for reclassification, including teacher evaluation and parent input.</p>

## Parental Rights, Notification, and Program Options

Parents/guardians of Multilingual Language Learners are notified of the language development instructional services of their child on an annual basis and have a right to decline or opt their child out of Multilingual Language Learner services. Identified students will maintain their Multilingual Language Learner status, continue annual administration on ELPAC, and teachers will communicate with parents if a child is not making progress and offer Multilingual Language Learner services. Any language development instructional program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school to the extent possible. SYSD follows the guidelines outlined in Title V CCR Section 11311 (Education Code 310)

All Multilingual Language Learners identified as such receive Structured English Immersion (SEI) services across all instructional programs. SEI instructional methods are delivered through standards-based instruction, curriculum, and strategies, guaranteeing that Multilingual Language Learners gain access to content while acquiring English language proficiency and academic accomplishments.

English Language Development (ELD), including Integrated and Designated, is a required component of instruction for Multilingual Language Learners until students are reclassified as fluent English proficient. The California Education Code defines Structured English Immersion as "an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language." CAL.EDUC. Code 306.

Parental choice and voice will be valued in determining the most appropriate language acquisition program placement. Parents have the right to choose the program model that they

feel best meets the needs of their children as well as the right to refuse any program placement. Each parent's request for their children's removal from any program is reviewed and acted upon immediately, according to guidelines stated in EC 305 (a)(1) and 306 and state priorities for English proficiency as identified in paragraph (2) of subdivision (d) of Section 52060 and Section 52066. Additionally, all MLL instructional programs for students with a disability will meet the objectives of an individualized education plan.

## Program Placement Options

SYSD schools provide language acquisition programs designed to address the educational needs of Multilingual Language Learners. Families are informed about these instructional programs for MLLs of the initial enrollment process.

Elementary Programs	Secondary Programs
<p><b>Structured English Immersion and English Language Mainstream (SEI/ELM)</b> All classroom instruction is conducted in English, tailored to meet the needs of students learning the language. Multilingual Language Learners benefit from daily Sheltered English Immersion (SEI) services integrated into all instructional programs. These services encompass comprehensive English Language Development (ELD) aligned with standards, delivered daily through whole-group and small-group instruction. The emphasis is on fostering academic and language proficiency as students progress toward reclassification.</p> <p><b>Dual Language Program (DLP)</b> Students achieve fluency in both English and Spanish while cultivating cross-cultural competence. Both native Spanish-speaking and English-speaking students serve as second-language models as they strive to attain bilingualism and biliteracy.</p>	<p><b>Structured English Immersion and English Language Mainstream (SEI/ELM)</b> All classroom instruction is conducted in English, tailored to accommodate students learning the language. Multilingual Language Learners benefit from daily Sheltered English Immersion (SEI) services integrated into all instructional programs. These services encompass comprehensive, standards-based English Language Development (ELD), delivered daily through whole-group instruction. The primary focus is on enhancing academic and language proficiency as students progress toward reclassification.</p> <p><b>Dual Language Program (DLP)</b> Students become fluent in English and Spanish while developing cross-cultural understanding. Both native Spanish-speaking and English-speaking students can become second-language models as they work towards becoming bilingual and biliterate.</p>

## Reclassification Criteria and Processes

The reclassification process officially documents when a Multilingual Language Learner has demonstrated sufficient proficiency in acquiring the English language. Students qualify for reclassification from Multilingual Language Learner to Redesignated Fluent English Proficient (RFEP) when it's determined that specialized language and academic support services are no longer necessary for them to perform at a level similar to non-English learners. California

Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 mandate that Multilingual Language Learners meet two criteria—demonstrating English language proficiency comparable to that of the average native English speaker and effectively participating in an English-language curriculum appropriate for their age—be reclassified as RFEP.

The State Board of Education’s Reclassification Guidelines serve as the foundation for the district’s reclassification criteria. The ultimate goal of the multilingual learner programs in SYSD is for our students to achieve proficiency in English and succeed academically across all content areas.

## General Education Reclassification Criteria

**\*Starting 2024-25 School Year**

Multiple Criteria		Grades	Minimum Requirement
<b>1) English Language Proficiency</b>	Summative ELPAC (English Language Proficiency Assessments for California)	TK-8th	Overall Proficiency 4 (Baseline/Absolute Requirement)
<b>2) Teacher Evaluation</b>	Proficiency Level Descriptors	TK-8th	The teacher agrees the student is performing successfully in all academic areas.
<b>3) Parent/Guardian Consultation</b>	Parent/Guardian consultation	TK-8th	Opportunity for consultation
<b>4) Assessment of Basic Skills</b> (Note: Only one out of the three options is required.)	District-Approved Diagnostic Assessment	TK-8th	Similar to Grade Level Average or Above
	ELA District Unit Assessments	K-8th	Proficient Score on a Unit Assessment (Benchmark /Challenge)
	Assessment of Student Performance and Progress ELA CAASPP	3rd-8th	Standard Nearly Met, Standard Met or Exceeded

Students needing special education and related services, including those identified as Multilingual Language Learners (MLL), will receive appropriate Special Education/English Language Learner services. It is the responsibility of the district and the Special Education Department to offer sufficient and appropriate resources to ensure each SPED/MLL student has the same educational and linguistic opportunities in the least restrictive environment.



## Special Education Reclassification Criteria

Multiple Criteria		Grades	Minimum Requirement
<b>1) English Language Proficiency</b>	Alternate ELPAC (English Language Proficiency Assessments for California)	TK-8th	Overall Level 3 (Baseline/Absolute Requirement)
<b>2) Teacher Evaluation</b>	Teacher Conference Form evaluating student's language skills based on the student's academic performance and the impact of disability.	TK-8th	Passing
<b>3) Parent Notification and Opportunity for Consultation</b>	Parent/Guardian consultation	TK-8th	Input on expressive and receptive skills at home, to compare the progress made at school.
<b>4) Assessment of Basic Skills</b> (Note: Only one out of the three options is required.)	Curriculum Based Assessment	TK-8th	Passing
	CAA ELA	3rd-8th	Passing (3)
	Progress towards IEP goals	TK-8th	Meets 80% of objectives/goals

## Monitoring Reclassified Students

Once Multilingual Language Learners (MLLs) become Reclassified Fluent English Proficient (RFEP) students, they retain this status for their entire school journey. However, progress monitoring continues for a minimum of four years, per state and federal regulations. If their continued linguistic and academic performance declines or stalls, interventions may be provided to ensure these students reach and maintain grade-level academic proficiency. Teachers receive an RFEP Monitoring Form to record student progress and academic accomplishments, facilitating intervention recommendations when necessary. Reclassified students encountering challenges in the core curriculum can access tiered support services and interventions available to all students struggling to meet academic standards.

In instances where a student's grades fall below grade level or if they fail to progress satisfactorily in any academic subject, the site administrator or their representative will convene a meeting with support staff and instructors to assess the student's development.

The progress of Multilingual Language Learners (MLLs) and reclassified students is evaluated against data to inform targeted interventions tailored to enhance their academic growth.

## **Considerations for Diverse Learners (including dually identified students)**

Dually Identified students are those Students who are Multilingual Language Learners with special needs, students with an Individual Education Plan (IEP) who have also been identified as an English Learner.

When a student enrolled and has been identified to receive Special education services with a previously established Individualized Education Program (IEP), the same initial identification procedure for English learner services occurs. If it is determined that a student must take the Initial ELPAC, important considerations must be made.

For students with learning disabilities, the ELPAC is administered with appropriate universal tools, designated supports, and accommodations. Any accommodations must be documented in the student's IEP.

For students with the most significant cognitive disabilities, the Alternate IELPAC is used to identify possible EL status (assessment assignment determined by the student's IEP team). All appropriate universal tools, designated supports, and accommodations must be selected and documented in the IEP.

If a student with an IEP is identified as a Multilingual Language Learner based on the results of the IELPAC or the Alternate IELPAC, the Special Education team must review the student's IEP to determine that the goals and objectives are linguistically appropriate based on the student's English language proficiency level. Regardless of their placement within Special Education programs, these dually identified students must receive ELD instruction and services, as do all MLLs, in addition to the Special education services they require.

Accurate identification is an important consideration in placing MLL students into Special Education. It must be determined whether or not learning disabilities in the primary language exist or if second language acquisition variables, lack of prior school experiences, and/or cultural differences are the reasons for a student's poor academic achievement.

Additional screening may be necessary to determine:

- Literacy skills in primary language
- Language skills and basic knowledge of primary language
- Computation skills
- Correlation of English language proficiency level with the performance expectations of the student.

## **COMPONENT #3 – PROGRAM OPTIONS**

### **Description of Programs Being Offered to Multilingual Language Learners**

SYSD provides various instructional program options tailored to meet the diverse needs of Multilingual Language Learners across our schools. All students identified as Multilingual Language Learners receive Structured English Immersion (SEI) services in all instructional programs. SEI services are provided through standards-based instruction, curriculum, and strategies that ensure that Multilingual Language Learners acquire English language proficiency and academic achievement as rapidly as possible with scaffolds and support for students at different English language proficiency levels.

English Language Development (ELD), including integrated and designated ELD, is a required component of instruction for Multilingual Language Learners until students are reclassified as fluent English proficient.

The California Education Code defines Structured English Immersion as "an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children learning the language." CAL.EDUC. Code 306.

#### **The San Ysidro School District offers the following language acquisition programs: Structured English Immersion (SEI) Program**

Multilingual Language Learners are enrolled in the SEI program and receive their entire instruction in English, with primary language support as needed and as available. Standards-based core grade-level instruction in language arts, math, science, and history is delivered in English through integrated English Language Development (ELD) methods. Additionally, this program also includes standards-based leveled ELD courses specifically designed to target language proficiency development. All Multilingual Language Learners (MLL) receive designated ELD instruction during that protected period.

#### **Dual Language Program (DLP)**

SYSD schools provide a Dual Language Program that serves students of diverse language backgrounds, offering instruction in both English and Spanish. In our Dual Language Programs, the objective is to achieve high academic standards, multilingual proficiency, and foster socio-cultural competency for all students. The district is working towards implementing a well-structured 50/50 model for dual language programs across all elementary school sites in the community and providing two classes in Spanish at the middle school level.

Program Options	
<b>Elementary and Middle Schools</b>	<b>Dual Language Program</b> <ul style="list-style-type: none"> <li>Students can become fluent in English and Spanish while developing cross-cultural understanding.</li> <li>The program's goals are bilingualism and biliteracy, high academic achievement, and socio-cultural competency.</li> </ul>
	<b>Mainstream English Program</b> -(MEL) Mainstream English Learner -(SEI) Structured English Immersion <ul style="list-style-type: none"> <li>All classroom instruction is provided in English curriculum presentations designed for students learning English.</li> <li>The program's goals are English Language proficiency and meeting state-adopted academic achievement goals.</li> </ul>
<b>Designated English Language Development (ELD)</b> The district provides all English Learners with a protected time during the regular school day for focused instruction using the state-adopted ELD standards, supported by state-adopted academic content standards. This instruction supports English learners in developing critical English language skills necessary for academic content learning in English.	
<b>Integrated English Language Development (ELD)</b> Students also receive instruction via Integrated ELD, in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. This occurs during all content area instruction, e.g., English language arts, social studies, math, and science.	

Kindergarten	
Mainstream English/SEI	
Subject	Curriculum
<b>ELA</b> (150 min)	Benchmark Advance
<b>Math</b> (60 min)	My Math
<b>Science/Social Studies</b> (35 min)	<ul style="list-style-type: none"> <li>Science - Twig</li> <li>Social Studies - Savvas</li> </ul>
<b>**ELD</b> (150 min. weekly; average 30 min. daily)	Benchmark Express
<b>PE</b> (100 min weekly; 20 min. average daily)	PE Units
<b>SEL</b> (20 min daily)	Second Step
<b>315 Daily Minutes</b>	

<b>First-Third Grade</b>	
<b>Mainstream English/SEI</b>	
<b>Subject</b>	<b>Curriculum</b>
<b>ELA</b> (150 min)	Benchmark Advance
<b>Math</b> (70 min)	My Math
<b>Science/Social Studies</b> (45 min)	<ul style="list-style-type: none"> <li>• Science - Twig</li> <li>• Social Studies - Savvas</li> </ul>
<b>**ELD</b> (150 min. weekly; average 30 min. daily)	Benchmark Express
<b>**PE</b> (100 min weekly; 20 min. average daily)	PE Units
<b>SEL</b> (15 min daily)	Second Step
<b>330 Daily Min</b>	

<b>Fourth- Sixth Grade</b>	
<b>Mainstream English/SEI</b>	
<b>Subject</b>	<b>Curriculum</b>
<b>ELA</b> (150 Min)	Benchmark Advance
<b>Math</b> (70 Min)	My Math/SpringBoard
<b>Science/Social Studies</b> (40 min)	<ul style="list-style-type: none"> <li>• Science - Twig/McGraw</li> <li>• Social Studies - Savvas</li> </ul>
<b>**ELD</b> (150 min. weekly; average 30 min. daily)	Benchmark Express
<b>**PE</b> (100 min. weekly; 20 min. average daily)	PE Units
<b>SEL</b> (20 min daily)	Second Step
<b>330 Daily Min</b>	

\*Time suggestions can be built up to the first weeks of school.

**\*\* State Mandated**

<b>Middle School (7th-8th Grade)</b>
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Mainstream English/SEI		
Courses	Electives	OR ELD
<ul style="list-style-type: none"> <li>English</li> <li>Math</li> <li>Accelerated Math</li> <li>IM 1 (based on recommendation)</li> <li>Social Studies</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>ASB</li> <li>AVID</li> <li>Journalism</li> <li>Art</li> <li>Computer Science</li> <li>Spanish</li> <li>Science Lab</li> </ul>	<ul style="list-style-type: none"> <li>Emergent</li> <li>1-2</li> <li>3-4</li> </ul>

### Benefits and alignment to typologies for each program being offered

Typology	Program Option	
Initial Fluent Proficient (IFEP)	<b>Dual Language Program</b>  Benefit/Goal: <ul style="list-style-type: none"> <li>Academic Spanish and English Language Proficiency</li> <li>Bilingual, Biliterate, and Bicultural</li> <li>Biliteracy Recognitions</li> </ul>	<b>Mainstream English</b>  Benefit/Goal: <ul style="list-style-type: none"> <li>Academic English Language Proficiency</li> </ul>
Immigrant/ Newcomer		
Multilingual Language Learner (MLL)		
At-Risk for Long Term English Learner (ARLTEL)		
Long-Term English Learner (LTEL)		
English Learner with Special Needs		
Reclassified Fluent English Proficient (RFEP)		

### Dual language program model available for Multilingual Language Learners

The San Ysidro School District is actively working to establish a standardized 50/50 dual language program (DLP) across all elementary campuses in the community. This model evenly divides instruction between Spanish and English, promoting bilingualism and biliteracy by providing equal exposure to both languages throughout the school day.

At the middle school level, the program will adopt a model consisting of 33% instruction in Spanish and 67% in English. Courses offered in Spanish will include Social Studies and Spanish language classes. The plan for the 2024-25 academic year involves expanding the

offerings of Spanish elective classes. In the 2025-26 academic year, the plan includes the addition of social studies classes, complementing the existing Spanish language elective.

The implementation of this structured 50/50 DLP will occur in phases, allowing students and educators to adjust to the focused language immersion. This approach aims to ensure a smooth transition and effective support for all involved. The phased transition is expected to be completed by the 2027-2028 school year.

## **Enrollment**

Office staff will adhere to a protocol for informing parents about Dual Language Programs. Parents enroll their children at their designated school and indicate interest in the Dual Language Immersion Program. When space is available in a dual language classroom, priority is given to students residing in the school's attendance area.

For schools without a Dual Language program, parents may opt to enroll their child at another site with available space, provided they arrange transportation. Ideally, enrollment in a dual language program should occur as young as possible to maximize benefits (Transitional Kindergarten, Kindergarten, or first grade).

## **Parent Commitment**

When parents enroll their children in a Dual Language Program, they commit to enrolling them for the duration of their elementary school education. They also understand the long-term commitment involved and are aware of the expectations for proficiency in both languages. This duration of enrollment ensures the comprehensive development of Spanish and English language skills.

## **Newcomers**

Newcomer students are students who have arrived in the United States and have been enrolled in U.S. schools for less than 12 months. They are considered emerging Multilingual Language Learners. Viewed through an assets-based lens, their home language is a source of knowledge. When a newcomer student whose home language is Spanish is enrolled at a site with a Dual Language Immersion program, school staff inform the newcomer's family of their program model. Staff then assist the parents in making an informed decision about their child's placement.

## **Late Entry**

Spanish-speaking students new to US schools particularly benefit from participating in the Dual Language Programs. Late entry for grades 2-6 may be considered individually, ensuring equitable opportunities for all learners. This process includes a parent consultation meeting with the principal to discuss entering a dual language program late and the expectations involved. The consultation shall be used to assist parents in making an informed decision to commit to the Dual Language Program.

## **Language Of Instruction Matrix by Grades**

SYSD developed a Language of Instruction Matrix, outlining the instructional minutes and language of instruction by content area for each grade level following the 50/50 model. The

allocation of percentages is based on instructional minutes (lunch and recess are not part of instructional minutes). Allocated instructional minutes enable rich instruction in both languages, fostering fidelity to the language of instruction and providing meaningful instructional time in each assigned language.

<b>Transitional Kindergarten</b>	<b>20% Spanish and 80% English</b> (adding 10% yearly until we get to 50/50)
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<b>2024-2025 Kindergarten 50/50 Dual Language Program</b>		
<b>Subject</b>	<b>Curriculum</b>	<b>Language of Instruction</b>
<b>English Language Arts</b> 80 min. daily	Benchmark Advance	English
<b>Spanish Language Arts</b> 80 min. daily	Benchmark Adelante	<b>Spanish</b>
<b>Math</b> 50 min. daily	My Math	English
<b>Science/Social Studies</b> 35 min. daily	<ul style="list-style-type: none"> <li>Science - Twig</li> <li>Social Studies - Savvas</li> </ul>	<b>Spanish</b>
<b>*ELD</b> 150 min. weekly (average 30 min daily)	Benchmark Express	English
<b>PE</b> 100 min weekly (20 min average daily)	PE Units	<b>Spanish</b>
<b>SEL</b> 20 min. daily	Second Step en Español	<b>Spanish</b>
<b>TOTAL: 315 Daily Minutes - 160 min. English; 155 min. Spanish</b>		

<b>2024-2025 First-Third Grade 50/50 Dual Language Program</b>		
<b>Subject</b>	<b>Curriculum</b>	<b>Language of Instruction</b>
<b>English Language Arts</b> 75 min. daily	Benchmark Advance	English
<b>Spanish Language Arts</b> 75 min. daily	Benchmark Adelante	<b>Spanish</b>
<b>Math</b> 60 min. daily	My Math	English



<b>Science/Social Studies</b> 55 min. daily	<ul style="list-style-type: none"> <li>Science - Twig</li> <li>Social Studies- Savvas</li> </ul>	<b>Spanish</b>
<b>*ELD</b> 150 min. weekly (average 30 min. daily)	Benchmark Express	English
<b>PE</b> 100 min weekly (20 min. average daily)	PE Units	<b>Spanish</b>
<b>SEL</b> 15 min. daily	Second Step en Español	<b>Spanish</b>
<b>TOTAL: 330 Daily Minutes -165 min. English; 165 min. Spanish</b>		

<b>2024-2025 Fourth- Sixth Grade</b> <b>50/50 Dual Language Program</b> (adding 10% every year to reach 50/50)		
<b>Subject</b>	<b>Curriculum</b>	<b>Language of Instruction</b>
<b>English Language Arts instruction</b> 75 min. daily	Benchmark Advance	English
<b>Spanish Language Arts instruction</b> 75 min. daily	Benchmark Adelante	<b>Spanish</b>
<b>Math</b> 70 min. daily	My Math/SpringBoard	English
<b>Science/Social Studies</b> 50 min. daily	<ul style="list-style-type: none"> <li>Science - Twig/McGraw</li> <li>Social Studies - Savvas</li> </ul>	<b>Spanish</b>
<b>* ELD</b> 150 min. weekly (average 30 min. daily 30 min. daily)	Benchmark Express	English
<b>PE</b> 100 min. weekly (20 min. average daily)	PE Units	<b>Spanish</b>
<b>SEL</b> 10 min. daily	Second Step en Español	<b>Spanish</b>
<b>TOTAL: 330 Daily Minutes - 165 min. English; 165 min. Spanish</b>		

<b>7th and 8th Grade</b> <b>33/67 Dual Language Program</b> <b>(33% Spanish and 67% English)</b>	
<b>Spanish Language</b>	<b>Social Studies (Period)</b>

Instruction	CCSS Spanish (Period)
<ul style="list-style-type: none"> <li>● <b>2024-2025 - Expand the number of Spanish Elective Classes</b></li> <li>● <b>2025-2026 - Add the Social Studies Class in Spanish</b></li> </ul>	

## Biliteracy Pathway Recognitions

SYSD offers different opportunities to recognize and honor our multilingual students' bilingual and biliteracy skills.

California Biliteracy Recognitions		
Biliteracy Attainment Recognition	Biliteracy Program Participation Award	Home Language Development Award
<ul style="list-style-type: none"> <li>● Available at the end of elementary school (grade 5) and/or middle school (grade 8)</li> <li>● Competency-based</li> <li>● Aligned with State Seal requirements</li> </ul>	<ul style="list-style-type: none"> <li>● For students enrolled in bilingual literacy programs (PK-12)</li> <li>● Recognition of participation - not based on proficiency</li> </ul>	<ul style="list-style-type: none"> <li>● For students with a home language other than English (PK-8)</li> <li>● Offered to those who demonstrate that they continue developing their home language.</li> </ul>
State Seal of Biliteracy		
<ul style="list-style-type: none"> <li>● Recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.</li> <li>● A gold seal affixed to the diploma or transcript of the graduate.</li> </ul>		

## Parent Rights

Parents/guardians of Multilingual Language Learners are notified of the language development instructional services of their child on an annual basis and have a right to decline or opt their child out of Language Learner services. Identified students will maintain their Multilingual Language Learner status, continue annual administration on ELPAC, and teachers will communicate with parents if the child is not progressing and offer Language Learner services.

Parents or legal guardians of enrolled students have the option to select the language acquisition program that best aligns with their child. "Language acquisition programs" refers to educational programs designed to ensure English acquisition as rapidly and effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade-level proficiency and academic achievement in English and another language. (EC § 306[c].)

Any language development instructional program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school to the extent possible. SYSD follows the guidelines outlined in Title V CCR Section 11311 (Education Code 310)

## **COMPONENT #4 – STAFFING**

### **Rationale for staffing based on state requirements**

The goal of the San Ysidro School District is to provide Multilingual Language Learners with highly qualified educators possessing both a Professional Credential and the authorization mandated by California State Law to work with MLLs. The Human Resource Department diligently ensures that all hired teachers possess the necessary credential, such as CLAD or equivalent, to teach Multilingual language Learners and oversees class assignments to ensure that all teachers assigned to MLLs possess the appropriate certification.

### **SYSD's prioritization of the process for assigning qualified personnel**

The district is committed to ensure that Multilingual Language Learners receive instruction from an appropriately authorized teacher. Teachers assigned to teach English language instruction in TK-8th grade and/or core curriculum to Multilingual Language Learners must possess one of the following credentials: CLAD (Cross Cultural, Language, and Academic Development) BCLAD (Bilingual, Cross Cultural, Language, and Academic Development), or equivalent (Bilingual Authorization).

At the secondary level, teachers who provide ELD and/or SDAIE (Specially Designed Academic Instruction in English) core curriculum (language arts, math, science, and social studies) are required to participate in district's training if they do not already have the proper credential. Teachers who provide academic instruction in the student's primary language must have a BCLAD or equivalent authorization or be on an emergency permit. The requirements for maintaining an emergency permit is as follows:

1. At the beginning of the year teachers must sign the statement of the intent form and complete an application for an emergency permit.
2. Every year the teacher needs to show progress toward obtaining the appropriate authorization.
3. At the end of each year, employees on an emergency permit must provide proof of passing exam scores or course-work for the year to the Human Resources department. The Human Resources department will be responsible for monitoring this process and following up with teachers who have not complied with their renewal requirements.
4. Teachers not complying with their agreed upon statement of intent will be at risk for reassignment as outlined in the District Policy.

### **Options for staffing MLL programs, including recruitment and retention plans**

When offered, the district attends recruitment fairs sponsored by universities, colleges, and organizations. The Director of Human Resources participates in recruitment efforts. Every effort is made to hire qualified teachers. Candidates with BCLAD, CLAD or equivalent authorizations are given hiring priority. All new hires are notified of credential requirements before contracts are signed. This is monitored by the Human Resources department.

## GOAL 2: Equity-Driven Processes, Research-Based Programs and Practices

### COMPONENT #5 – PROFESSIONAL LEARNING

#### **Rationale for professional learning to build and sustain the capacity of MLLs**

To build staff capacity to leverage the strengths of Multilingual Language Learners, SYSD supports professional learning and collaboration at all levels of the school system, including, but not limited to teachers, site leaders, parent facilitators, counselors, specialists, and district leaders.

Professional development is designed to provide research-based methodologies and practical application of the Multilingual Language Learner Master Plan.

The ongoing professional development aims to enhance staff awareness and sensitivity towards the cultural and linguistic diversity within our student population. Its goal is to prepare staff with the necessary skills to ensure all students have equal access to the core curriculum. Ongoing training is based on the role of individual staff members in meeting the needs of Multilingual Language Learners. This training is correlated with instructional programs outlined in the Multilingual Language Learners Master Plan and models implemented district-wide.

Training aims to help educators stay current in best practices proven to work with and assist Multilingual Language Learners in ELD instruction, comprehensible standards-based instruction, and district program designs and should reflect current research-based best practices. Staff development opportunities to support teachers in providing differentiated instruction may include the following:

- ELD state-adopted curriculum
- Implementation and Intentional Planning of the CA ELD Standards
- Comprehensive ELD: Integrated and Designated ELD
- Data and EL monitoring of student achievement
- GLAD Instructional Strategies
- ELPAC
- Dual Language Program Implementation
- Literacy and Language
- Content area support (Language Arts, Social Studies, Science, Math)
- Data and MLL monitoring
- SDCOED provided training (MEGA Department)
- New Teacher Academy

Professional Learning may be delivered in a variety of ways and may include:

- District Level Professional Development
- Site requested Professional Development
- Grade Level Teacher Collaboration Time
- Professional Learning Communities
- Data Reflection Sessions

### **Clarity around the responsibilities of the district and site for coherent and aligned professional learning**

<b>Personnel</b>	<b>Responsibility</b>
District Office	<ul style="list-style-type: none"><li>• Communicate professional development opportunities</li><li>• Allocate funding for substitutes and/or extra duty for teachers attending PD</li></ul>
Site Administrators	<ul style="list-style-type: none"><li>• Ensures PD opportunities are shared with appropriate staff</li><li>• Identifies professional development based on needs/request</li><li>• Allocates and schedule time for teachers to meet, debrief, and apply new learning during PLC, staff meetings, and/or release days</li></ul>
Resource Teachers	<ul style="list-style-type: none"><li>• Provide content specific professional development</li><li>• Provide coaching, modeling, and mentoring for teachers</li><li>• Provide additional curricular support and resources to scaffold Multilingual Language Learner language acquisition development and access to core content</li><li>• Provide site-specific PD upon request</li></ul>
Classroom Teachers	<ul style="list-style-type: none"><li>• Attend appropriate PD depending on their assignment</li><li>• Seek support, mentoring, and modeling of lessons from district resource teachers</li><li>• Incorporate pertinent standards, strategies, and structures to lessons to ensure access of content for Multilingual Learners</li></ul>

## **Connectedness between professional learning for MLL educators and SYSD's educational plans**

As teachers carry the significant responsibility of differentiating instruction and monitoring student progress, they have access to a variety of resources and support:

- Administrative coordination of Designated ELD instruction, which may include a universal Designated ELD time and shared teaching of students.
- Appropriate training and coaching in ELD standards and instruction.
- Supplemental materials and resources to provide Designated ELD instruction.
- Professional time to collaborate with colleagues to design and review instruction and assessments.

### **Professional Development Monitoring**

The San Ysidro School District and Educational Services reports regularly on professional development opportunities offered and reviews staff participation in training with the district leadership team. This ensures that all staff working with Multilingual Language Learners participate in ongoing training and that the district continues to provide quality and relevant professional development to support instruction, climate, and culture across the district.

## **COMPONENT #6 – ACCESS TO CORE CURRICULUM**

### **Rationale for access to the core curriculum**

Multilingual Language Learners are enrolled in variety of programs in the District (Structured English Immersion, Dual Language Immersion, Special Day Class), and regardless of the program, SYSD has the obligation to provide MLL students with meaningful access to grade level academic instruction and to support students to develop academic English Language proficiency.

As part of the core instructional program, all identified MLLs receive Comprehensive ELD as part of Tier I instruction in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for MLLs. Comprehensive ELD is provided for all MLL students through Designated and Integrated ELD to address the language and literacy needs. The District takes appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

The California English Language Arts/English Language Development (ELA/ELD) Framework guides the implementation of the standards. All teachers should attend to the language learning needs of their MLLs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English.

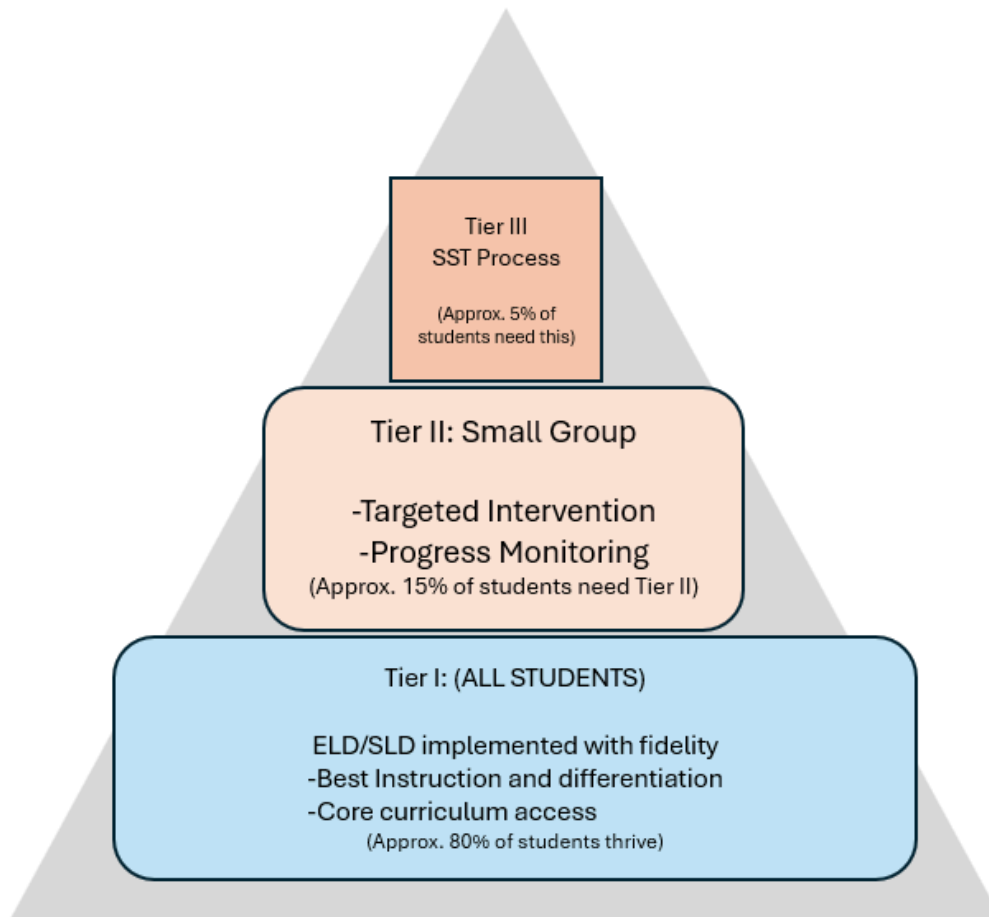
### **Student Study Team (SST)/Response to Intervention (RTI)**

**SST/RTI** is a tiered approach to academics that includes intervention and support that fall within our Multi Tiered System of Supports (MTSS) Framework. MTSS includes the following pillars: SEL (Social, Emotional Learning), PBIS (Positive Behavior Intervention Supports), and academics, which is RTI.

For students, including MLLs, that need additional support, the tiered plan is followed:

1. Tier 1: Daily ELD Instruction based on grade level content aligned with standards
2. Tier 2: Targeted interventions and progress monitoring
3. Tier 3: Student Study Team (Individualized, evidence based, 6—8-week cycles)

Student Study Team members are knowledgeable of research-based interventions for Multilingual Language Learners, and language development considerations are part of the District SST process. A tiered plan of support is exhausted before a decision is made to refer to special education or change a student's instructional program.



## Expectations for rigorous standards-based instruction

District adopted language arts curriculum is based on the California English Language Arts/English Language Development Standards and provides core instructional materials. The adopted **Benchmark Advance/Adelante Language Arts program for ELA/ELD** is implemented to address language development and literacy for Multilingual Language Learners, alongside strategies that support MLLs. Grade-level Common Core Content Standards in English and Spanish, the ELA/ELD Framework, and the Spanish and English Language Development Standards are used for instructional planning. The following tables explain SYSD instructional design for Literacy for students enrolled in the educational programs.



## ELA Elementary Instructional Design

Reading & Word Study (2-6) & Phonics (K-2) & Grammar	K-6 Small Group Instruction/Centers (60 minutes)	Designated <b>ELD</b> (30-40 minutes)	K-2 Writing & Language 3-6 Writing
<p><b>Whole Group Benchmark:</b> Reading and Word Study</p> <p><b>Integrated ELD (Strategies)</b> <b>GLAD &amp; ELRIse!</b> <b>Strategies</b></p> <p><b>Standards Based</b></p> <p><b>Matrix</b></p> <p><b>Unit Test</b></p> <p><b>-Scarborough's Reading/Literacy Rope</b></p>	<p><b>Small Groups</b> Divide class into <b>4 groups</b>: lowest 2 groups seen daily, highest 2 groups seen every other day.</p> <p><b>EXAMPLES</b> <b>Center 1:</b> <u>Teacher-guided leveled reading</u> <b>Center 2:</b> <u>Desk Work-Must Dos/May Dos</u> <b>Center 3:</b> <u>Reading-</u> (MyOn, A.R., Epic!, Prodigy)) <b>Center 4:</b> <u>Computers-</u> Achieve3000/SmartyAnts</p> <p><b><i>Centers should be interactive, standards based and self-checking</i></b> <b>-Guided Reading Level Conversion Chart</b> <b>-Guided Reading Lesson</b></p>	<p>Benchmark EXPRESS + <b>GLAD &amp; ELRIse!</b> Strategies</p> <p>Students grouped by English Language Proficiency levels (ELPAC) and/or (STAR)</p> <p><b>-Emerging</b> <b>-Expanding</b> <b>-Bridging</b> <b>-E.O./RFEP/IFEP</b></p> <p><b>Four Domains:</b> <b>-Speaking</b> <b>-Listening</b> <b>-Reading</b> <b>-Writing</b></p>	<p><b>Whole Group Benchmark:</b></p> <p><b>*Writing Process</b> (Upper Grades)</p> <p><b>*Grammar and Language</b> (Lower Grades)</p> <p><b>Strategies:</b> <b>-Step up to Writing</b></p>

## Direct Instruction Lesson

### OPENING

- ☐ Prominently display **Target Standards Poster** for Unit.
- ☐ **Read the standard** for the day on the Target Standards Poster to begin each lesson.
- ☐ Introduction/Attention Getter
  - \* Prior knowledge    \* Relevance    \*Curiosity    \*Personal Stories    \*Videos/Pictures

### BODY

I Do	We Do	You Do
<b>-Model/Think Aloud</b>  <b>-Check for Understanding/Student Participation (Cognitive State Change)</b>	<b>-“Hourglass” repeated several times</b> <ul style="list-style-type: none"> <li>whole group</li> <li>check for understanding</li> <li>small group</li> </ul> <b>-10/2 Check for Understanding</b> (Every 10 minutes, add a cognitive state change to increase active engagement, i.e. pair/group work, standing up, choral response, changing seats, use of white boards, clapping...) <u><b>-Prompts &amp; Frames</b></u> (repeat/complete/elaborate)	<b>-Independent Practice WITH corrective specific Feedback</b>

### CLOSING

- ☐ **Exit Ticket or MVP (Most Valuable Point)**
- ☐ **Reread the standard for the day on the Target Standards Poster to end each lesson.**

## Grade Level Collaboration

Teachers at all school sites participate in Data Reflection Sessions/PLC on a weekly basis through release time provided by SCI-PHY Teachers. During this time teachers have an opportunity to plan targeted instruction and Tier I interventions to support Multilingual Language Learners.

## Supplemental Instructional Support

The District provides additional opportunities for MLLs to access core instruction and meet grade level standards through additional support such as:

- Intervention Teachers
- Instructional Assistants
- Expanded Learning Opportunity Programs (ELOP)

The District evaluates these supports annually, determines the effectiveness of these services and modifies or continues accordingly.

## Integrated ELD's role in accessing the core curriculum

All teachers should address the language learning needs of their Multilingual Language Learners (MLL) strategically, promoting the simultaneous development of content knowledge and proficiency in English. Integrated English language development is academic English language instruction provided throughout the instructional day across all disciplines, designed to support access to rich content knowledge and develop academic English across the disciplines. Teachers of English learners use the CA ELD Standards in concert with their CA CCSS for ELA/Literacy and other content standards to support the linguistic and academic progress of Multilingual Language Learners. The CA ELD Standards describe the key knowledge, skills, and abilities in critical areas of English language development that students learning English as an additional language need to develop in order to be successful in school.

Effective integrated ELD instruction requires intentional practices for Multilingual Language Learners and regular academic interactions and conversations as the key drivers to access and master grade-level academic content.

<b>Expectations For Integrated ELD:</b>	<ul style="list-style-type: none"><li>• Teachers use the CA Content Standards in tandem with the CA ELD Standards.</li><li>• Have clear learning intentions and language objectives.</li><li>• Value and build on primary language and culture and other forms of prior knowledge</li><li>• Appropriately scaffolded in order to provide strategic support that moves learners towards independence</li><li>• Teachers create authentic, action-based learning opportunities that require students to interact in meaningful ways in grade-level disciplinary text and tasks.</li><li>• All teachers support Multilingual Language Learners' linguistic and academic progress (content knowledge).</li><li>• Include formative assessment practices (frequent academic and language production monitoring)</li></ul>
<b>Expected Student Learning Outcomes:</b>	<ul style="list-style-type: none"><li>• Use and develop academic English while simultaneously learning content knowledge through English.</li><li>• Engage in meaningful interactions with others using intellectually rich content, texts, and tasks that require interpretation and discussion of informational texts.</li><li>• Write (both collaboratively and independently) a variety of different text types and justify opinions by persuading others with relevant evidence.</li><li>• Use language as a meaning-making resource in discussion and writing based on discipline, topic, task, purpose, audience, and text type.</li><li>• Demonstrate growth in English language acquisition as demonstrated on state and district assessments.</li></ul> <p>Adapted from CA ELA/ELD Framework - California Department of Education 2014</p>

To meet the students' language needs and promote the use of academic English, teachers adjust the level of support they provide.

<b>Integrated ELD Strategies</b>	
	<ul style="list-style-type: none"> <li>• Briefly preview and explain some of the words that are critical for content understanding before students read.</li> <li>• Post the words so students can refer to them and encourage students to use the words during conversations, in writing, and use them in sentence frames as needed.</li> <li>• Routinely examine the texts and tasks used for instruction to identify language that may be challenging for MLL.</li> <li>• Determine the opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas)</li> <li>• Meaningful interactions with complex texts.</li> <li>• Observe students to determine how they are using the targeted language</li> <li>• Adjust whole group instruction or work with small groups or individuals to provide adequate and appropriate support</li> <li>• Engage in collaborative discussions to develop content knowledge</li> <li>• Use comprehension strategies to interpret complex text.</li> <li>• Produce oral and written English</li> </ul>

## Role of Primary Language

According to the California ELA/ELD framework, research has demonstrated that the knowledge, skills, and abilities students have developed in their primary language can transfer to their development of English language and literacy. Multilingual Language Learners come to the district with a valuable asset—their primary language—which supports their learning of the English Language. Furthermore, literacy skills and abilities (such as phonological awareness, decoding, writing, or comprehension skills) can be transferred from students' primary language to English. Teachers facilitate this transfer in many ways and help MLL students develop English through strategic use of primary language resources.

<b>Primary Language Supports</b>	
<b>Collaborative conversations</b>	MLL share ideas in their primary language with a peer while they increase their proficiency and confidence in interpreting and expressing the same ideas in English
<b>Read in primary language</b>	Students are given the opportunity to read texts in both their primary language and English, allowing them to engage with texts above their English reading level.
<b>Conduct research</b>	Students draw evidence from primary or secondary resources in their primary language and summarize their findings in English.

## **MLLs' access to advanced, honors and gifted**

SYSD should identify all students, including MLL, who can participate in GATE. The district must ensure that their GATE admission policies and practices do not limit MLLs' access to and participation in GATE. Third grade students in SYSD are administered a non-verbal test that is normed for MLL and EO students.

Additionally, MLLs who are gifted and have a disability— sometimes referred to as twice exceptional students— must be carefully monitored so that they can receive English Learner and special education services, and gifted curricula at their ability levels. Twice exceptional MLLs should receive services consisting of GATE instruction, English language support, special education and related services and supplementary aids and services (as specified in their IEPs), and appropriate accommodations and case management.

## COMPONENT #7 – ENGLISH LANGUAGE DEVELOPMENT

### Purpose of ELD

Comprehensive ELD is provided for all MLL students through Designated and Integrated ELD instruction. According to the California ELA/ELD Framework, all teachers must attend to the language learning needs of their MLL students in strategic, differentiated ways that promote the simultaneous development of content knowledge and advanced levels of academic English using CA ELD Standards. English language development instruction ensures that MLL use English purposefully; interact in meaningful ways with peers, content, and texts; and learn about how English works.

Comprehensive ELD	
Integrated ELD	Designated ELD
<b><u>Content Standards</u></b> What are the language demands for accessing and participating in the content?	<b><u>Language Standards</u></b> What are the opportunities presented by this content for teaching language?
Integrated English language development instruction in which all teachers with MLLs in their classroom use the California ELD standards in tandem with the focal California Common Core State Standards for ELA/Literacy and other content standards to ensure MLLs strengthen their abilities to use English as they simultaneously learn content through English.	A protected time during the regular school day when teachers use CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

The California ELD Standards are organized into three parts:	
<b>Part I: Interacting in Meaningful Ways</b>	MLLs participate in meaningful and intellectually challenging tasks in three ways: <ul style="list-style-type: none"> <li>• <b><u>Collaboratively</u></b>, by communicating with others about social and academic topics (listening and speaking)</li> <li>• <b><u>Interpretively</u></b>, by understanding written and spoken information (listening, speaking and reading)</li> <li>• <b><u>Productively</u></b>, by writing or presenting to explain ideas and information (speaking and writing)</li> </ul>
<b>Part II: Learning About How English Works</b>	<ul style="list-style-type: none"> <li>• MLLs comprehend and produce academic texts in various content areas.</li> <li>• MLLs use language to create organized texts, expand and enrich ideas, and connect and condense ideas.</li> </ul>
<b>Part III: Using Foundational Literacy</b>	Multilingual Language Learners at all grades require specialized instruction to learn foundational literacy skills, based on their age, previous literacy, and educational experiences. For MLLs new to California schools in grades six through twelve, teachers need to provide learning activities and material to help students achieve all language skills, including literacy in English, as quickly as possible.

## **Designated ELD**

According to the ELA/ELD Framework, designated ELD is not separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather is an opportunity during the regular school day to support MLL in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. During this protected time, MLL are actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language. Accordingly, during designated ELD, there is a strong emphasis on oral language development. Naturally, designated ELD instruction also addresses reading and writing tasks as students learn to use English in new ways and develop their awareness of how English works in both spoken and written language.

## **Grouping for Designated ELD**

According to the California ELA/ELD Framework, during designated ELD sessions—exclusively during these periods—Multilingual Language Learners (MLLs) are grouped according to their English language proficiency levels. This approach enables teachers to effectively target and address the specific language learning needs of each student. It is imperative that grouping during the rest of the day be heterogeneous to ensure that MLL interact with proficient English speakers. Designated ELD must be provided in addition to all core content instruction. In secondary settings, MLL needs full access to grade-level content in all disciplines, as well as specialized instruction in academic English, to prepare for college and careers.

## **Expectations for ELD instruction and minimum number of daily minutes**

The California English Language Arts/English Language Development (ELA/ELD) Framework outlines that both Integrated and Designated ELD is to occur daily. Ideally, students are grouped for designated ELD by English language proficiency levels. However, schools need to consider their particular student population and make appropriate decisions about grouping. Following the California ELA/ELD Framework, sites will make decisions about the specific Designated ELD implementation structure that best serves their MLL students and maximizes the opportunity for MLLs to move between ELD clusters mid-year if they are advancing quickly.

Every MLL student receives designated ELD instruction. The purpose is to support MLLs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. The following table describes designated ELD for students with different profiles.

Elementary Designated ELD Instructional Design		
ELD Levels 1-4	Less than three years in U.S. Schools	Four or more years in U.S. schools
	<p><b>On Track</b></p> <ul style="list-style-type: none"> <li>Approximately 30 minutes daily</li> <li>Grouped by English level</li> <li>(ELPAC) with maximum of 2 levels per group (if possible)</li> <li>Focus: Fundamentals of English language development</li> </ul> <p>Class should be planned following the <i>Essential Features of Designated ELD Instruction</i> mentioned below</p>	<p><b>On Watch</b></p> <ul style="list-style-type: none"> <li>Approximately 30 minutes daily</li> <li>Group may include EO, RFEP, and IFEP students</li> <li>Grouped based on English Reading and ELA performance</li> <li>Focus: Preview and review of ELA standards with an academic language emphasis</li> <li>Class should be planned following the <i>Essential Features of Designated ELD Instruction</i> mentioned below</li> <li>Add extended day intervention</li> </ul>

## Middle School Sites

Students are assigned to ELD classes based on their proficiency levels. The expectation is that students will progress through the courses in sequence by demonstrating proficiency on the state English language proficiency assessment (ELPAC).

## Course Placement Overview For Multilingual Language Learners

This chart is a guide to inform class placement of multilingual students identified as Multilingual Language Learners (MLLs) at the middle schools. All MLL students are provided access to grade-level content material and Integrated ELD within all of their courses.

Middle School ELD Instructional Design			
ELPAC Level	Newcomers ELPAC Level 1-2 or Initial ELPAC Novice	ELPAC Level 1-2 or Intermediate Initial ELPAC	ELPAC Level 2-4
ELD Courses (Designated)	ELD Emergent	ELD 1/2	ELD 3/4
ELA & Content Courses	Grade level content courses with all peers		



## Strategies and practices for ELD

<b>Essential Features of Designated ELD Instruction</b> (adapted from the California ELA/ELD Framework)	
<b>Intellectual Quality</b>	Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.
<b>Academic English Focus</b>	Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
<b>Extended Language Interaction</b>	Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.
<b>Focus on Meaning</b>	Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
<b>Focus on Form</b>	Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic and text types. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.
<b>Planned and Sequence Events</b>	Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.
<b>Scaffolding</b>	Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
<b>Clear Lesson Objectives</b>	Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content standards.
<b>Corrective Feedback</b>	Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.
<b>Formative Assessment Practices</b>	Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

## **Expected ELD progress and monitoring**

The ultimate goal of the multilingual learner programs in SYSD is for our Multilingual Language Learners to achieve proficiency in English and succeed academically across all content areas. To achieve this goal, we strategically focus on how students' language skills are advancing through multiple measures. Multilingual Language Learners (MLL) and Reclassified (RFEP) students who are identified as making inadequate progress will be provided with appropriate intervention services.

### **Monitoring Multilingual Language Learner Progress**

Multilingual Language Learner programs are monitored in compliance with the Federal Every Student Succeeds Act (ESSA) and the California Department of Education regulations and educational code (EC). The coordination of all departments in the district and collaboration with outside agencies such as the San Diego County Office of Education (SDCOE) help to ensure that programs are carried out in a manner that is compliant, efficient and leads to student success.

Teachers and administrators monitor MLL students' English language development in listening, speaking, reading, and writing, along with their academic performance. This information is used for many purposes, including but not limited to:

- Monitoring student progress during the school year and instructional planning.
- Identification of students who need additional tiered support.
- Monitoring student progress towards reclassification.
- Placement of Multilingual Language Learners in appropriate programs.
- Determination of whether schools and the district meet state and federal accountability criteria.

Multilingual Language Learners who are identified as not making adequate progress, are students that are not improving one level per year on the English Language Proficiency Assessment (ELPAC).

### **Monitoring Reclassified Students**

Once MLLs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be regularly monitored for a minimum of four years, as required by The Every Student Succeeds Act (ESSA). If their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade-level academic proficiency. Reclassified students who are not meeting on track criteria, are those students who are not meeting or exceeding standard on CAASPP ELA, are not maintaining a 2.0/C or above average, or are not attaining Benchmark or Challenge on the District Unit Assessments.

Student progress will be monitored using the district's ELA Data Reflection documentation (approximately 5 times per year) and an RFEP Monitoring Form (approximately 3 times per year). Staff will use the process outlined below to monitor the progress of RFEP students for a period of no less than 4 years after reclassification. Dual-identified student language needs are monitored through IEP goals and a yearly IEP team meeting. The team may recommend assessments, additional services and/or supports to meet individual student needs.

If the student's standardized test scores fall below the proficiency level of Standard Met in English Language Arts or the student's grades fall below satisfactory in any academic area, the school site team will re-evaluate the student's lack of progress and interventions will be recommended and monitored via a Plan of Action form.

Who	Responsibilities
<b>Educational Services</b>	<ul style="list-style-type: none"> <li>● Will provide each school site a list of students who are less than four years reclassified as fluent English proficient. <ul style="list-style-type: none"> <li>○ Additional lists will be sent with newly identified RFEP students after each round of reclassification is complete.</li> </ul> </li> <li>● Will provide each school site with RFEP monitoring forms for students who need to be monitored during that academic year.</li> <li>● Will hold on-going meetings with Educational Services Staff, Principals, Assistant Principals and Instructional leads to review pertinent Multilingual Language Learner data.</li> </ul>
<b>Site Administrator</b>	<ul style="list-style-type: none"> <li>● Coordinate monitoring of RFEP students at school site for four years following their reclassification.</li> <li>● Coordinate intervention/support services for students who do not demonstrate satisfactory academic progress via monitoring during DRS and/or on RFEP monitoring forms. <ul style="list-style-type: none"> <li>○ These may include, but are not limited to additional tutoring or counseling, training in test taking strategies, and modified work in reading, and language arts.</li> </ul> </li> </ul>
<b>Classroom Teacher</b>	<ul style="list-style-type: none"> <li>● Monitors and tracks RFEP students' progress in DRS</li> <li>● Completes the teacher evaluation form for RFEP students based on the academic characteristics of the students three times a year</li> <li>● Submits completed RFEP monitoring form to site designee with appropriate signatures.</li> <li>● Creates a plan of action with Site Administrator to support any RFEP students who are not making adequate progress.</li> </ul>

## Intervention Services and Progress Monitoring

Each student that is identified “On Watch” will be provided with the intervention programs and/or services as specified in the Intervention Plan. His/her progress is to be carefully monitored throughout the school year. Teachers will evaluate the student’s progress and make modifications to interventions and goals as needed at the end of each ELA data reflection session based on the student quadrant of achievement. This process will be monitored via a plan of action form that will be filed in the student’s LEP folder.

Identifying students as ‘On Watch’	
MLLs	RFEPs
MLLs who are <b>not</b> making adequate progress, as measured by the ELPAC.	RFEPs who are <b>not</b> meeting the following “On Track” criteria: <ul style="list-style-type: none"><li>• SBAC: Meets or Exceeds Standard on ELA &amp; Math</li><li>• Elementary: Average Rubric score of 2 &amp; above on report card</li><li>• Middle School: C or better on report card</li><li>• District Unit Assessments: Quadrant placement at benchmark or challenge at the end of each unit</li></ul>

# **GOAL 3: Family-Community Engagement**

## **COMPONENT #8 - FAMILY-COMMUNITY ENGAGEMENT**

### **Role of families in the education of MLLs**

SYSD recognizes and values the linguistic and cultural diversity that Multilingual Language Learner families bring to the school community. We believe families are essential partners who contribute unique perspectives to their children's overall success and we seek innovative opportunities to work with them. SYSD is committed to strong, collaborative relationships that support the exchange of information, purposeful interactions, and meaningful participation that strengthen student learning and achievement. As a part of this commitment, the Principal and/or school support staff will ensure that families feel welcome and are introduced to the school procedures, resources, and program options when they first enroll in one of our schools.

### **Expectations and systems for MLL families, including students, to engage in district activities/education**

In order to provide an integrated experience for families across multiple programs, there are different avenues for participation that SYSD offers:

- Volunteer opportunities
- Community events
- Family Learning Workshops and Parent Facilitator (Promotoras) engagement sessions

### **Volunteer Opportunities**

School sites across the district welcome families to volunteer in classrooms, at school-wide activities and district level events. To volunteer, families can contact the district office or site administrator to get information about procedures and requirements.

### **Community Events**

The languages and cultures that students and their families bring to our schools are important contributions to our learning communities. Sites host social and cultural events, including carnivals, family nights, awards, holiday events, and heritage celebrations. The district encourages participation in city and community events that celebrate and showcase the diversity of our San Ysidro community.

### **Family Learning Workshops and Engagement Sessions**

As an educational institution, SYSD believes in lifelong learning and capacity building. In addition to staff, this includes our families and educational partners. There are multiple opportunities for families to engage in continuous learning and pathways for developing parent leaders at sites and at the district level.

Some of the offerings include workshops that support parents in understanding and navigating the school system and leadership series that focus on effective advocacy. Learning series are offered at school sites and the district level on many topics including, but not limited to: reclassification, assessments, technology, safety, policy, parenting, etc. The goal is to strengthen EL parent leadership capacity in order to ensure that EL families have a strong voice in district programs and policies.

## **Forms and purpose of communicating with families**

MLLs families need to be informed about district and site opportunities, activities, and programs that impact their children. There are many ways families can keep communication with their school and the district. The following tools are available to all families:

- Parent Vue
- Interpretation and translation
- District, site, and classroom newsletters and bulletins
- Parent facilitator communication
- Official family notifications (report cards, annual notices, etc.)
- Social Media
- District Website

## **Primary language communication/translation**

To facilitate communication, SYSD is committed to offering interpretation and translation to ensure accessibility of information to all families, as required by law and when possible. (Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the parents speak a specific language other than English.)

## **Role of Advisory Committees**

Meaningful participation at an advisory level is a critical component of our students' education. As part of the district's effort to systematically involve families of MLLs in the education of their children, the district establishes policies and procedures for School Site Councils (SSC), English Language Advisory Committees (ELAC) at the school-site level, and the district ELAC (DELAC) at the district level. At each committee level, families of MLLs have opportunities to be involved in their child's education, collaborate with district staff, receive training, evaluate instructional services and provide recommendations.

### **School Site Council (SSC)**

The responsibility of the SSC involves oversight of programs supporting all students, including MLLs. In collaboration with the site administrator, the SSC reviews and approves the School Plan for Student Achievement (SPSA), which includes funded programs and allocation of resources to the site. Membership includes site administrators, teachers, other school staff, families, and community members. All families are welcome to attend SSC meetings.

### **English Learner Advisory Committee (ELAC)**

According to the California Education Code, each school with twenty-one (21) or more MLLs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision-making councils, nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to MLLs.

**The ELAC is responsible for the following tasks:**

- Advising the site administrator in the development of a site plan for Multilingual Language Learners and submitting the plan to the SSC for consideration of inclusion in the School Plan for Student Achievement (SPSA).
- Assisting in the development of a schoolwide needs assessment.
- Discussing ways to make parents aware of the importance of school attendance.
- Electing a member to the District English Learner Advisory Committee (DELAC).

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

San Ysidro School District maintains a District English Learner Advisory Committee (DELAC) in which at least 51 percent of the members are parents/guardians of Multilingual Language Learners, not employed by the District. Each school's ELAC must have the opportunity to elect at least one member to the DELAC. If the District has 31 or more ELACs, it may use a system of proportional or regional representation.

The DELAC provides parents the opportunity to advise the Board of Education on programs and services for Multilingual Language Learners and to advocate for the quality of their education.

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

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

**Capacity building for families and community**

Capacity building for families and the community is provided by external organizations outside the district, addressing a range of topics.

<ul style="list-style-type: none"><li>● PIQUE (Parent Institute for Quality Education)</li><li>● Adelante Mujer</li><li>● CABA (California Association of Bilingual Education)</li></ul>	<ul style="list-style-type: none"><li>● English Development Classes</li><li>● Parenting Classes</li><li>● San Ysidro Health Clinic Service</li></ul>
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## GOAL 4: Accountability

### COMPONENT #9 - Assessment and Student Monitoring

#### Comprehensive assessment program and purpose

The ultimate goal of the Multilingual Language Learner program in SYSD is for our MLL to achieve proficiency in English and succeed academically across all content areas. To achieve this goal, we strategically focus on how students' language skills are advancing through multiple assessments. Those assessment reports are closely monitored to measure students' adequate progress.

The assessments used include state-mandated assessments, such as the English Language Proficiency Assessments for California (ELPAC) and the **California Assessment of Student Performance and Progress** (CAASPP), as well as district assessments.

#### ELD assessments to measure progress in speaking, listening, reading and writing

In order for MLLs to meet the standards of literacy in English, they must be proficient in all four of the following domains: speaking, listening, reading and writing. Yearly, English language proficiency is assessed and monitored using the English Language Proficiency Assessment of California (ELPAC). ELPAC and CAASPP data is used to monitor growth towards reclassification, to make data informed decisions about language instruction, and for instructional grouping in English Language Development (ELD).

When administering any ELPAC assessment to a student with a disability, the district shall provide designated supports or accommodations per the student's individualized education program (IEP) or Section 504 plan. When an IEP team determines that a student has a significant cognitive disability, that student may be eligible to take the Alternate ELPAC

In addition, the District and school sites administer a variety of site based formative, diagnostic, and summative assessments to monitor student progress and make data-driven decisions on instructional interventions as well monitor progress towards reclassification.

#### Monitoring Multilingual Language Learner Progress

Monitoring progress in language and academics is essential to ensure that our Multilingual Language Learners are reclassified in a timely manner and continue to grow and have success in their educational journey.

During ELA data reflection sessions student data reviews are done by site administrators, counselors, specialists, and teachers to continuously monitor Multilingual Language Learners'

progress toward meeting language development and academic content learning goals and make modifications to interventions and goals as needed.

To ensure that Reclassified Fluent English Proficient (RFEP) students maintain grade level expectations, they are monitored for a period of at least 4 years following reclassification in accordance with the Every Student Succeeds Act (ESSA). Student performance shall be reviewed using formative and summative data at each progress-reporting period. Overall student progress shall be shared with parents at fall and spring parent-teacher conferences. Students found to be regressing in their academic performance will receive an academic intervention in the specific area of need and will have access to the tiered support services and interventions offered at the site to all students who are not meeting academic standards. Parents will be notified of the intervention plan using the RFEP Monitoring Form. The progress of MLLs and Reclassified students are examined annually in comparison with the data of the average native English speaker, and this student achievement data is included in the CA Dashboard data for the school district.

## **COMPONENT #10 – PROGRAM MONITORING AND EVALUATION**

### **Plan for Multilingual Language Learner Program Evaluation**

The San Ysidro School District is committed to working with students, parents, teachers, support staff, administrators, and community-based educational partners to provide effective instructional programs for Multilingual Language Learners (MLLs). The success of our MLLs is a shared responsibility that involves accountability with resources, assessment, programs, and services.

Both state and federal programs require the California Department of Education (CDE) to monitor categorical programs operated by Local Education Agencies (LEAs). A Federal Program Monitoring (FPM) instrument represents federal or state laws, regulations, or guiding judicial decisions that are arranged into statutory core and supporting items. CDE uses the English Learner Program Instrument to determine whether an LEA meets each program's requirements. SYSD is committed to ensuring that we serve our students, families and staff in accordance with these requirements.

[English Learner 2023–24 Program Instrument California Department of Education May 2023](#)

### **The English Learner Program Instrument which includes the following:**

- EL 01: English Learner Advisory Committee (ELAC)
- EL 02: District English Learner Advisory Committee (DELAC)
- EL 03: EL Identification and Assessment
- EL 04: Implement, Monitor and Revise Title III Plan
- EL 05: EL Program Inclusion in the SPSA (Schoolwide)
- EL 06: Title III Inventory
- EL 07: Supplement, Not Supplant with Title III
- EL 08: Time and Effort Requirements (Title I and Title III)
- EL 09: Evaluation of Title III-Funded Services and Programs
- EL 10: Reclassification
- EL 11: Teacher EL Authorization

- EL 12: Professional Development Specific to English learners
- EL 13: Language Acquisition Program Options and Parent Choice
- EL 14: ELD
- EL 15: Access to Standard Instructional Program

## **Federal, state, and district requirements and evaluation processes**

Developing Multilingual Language Learners' linguistic and academic capacities is a shared responsibility among all educators and levels of the schooling system. The four principles support the vision and provide the foundation of the CA EL Roadmap in conjunction with the CDE EL instrument. Both policies are intended to guide all levels of the educational system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, twenty-first-century education for the state's Multilingual Language Learners.

## **Four Interrelated Principles**

### **Principle #1: Assets-Oriented and Needs-Responsive Schools**

Pre-schools, Elementary Schools, and Middle Schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of Multilingual Language Learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

### **Principle #2: Intellectual Quality of Instruction and Meaningful Access**

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

### **Principle #3: System Conditions that Support Effectiveness**

Each level of the school system (state, county, district, school, preschool) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of Multilingual Language Learners and their communities, and who utilize valid assessment and other data systems that inform instruction and continuous improvement.

Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of Multilingual Language Learners.

### **Principle #4: Alignment and Articulation Within and Across Systems**

Multilingual Language Learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21<sup>st</sup> century world.

To ensure high-quality implementation of all aspects of the Multilingual Language Learner Master Plan, SYSD identified assessment tools to use at all levels. Student progress monitoring and evaluation consist of disaggregated (school, grade level, language group, race/ethnicity, program status) data analysis (in staff and parent spaces) of these assessments multiple times during the year:

- ELPAC
- District standards-based benchmark assessments (i.e., STAR reading and math, FastBridge)
- California Assessment of Student Performance and Progress (CAASPP) in ELA, Math, and Science
- Reclassification data
- Teacher progress reports, report card data
- Referrals for academic or behavioral support

Rubrics also support monitoring programs and instructional support systems. These rubrics are not meant to be used as checklists but as a set of tools that guide continuous improvement for our multilingual students. While some of the tools are considered aspirational by many educational agencies, SYSD believes that the rigor and responsiveness of MLL programming highlighted in this rubric should be the standard to ensure educational equity for multilingual students. The findings from evaluations using these rubrics are shared with educational partners throughout the year.

## **District Level**

SYSD uses aspects of the CA EL Roadmap to inform our Local Control Accountability Plan (LCAP) during the annual development, implementation and evaluation timelines embedded in those plans. The rubric offers specific criteria which SYSD uses as an evaluation tool in monitoring the progress of programs and determining the efficacy of initiatives, interventions, and administrative policies intended to raise MLLs student achievement.

Our Local Control Accountability Plan (LCAP) goals specifically address our commitment to each Multilingual Language Learner. (BP 6174a) Goal #1 - Student Achievement - Enhance student achievement across all demographics, mainly focusing on accelerating learning for Multilingual Language Learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for Multilingual Language Learners (MLLs) to demonstrate annual expected progress and achieve reclassification within five years or less. Goal #2 - Culture, Climate, and Student Well-Being - Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug-free while also equipping them with the necessary social-emotional skills to build resilience and thrive not only in an equitable educational environment but also in their community and beyond. Goal #3 - Parent Engagement - Increase parent engagement, involvement, and satisfaction with the educational process annually.

## **School Level**

Schools use aspects of the CA EL Roadmap as it applies to school-level programming. This evaluation will occur when designing and monitoring site-based professional learning and services related to MLL programs and students. The CA EL Roadmap will also be used in the development and monitoring of School Plans for Student

Achievement (SPSAs) and to monitor progress towards goals set by school-level advocacy groups, such as the ELAC. This process of utilizing this tool within various structures of school-level planning is intended to provide useful feedback to inform modifications and actions to programming for MLLs while also having strong coherence to district-level goals and outcomes.

## **Classroom Level**

Aspects of the CA EL Roadmap Teacher Toolkits from Californians Together are used with the district's teacher evaluation system to monitor classroom level practices, support continuous improvement, and identify needed modifications to inform classroom instruction and staff development priorities and goals. This occurs within staff evaluation timelines and during job-embedded professional learning and collaboration spaces.

## **Evaluation of base/supplemental funding**

### **LCAP Alignment**

Our Local Control Accountability Plan (LCAP) goals specifically address our commitment to each Multilingual Language Learner. (BP 6174a) Goal #1 - Student Achievement - Enhance student achievement across all demographics, mainly focusing on accelerating learning for Multilingual Language Learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for Multilingual Learners (MLLs) to demonstrate annual expected progress and achieve reclassification within five years or less. Goal #2 - Culture, Climate, and Student Well-Being - Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug-free while also equipping them with the necessary social-emotional skills to build resilience and thrive not only in an equitable educational environment but also in their community and beyond. Goal #3 - Parent Engagement - Increase parent engagement, involvement, and satisfaction with the educational process annually.

### **Local Control Funding Formula**

In California, school districts are funded through the Local Control Funding Formula (LCFF). The LCFF model allows more freedom in how funds are spent but also requires developing a Local Control and Accountability Plan (LCAP). This plan links spending to specific district goals for student achievement. The LCFF is an important opportunity for families to shape the vision for their children's education. The LCFF requires school districts to involve parents in planning and decision-making in developing the LCAP.

#### **The LCFF also:**

- Requires school districts to focus on the eight key areas that help all students succeed.
- Provides extra funding for students with greater challenges.
- Gives districts more flexibility to spend their money to improve local schools.

Under this system, school districts receive a uniform base grant for every student, adjusted by grade level. School districts receive additional supplemental grant funding for students with greater challenges, defined as

1. Low-income students
2. Multilingual Language Learners
3. Foster youth

Districts receive additional concentration grant funding when the numbers of these students enrolled in a district make up more than 55 percent of a district's total enrollment. These students are commonly referred to as unduplicated students.

Within LCFF, districts receive base grant funding to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries, and other district services (e.g., custodial, clerical) and support systems for monitoring program implementation, student progress, and program evaluation.

## **Resources**

General fund resources are used to provide services and programs for Multilingual Language Learners, including English Language Development (ELD) and access to the core curriculum. The District allocates Federal Title III funds for direct services to Multilingual Language Learners, and supplemental support above and beyond the base program.

These services and materials may include, but are not limited to:

- Professional Learning for instructing Multilingual Language Learners
- New Teacher Training on Designated ELD
- Supplementary materials for Multilingual Language Learners
- Supplementary resources for teachers to support MLLs
- Building capacity for parents and educators through professional learning opportunities
- Multilingual Language Learner parent education, training, and involvement

## **Assessment and Data**

The District evaluates the effectiveness of our Multilingual Language Learner programs and services through analysis of academic data points and language development growth.

## **Local Control Accountability Plan (LCAP)**

The LCAP is the spending plan that accompanies each district's budget. This three-year plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. All local education agencies must develop and submit their first LCAP with an approved budget. In a school district, the governing board adopts the

LCAP, and the County Superintendent reviews and approves the LCAP. All districts must address the specific instructions in the State Board of Education's adopted template which includes a description of improved services for foster youth, low-income students, and Multilingual Language Learners.

The LCAP is a comprehensive planning tool to help all students succeed. Each three-year plan must describe:

- District-wide and school-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
- Expected progress toward meeting the goals, and as part of a district's required annual update of the plan, the district must describe actual progress made toward meeting the goals and any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds for low-income students, MLLs, and foster or homeless youth will be used to increase or improve services for these students. These students are referred to as "unduplicated students" because even if they are in more than one priority group, they are only counted once.
- The process used to involve parents, students, community members, school employees, and other stakeholders in developing, reviewing, and supporting the implementation of the LCAP. Specifically, the district must engage Multilingual Language Learner parents in an advisory group to provide input and feedback on the LCAP.

The District's Local Control Accountability Plan (LCAP) outlines specific goals and action steps aligned with state funds that address the needs of our Multilingual Language Learners. Each site's School Plan for Student Achievement (SPSA) outlines site goals and action steps aligned with state funds that address the needs of Multilingual Language Learners at the school level and are developed to support the District's LCAP goals. To improve academic achievement, the following metrics are utilized:

- California Dashboard English Language Arts and Mathematics Indicator
- ELPAC Annual Progress towards English Language Proficiency
- Reclassification Rate
- Smarty Ants/Achieve 3000
- Renaissance (Star Reading & Star Math)
- LEA created Benchmarks

## **The LCAP Federal Addendum**

The LCAP Federal Addendum describes how Title III funds are used in the following areas:

- Parent Family and Community Engagement
- Professional Development
- Programs and Activities
- English Proficiency and Academic Achievement

## (ADAPTED FROM ENGLISH LEARNER MASTER PLAN PLAYBOOK)

English Learner Master Plan Template adapted from: Armas, E., Lavadenz, M., Rozsa, N., & O'Brien, G. (2021). English Learner Master Plan Playbook: Developing Equitable Local Policies for Multilingual and English Learner Students. Loyola Marymount University Center for Equity for English Learners.

### Multilingual Language Learner Master Plan Task Force

Member	Site	Position
Russell Little	District Office	Assistant Superintendent
Luis Ramos	District Office	Director
Maria C. Rodriguez	District Office	Coordinator
Adriana Aguilar	District Office	Resource Teacher
Sandra Guzman	District Office	Resource Teacher
Carolina Hernandez	District Office	Resource Teacher
Cynthia Mosqueda	District Office	Resource Teacher
Josefina Villegas	District Office	Resource Teacher
Zenaida Rosario	Governing Board	Vice President
Elmy Flores	District Office	Translator
Laura English	La Mirada	Principal
Maria Fernanda Rios	La Mirada/CSEA	Instructional Aide/Secretary
Karla Montanez	Sunset/CSEA	Instructional Aide/President
Jacob Rodriguez	District Office/CSEA	Data Support Specialist
Marta Vazquez	OVH	Teacher
Erika Valarezo	Smythe	Teacher
Elizabeth Gomez	SYMS	Teacher
Nohemi Yescas	Sunset	Teacher
Lourdes Quezada	Willow	Teacher



Mayra Cruz	DELAC/DPAC	Parent/Smythe
Jennifer Villanueva	DELAC/DPAC	Parent/OVH
Roxane Palestino	CDC	Parent
Melissa Hendrick	CDC	Teacher