



Roseland School District/ Charter

ROSELAND SCHOOL DISTRICT

Roseland Elementary
Leadership Academy

Sheppard Accelerated
Elementary School

Roseland Creek
Elementary School

ROSELAND CHARTER

Roseland Accelerated
Middle School (RAMS)

Roseland Collegiate
Prep (RCP)

Roseland University
Prep (RUP)

MASTER PLAN FOR ENGLISH LEARNERS

Introduction

Roseland Public Schools reflects the community dream that all students will graduate from high school with options for college entrance and successful, productive careers. Our schools provide safe, personalized schools that are an alternative to large urban-like school settings. Roseland Public Schools is positioned to be a model for excellence in public education, preschool through high school, affecting not only Roseland students but students throughout Sonoma County.

The Master Plan for English Learners defines the process for the identification, assessment, placement, and reclassification of English learner (EL) students. In addition, it explains the policies and procedures related to the development, implementation, and evaluation of English learner programs and services. Our staff has used the work of the [EL RISE Playbook](#) and [California's EL Roadmap](#) to build capacity and continue to support all learners, especially multilingual learners. We have also increased our staffing and support services for our multilingual students, including newcomers. Support services include academic support as well as social, emotional, and mental health support.

The purpose of the Master Plan is to provide clear direction to district staff regarding programs and accountability for English learners. A common understanding of our goals and procedures helps to ensure that our English learners receive consistently implemented services designed to meet their linguistic and academic needs. The desired outcome is that our English learners attain high levels of English proficiency, mastery of grade level standards, and college and career readiness.

84% of our students start our schools as English learners. We hold high expectations for staff to help our students succeed. We are committed to providing English learners with full access to curriculum and instruction, and equitable opportunities for meaningful participation in learning. We are proud of the achievements of our multilingual students, including attainment of the California State Seal of Biliteracy. Our goal is for English learners to develop fluency in English as rapidly and effectively as possible and to achieve academic success by meeting state content and performance standards. The objective is that within four to seven years of continuous enrollment in the Roseland School District/Roseland Charter School, English learners will reach and sustain academic parity with their never-EL peers, and reclassify as fluent English proficient (RFEP).

The District English Learner Advisory Committee (DELAC) will review and comment on the Master Plan annually.

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ROSELAND PUBLIC SCHOOLS

MASTER PLAN FOR ENGLISH LEARNERS

Section 1

Identification, Placement, Parent Notification, Documentation, and Reclassification

The way in which the Roseland School District/Roseland Charter School identifies English Learners and provides appropriate program placement is described below. The procedures used for notifying parents of their child’s English language status, available program placement options, and the criteria and process followed for reclassification are outlined as well.

Definitions

English Learner (EL)	
Student whose first language is not English and who is in the process of acquiring fluency in social and academic English.	
Recently Enrolled EL	English Learner who has been enrolled in U.S. schools for 3 years or less and may or may not be a newcomer student. For example ALL kindergarten ELLs are recently enrolled ELLs, but not all are newcomers
Progressing EL	An English Learner who has been enrolled in US Schools at least 3 years but not more than 6 years, and is demonstrating adequate progress in language and academic development.
Long-Term EL (LTEL)	A student who has been classified as an EL for more than 6 years.
EL at Risk of Becoming an LTEL	An EL who has been enrolled in US Schools more than 3 years but not more than 6 years, and is not demonstrating adequate progress.
Newcomers:	Newcomers were not born in the U.S. and they have been in U.S. schools for 1 full school year or less. Newcomers should receive the most intensive support in years 1 and 2, but should be monitored for up to four years. Generally, TK, K and 1st grade students who are also newcomers will not receive specialized newcomer services, but rather targeted instruction within their regular classroom. In addition to the special categories of newcomers described below, please see the document
Ever-ELs	Current ELs plus former EL students (e.g. RFEP students)

Students with Interrupted Formal Education (SIFE):	Immigrant students who come from a home in which a language other than English is spoken and 1) entered a United States school after the second grade; 2) have had at least two years less schooling than their peers; 3) function at least two years below expected grade level in reading and mathematics; and 4) may be pre-literate in their first language.
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Refugee/Asylee	Students who have been forced to leave their country in order to escape war, persecution, or natural disaster. Refugees generally have special visas to enter the country. Asylees apply for visas, once in the U.S.
Unaccompanied Immigrant Youth:	Unaccompanied immigrant youth are children who cross the U.S. border without parents or guardians and are apprehended by immigration officials. Once unaccompanied immigrant youth are released to a sponsor, their sponsor is required to enroll them in U.S. schools.

ENGLISH ONLY (EO):	INITIALLY FLUENT ENGLISH PROFICIENT (IFEP):
A student whose only home language is English	A student who, upon enrollment in U.S. schools, is proficient in English along with another language identified in their Home Language Survey

RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP):	
A former EL student who has met the criteria to be “reclassified” as fluent English proficient.	
Recently Proficient RFEP	An RFEP student who was redesignated less than or equal to 4 years ago. RFEPs need monitoring to ensure they don’t stagnate or regress.
Long-term Proficient RFEP	An RFEP student who was redesignated more than 4 years ago.

Home Language Survey and Primary Language Determination

A parent/guardian who is enrolling a child for the first time in a California public school shall complete a Home Language Survey (HLS) at the time of enrollment to any one of our district/charter schools. The HLS identifies language use in the home. A student’s primary language is determined by responses to questions on the HLS about the language first learned, most frequently spoken by the child at home, most frequently used by guardians when speaking with the child, and most often spoken by adults in the home. The HLS is available in English and Spanish. Translations in several other languages are also available through the California Department of Education website. They can be accessed and modified by the district English Learner Teacher on Special Assignment (EL TOSA) and provided to parents/guardians as needed.

Home Language Survey (HLS) Questions

Which language did your child learn when he or she first began to talk?

What language does your child use most frequently at home?

What language do you use most frequently to speak to your child?

Name the language most often spoken by the adults at home?

An office staff member will review the four HLS questions. If the HLS indicates a language other than English on either questions 1, 2, or 3, students are assessed for English language proficiency within 30 calendar days of the students first day of school. The results from the Initial ELPAC Assessment will help us to determine if the student will be identified as Novice English Learner, Intermediate English Learner, or Initial Fluent English Proficient (IFEP).

If questions 1-4 on the HLS indicate all English, no testing is required and a student is classified as English-Only.

Enrollment and Determination of Students' Primary Language

A Home Language Survey (HLS) shall be completed by the parent or legal guardian of all K-12 students the first time they enroll in a California public school. The parent/guardian shall complete the HLS, if applicable, when a student registers at each school site. There are four questions on the HLS.

If Uncertainty Exists Regarding Student's Primary Language

In some cases, if the parent's response to the first three questions on the HLS is English and the response to question four is a language other than English, the English Learner Teacher on Special Assignment (EL TOSA) with the support of office staff and Principal and/or designee, must research the student's language background and can use the indicators below and consult with the student's parent:

- Parent/Guardian requires an interpreter to communicate in English
- Parent/Guardian speaks to their student in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. inglés)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the student, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English

Transfer Enrollment Procedures: Students Previously Enrolled in a California School

After a parent completes the school enrollment form, student records such as the HLS, state assessment scores, including the ELPAC, and official language classification (EO, IFEP, EL, RFEP) are reviewed by school office staff. If student records are unavailable at the time of enrollment, staff shall contact the previous district to request the cumulative folder and/or EL file to obtain required information.

The EL TOSA receives the HLS form from school office staff and reviews student record information in CALPADS and/or the cumulative folder to determine English language acquisition status. The student's EL status is then entered into the Student Information System. The most recent ELPAC scores are located (in CALPADS, TOMS, or the cumulative/EL folder) and are entered into the Student Information System.

Transfer Enrollment Procedures: Students from Out-of-State or Another Country

If a student transfers from out-of-state or another country, the initial identification and assessment process is used. Note that students who were born outside of the U.S. may have two different enrollment dates:

- District Enrollment Date - The student's first day of attendance is the official enrollment date with the District.
- U.S. Entry Date - The student's first day of attendance in a U.S. school is the official U.S. enrollment date.

To determine the U.S. entry date for transfers from out-of-state/another country, the EL TOSA reviews the student's enrollment form, and when available, the cumulative folder. The EL TOSA enters the U.S. entry date into the Student Information System, which is then uploaded into CALPADS.

Assessment, English Learner Identification, and Placement

Initial English Assessment

The District EL TOSA initiates the assessment of English language proficiency for *new* students identified as having a primary language other than English, to be completed within 30 calendar days of enrollment. Parents and guardians will be notified prior to administration. Students in grades TK-12 are assessed in listening, speaking, reading and writing using the Initial English Language Proficiency Assessments for California (Initial ELPAC).

A student's overall Initial ELPAC performance level will be identified as one of the following:

- Initial Fluent English Proficient (IFEP)
- Intermediate English Learner
- Novice English Learner

When administering an initial ELPAC assessment to a pupil with a disability, Roseland Public Schools shall provide designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan. When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking,

reading, and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil.

Scale Score Range	Score Description	Student Classification
Level 1	Novice English Language Learner	ELL
Level 2	Intermediate English Language Learner	ELL
Level 3	Initial Fluent English Proficient	IFEP

Composite domain performance in oral (speaking/listening) and written (reading/writing) language will be identified according to the following Initial ELPAC descriptors:

- Well Developed
- Somewhat/Moderately Developed
- Minimally Developed

English Learner Identification

The student’s overall performance level on the Initial ELPAC determines whether a student is classified as an English Learner (EL) or Initial Fluent English Proficient (IFEP) according to the following criteria:

EL: Initial Assessment (IA) results are Novice English Learner or Intermediate English Learner.

IFEP: Initial Assessment (IA) results are Initial Fluent English Proficient

English Learner Placement

English Learners are placed in classes based on their English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). Unless placed in an alternative program, based on parent request and the feasibility of the school offering such a program, all English Learners receive Structured English Immersion (SEI) program placements. Teachers differentiate instruction within the classroom according to student proficiency levels and academic needs.

Structured English Immersion (SEI)

The Structured English Immersion Program is a language acquisition program for English Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At a minimum, students are offered Designated English Language Development (ELD) and provided access to grade level academic subject matter content with Integrated ELD.

Students are taught all aspects of English language skills (listening, speaking, reading, and writing), and are also taught academic subjects in the core curriculum using Integrated ELD. Some materials and instruction in the student's primary language may be used for support and clarification of concepts.

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

1. All teachers with ELLs in their classrooms, PK-12:
 - Must be skilled at providing Integrated ELD, including careful consideration of the language demands of a task (e.g. Content-Language Objectives) and carefully planned language learning embedded in engaging content and activities.
 - Must be skilled at providing content-embedded Designated ELD when they teach this period or course.
 - Need ongoing training in effective planning and delivery of Designated and Integrated ELD.
2. The District and School Sites shall:
 - Ensure effective Integrated ELD is provided in all elementary and secondary classrooms.
 - Provide ongoing professional development that allows ALL teachers PK-12 to become experts in the delivery of effective Integrated ELD as well as Designated ELD where applicable.
 - Ensure all ELLs receive Designated ELD until they reclassify.

In addition to Designated and Integrated ELD, ELs at will receive wrap around supports provided through:

- Counseling from full-time Social Emotional Counselor
- Academic Counseling
- Collaborative and strategic schedules created for each student
- Hiring a bilingual paraprofessionals for newcomer support to support instruction to meet the needs of the students as a group and individually

Summative ELPAC

All students who have been identified as an English learner in California this year or previously must take the summative English language proficiency assessment (ELPAC) every year until

they are reclassified as fluent English proficient (RFEP). Authorized and trained staff will administer the annual English language proficiency assessment within the summative assessment window (Feb. 1-May 31). These assessments measure a student’s progress in learning English and identify a student’s level of English language proficiency in the domains of listening, speaking, reading, and writing. Data will be used for instructional placement, planning, goal setting, and reclassification purposes.

English Proficiency Test (ELPAC)	Level 1, 2, 3	Evaluate if students have “made progress on ELPAC’ based on CA Dashboard Criteria
	Level 4	Determine if the students are ready for reclassification processes.

When administering summative ELPAC assessment to a pupil with a disability, the LEA shall provide designated supports or accommodations, in accordance with the pupil’s individualized education program (IEP) or Section 504 plan. When a pupil’s IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. (5 CCR Section 11518.25)

When a pupil’s IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil’s IEP.

Parent Notification

The EL TOSA notifies parents of English Learners of *Initial* ELPAC assessment results within 30 calendar days, EL/FEP designation, available language acquisition program options as well as recommended program placement and the reclassification criteria using the form, *Initial Parent Notification Letter*. For those children who have not been identified as ELs prior to the beginning of the school year, but are identified as ELs during such school year, the district shall notify the parents within the first two weeks of the child’s placement in a language instruction educational program.

Additionally, on an *annual* basis within 30 days after the beginning of the school year , the EL TOSA notifies parents of the child’s most recent *Summative* ELPAC assessment results, EL/FEP designation, program placement options and the reclassification criteria using the form, *Annual Parent Notification Letter*.

English Learner Documentation/ Record Keeping

The EL TOSA inputs assessment data and student EL status into the student information database and ensures each EL file has the required components for a complete file.

The EL file shall include:

- Home Language Survey
- English Language Proficiency Assessment Results (ELPAC) - *optional*
- Initial Parent Notification Letter
- Annual Parent Notification Letter
- Reclassification Paperwork (if applicable)

If a student has moved from another California school, the office staff will fax an *EL Records Request* to the previous school. The EL TOSA will check CALPADS and follow up with the previous school as needed by fax/email to obtain language assessment and classification information within the assessment timeline. The EL TOSA coordinates the administration of any necessary assessments and updates the student's file.

In addition, the EL TOSA will ensure homeroom teachers have access to the English Language Acquisition Status and ELPAC score results (if applicable) for all students early in the school year, and throughout the school year as new students enroll.

Reclassification: Identification and Progress Monitoring

The district has adopted language reclassification criteria and procedures. These criteria and procedures shall be used to determine when the student has the necessary English language skills in order to succeed in English.

A student's English Language Acquisition Status (ELAS) may be changed from English Learner (EL) to Reclassified Fluent English Proficient (RFEP) when it can be established that the student has the English language skills necessary to comprehend, speak, read, and write, and make academic progress at a level substantially equivalent to that of students of the same age or grade, whose primary language is English.

Reclassification Criteria

The criteria for student reclassification includes an objective assessment of English language proficiency in reading, writing, speaking, and listening comprehension, comparison of the student's academic proficiency in basic language skills, teacher evaluation, and parental opinion. Roseland School District/Roseland Charter School's specific reclassification criteria is as follows:

1. English Language Proficiency Assessment Score - ELPAC Overall Performance Level 4 (Well Developed)
2. Teacher Evaluation - Benchmark data and classroom academic performance indicates that the student's skills in English are comparable to those of native English speakers of the same age and grade level. Students must also score 19 or above on the Student Oral Language Observation Matrix (SOLOM).
3. Comparison of Performance in Basic Skills (3rd-12th) - Students must score Level 3 (Standard Met) or above on the SBAC, or a percentile rank of 37 or above on the STAR Reading assessment.

Comparison of Performance in Basic Skills (KN-2nd) Students must score at grade level or above on the Rigby Assessment.

Kindergarten grade level is equivalent to a Rigby level 5

First grade level is equivalent to a Rigby level 17

Second grade level is equivalent to a Rigby level 23

4. Parental Opinion and Consultation - Parents/guardians are notified and consulted about reclassification.

*When no SBAC scores are available, student grades and class benchmark assessment results in ELA will be considered (i.e. score Proficient on other classroom benchmark assessments), as well as the STAR Reading assessment.

**The most recently available data will be used for the reclassification process (e.g. a fourth grade student may be reclassified based on third grade ELPAC and/or SBAC results).

Reclassification of English Learners with Disabilities

The IEP team will actively contribute to the development of ELD goals to ensure that each student's needs are met throughout the instructional day. The alternative reclassification process for English learners who qualify for Special Education services and do not meet standard reclassification criteria follow a differentiated process:

1. Each case manager identifies students who may qualify for reclassification using the alternate process. This team also consults with the speech pathologist or school psychologist as appropriate and plans assessments as needed and obtains parent consent. The IEP team may engage the CST or SST teams at their sites in the process.
2. Reclassification of ELs should be considered each year during the student's annual IEP.
3. Using the Reclassification Form, the IEP team considers whether the student's disability is impacting performance on English language testing.

- a. If the team agrees to reclassify the student, appropriate changes to goals and language needs are made at the student’s IEP meeting. The Reclassification Form is forwarded to the EL TOSA for processing. The EL TOSA changes the student’s ELAS from EL to RFEP in the Student Information System.
- b. If the team is not ready to reclassify the student, the team identifies additional data to be collected for next year (e.g. additional assessment, parent/teacher interview, student interview, etc.). The Reclassification Form should still be completed and placed in the student’s cumulative folder.

Reclassification Procedures

The reclassification review process begins when either (a) or (b) occurs:

- a. District EL TOSA reviews ELPAC data annually and determines which students are eligible for reclassification.
- b. A need for reclassification consideration is recommended by the teacher, parent/guardian(s), or an administrator.

Upon receipt of the ELPAC score data, the District EL TOSA:

1. Reviews SBAC scores in Language Arts/ or other local assessments (e.g. STAR Reading) for all students eligible for reclassification.
2. Completes student information, ELPAC, SBAC ELA and other local assessment data results on each student’s *Reclassification Form*.
3. Distributes the *Reclassification Form* to classroom teachers along with the SOLOM matrix for teacher assessment of student oral language proficiency.
4. Collects completed *Reclassification Forms* and SOLOM assessments from classroom teachers.
5. Reviews teacher input to determine if a student is ready for reclassification, needs further services, or if a meeting is necessary to make that determination.
6. If the student *is* ready to be reclassified, the EL TOSA then takes the following steps:
 - a. The parent is notified using the *Reclassification Parent Notification Letter* and initiates further contact as necessary to ensure parent participation.
 - b. The parent notification date, any comments, and final reclassification decision is recorded on the *Reclassification Form*.

- c. The signed *Reclassification Parent Notification Letter* is collected and filed in the student's EL file along with the completed *Reclassification Form and SOLOM assessment*.
- d. The EL status is changed to RFEP in the student information system database and CALPADS for all reclassified students. The reclassification date is entered in the database to facilitate annual monitoring of RFEP students.

Progress Monitoring for Reclassified Students

To ensure each RFEP student continues to succeed in English and other academic subjects, the District EL TOSA and classroom teacher will monitor student progress on an annual basis using the *RFEP Progress Monitoring Form*. This will be documented in the student's English Learner file.

If through the monitoring process, a student shows a need for continued services then support and/or interventions are provided. If necessary, the EL TOSA may initiate a meeting of the classroom teacher, administrator, and parents. However, once a student exits the EL program and has been reclassified, his or her EL status cannot be changed again.

After the student has demonstrated success in English for four years, the monitoring process will be complete. At this point in time the student's EL file will be permanently placed in the student's cum folder.

Reclassification Documentation/ Record Keeping

Components of a RFEP (Reclassified Fluent English Proficient) file:

- RFEP form
- RFEP Parent Letter
- SOLOM
- RFEP Progress Monitoring Form (if applicable)
- Home Language Survey
- English Language Proficiency Assessment Results (ELPAC)
- Initial Parent Notification Letter
- Annual Parent Notification Letter

California State Seal of Biliteracy

The State Seal of Biliteracy SSB, per [Assembly Bill 815](#) (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012, and was amended in 2017 per [AB 1142](#), effective January 1, 2018. [California Education Code sections 51460–51464](#) establish the SSB program and its requirements. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in

addition to English. The SSB will be awarded by the State Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation. This groundbreaking step was an acknowledgement of the economic and social value of multilingualism, the realities of a global century, and of the high level of academic achievement associated with attaining literacy in multiple languages. The creation of the Seal of Biliteracy, in the context of the rollout of new Common Core standards, rounded out the very notion of college and career readiness for this diverse and global 21st century world (Californians Together).

California State Seal of Biliteracy Requirements

A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English.

The student must demonstrate:

1. Completion of all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.
2. Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade eleven, at or above the “standard met” achievement level.
3. Proficiency in one or more languages, other than English, demonstrated through one of the following methods:
 - A. Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
 - B. Successful completion of a four-year high school course of study in a world language, attaining an overall GPA of 3.0 or higher in that course of study, and demonstration of oral proficiency in the language comparable to that required to pass an AP or IB examination.
 - C. Passage of a district test with a score of proficient or higher (if the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
 - D. Passage of the SAT II world language examination with a score of 600 or higher.

4. In addition to the requirements mentioned above, if the primary language of a pupil is other than English, they shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive (California *Education Code* Section 51461).

School Year	# of students who received
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	the State Seal of Biliteracy
2018-19	36
2019-20	32
2020-21	89*
2021-22	8

*No CAASPP data for 2020-21 school year.

ROSELAND PUBLIC SCHOOLS

MASTER PLAN FOR ENGLISH LEARNERS

Section 2

Instructional Program Options, Support, and Materials

The Roseland School District/Roseland Charter School is providing services to English Learners to ensure that they are acquiring English language proficiency and making appropriate progress towards mastery of California’s challenging state standards.

Standard Instructional Program

Placement of ELs in grades 6-12

EL Students in grades 6-12, at all proficiency levels, are enrolled in the standard instructional program which consists of:

- Reading/Language Arts
- Mathematics
- Science
- History/Social Science
- Courses required to meet state and local high school graduation requirements
- Courses required for middle school grade promotion

EL students are not denied:

- Enrollment in a full course load of courses that are part of the standard instructional program, and
- Enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses.

Differentiated Instruction

Differentiation occurs through:

Content — the information and skills that students need to learn

Process — how students make sense of the content being taught

Product — how students demonstrate what they have learned

Affect — the feelings and attitudes that affect students' learning

There are curriculum-related factors that need to be taken into consideration and are based on student need in three areas:

- Readiness — students' preparation for learning specific information or skills
- Interest — what appeals to students and thus motivates them to learn
- Learning Profile — how students approach the task of learning

Effective differentiation requires ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs. Our district uses the following assessments to monitor progress as well as adjust instruction.

- Local Assessments for Reading and Math

- Benchmark ELD assessments
- Classroom based formative assessments
- End of unit/chapter assessments
- Observations

Teachers differentiate instruction for ELLs by:

- Getting to know as much as possible about each student — ELLs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared s/he is to provide appropriate instruction for that student.
- Having high expectations for all students — Content should not be "watered down" for students who are still developing English language skills. Creative teachers think of ways to help students understand key material and "show what they know" in ways that match their language proficiency levels.
- Working collaboratively with grade level and/or department teams to plan differentiation.
- Having a variety of research-based instructional strategies at hand.
- Using ongoing assessment to guide instruction.
- Providing multiple types of assessment — matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.
- Differentiating homework/at home learning.
- Using flexible grouping — Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities.
- Making content comprehensible for all students (Echevarria, Vogt, & Short, 2008) — Providing ELLs with alternative ways of accessing key content (e.g., charts, books written in their first language, simplified text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills.

Integrated and Designated English Language Development (ELD)

English Learners receive a program of instruction in integrated and designated English Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible.

Teachers use ELPAC assessment data and local assessment data to plan for differentiated ELD instruction appropriate for each student's identified level of proficiency. Teachers either differentiate by grouping students across classrooms or within the classroom.

Integrated ELD

The goal of Roseland School District/Roseland Charter School is to provide all students with access to core academic curriculum to meet rigorous state grade-level standards. A myriad of district/charter-wide instructional strategies, based on CA English Language Development Standards and CA State Standards for academic content areas, support implementation of Integrated ELD to help EL students master academic content.

The ELA/ELD Framework “uses the term integrated ELD to refer to ELD throughout the day and across disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. The goal section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.” (Ch. 2, p. 81)

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]). A sampling of common Integrated ELD strategies used in Roseland District/Roseland Charter includes:

Strategy	Description	ELP Levels
Picture Retell	Pictures depicting key important events in the story are used as visual cues to retell a familiar story.	1, 2
Activating Prior Knowledge	With a focus on meaning-making, students are prompted to think about what they already know in effort to help them learn something new.	all
Aligning Prompts and Response Frames	When posing a question for discussion and writing, teacher offers a coordinated response frame to support the use of particular grammatical structures and vocabulary.	1,2
Assigned Roles in Discussion	Students assume specific roles to actively engage in, help lead, and contribute to collaborative discussions	all

Cohesion in Text	Students are guided to notice how parts of text are connected using linking words and phrases, and how these words impact tone (e.g. Using words like: however, unfortunately, consequently, one, another, etc., to link sentence or paragraphs)	2,3
Collaborative Retelling	After reading a shared text, students work with teacher guidance, to retell a familiar story using props and visuals. Teacher encourages the use of transition words as the story retelling progresses. Teacher solicits student responses.	1,2
Collaborative Summarizing (Buddy Reading)	Students read with a partner and concisely summarize text together using critical content vocabulary, but limiting summary to essential words. Begin in pair of two, but move to partnerships of 4 for more practice.	2,3
Content Links	Students find connections between familiar vocabulary related to content learning, explaining how their words are connected. (Our words are connected/linked/related because _____.)	2,3
Conversation Moves	In partner and group discussions, students use conversation moves to extend academic talk. "Conversation moves" help students add to or challenge what a partner says, question, clarify, paraphrase, support thinking with examples, synthesize conversation points, etc.	3
Explicitly Teaching Academic Vocabulary	Teachers use a routine for direct instruction of specific words.	all
Vocabulary Models (Frayer Model)	Students use a graphic organizer to support understanding of a key word or concept.	all
Inside-Outside Circle or Two Lines	Students engage in conversation with diverse partners where the class is split into two groups. One group stands and forms	2,3 (1 with lots of support/frames)

	an outside circle while the other group forms an inner circle with students in the inner circle facing the students in the outside circle as conversation partners. Inner circle is rotated to switch partners.	
Interactive Read Alouds	Teacher reads text aloud, modeling fluency and expression, inviting students to engage in extended conversations in response to text dependent questions. Teacher uses strategically planned stopping points to highlight vocabulary and prompt student thinking and discussion about text. Students use vocabulary from the text when talking and writing about text collaboratively and independently.	all
Joint Construction	Teacher works collaboratively with students to scaffold writing before they write independently. Teacher uses students' understanding of narrative stages, specific vocabulary, and grammatical structures while questioning for precision.	all
Norms for Effectively Contributing to Classroom Conversations	Ground rules or guidelines for conversations are used as the basis for constructive academic talk. Teacher provides judicious corrective feedback during student talk.	all
Primary Language Support	During integrated ELD, teacher may sometimes offer strategic primary language support for EL students who are newcomers or at the earliest level of Emerging proficiency.	1
Revoicing	Teacher paraphrases student responses as they explain their thinking in effort to validate content learning and encourage the use of precise language.	all
Scaffolding an Outline	Construction of a prewriting outline of an informational report is scaffolded in three stages	2,3
Sentence Frames	In response to a prompt, the teacher offers a sentence frame orally and/or in writing to support expression of student thinking. Frames are adjusted based upon specific	all

	grammatical structure, key vocabulary, content learning, and language proficiency level descriptors, etc. Frames are a temporary scaffold that require modification.	
Showing Not Telling	Students investigate how authors invite readers to make inferences by showing what the character does instead of simply telling how the character is feeling.	3
Story Map	In a shared or interactive writing format, chart out characters, setting, problem, and events (including orientation, complication, and resolution). Add theme, as appropriate.	all
Strategic Partnerships	Teacher deliberately partners specific students for conversations (e.g. Teacher may intentionally place ELs at the Emerging levels with partners who speak the same primary language, so that they may communicate in their primary language as needed).	all
Structured Use of Academic Language & Structured Oral Discourse	Apply domain specific vocabulary and general Academic vocabulary in open sentence frames to perform functions, like describing or explaining, that target specific grammatical structures. Student use of Complete Sentences	all
Student-generated Questions	Students use inquiry-posing their own questions and wonderings to guide shared research experiences.	2,3 (1 with a lot of support)
Role-play	Students demonstrate understanding of events or characters through role-play. (e.g. In a choreographed tableau, a group of models or motionless figures represents a scene from a story or from history, slowly transitioning from one scene to another. When tapped on the shoulder, the posing performer addresses the audience to say who they are or what they're doing in the tableau. Speaker returns to pose before the performers morph into the next pose.).	all

Total Physical Response	Students demonstrate understanding through using hand or body motions only.	1
Text Reconstruction	Students listen to a content-rich text read aloud, take notes, collaborate with a partner and rebuild (as precisely as possible) the original text.	3
Think-Pair-Share	Students turn to their designated partners to discuss prompts posed by the teacher. Partnerships are organized in teams of two. Student use of Complete Sentences	all
Word Banks	Students identify and describe authors' language choices to increase their own repertoires for using words; new words are charted for reference and use.	all
Word lists	Brainstorm a list of words students would want to use to describe something. Use these words to create a word list. These word lists will be used to construct a descriptive paragraph about a given topic.	all
Error Correction	When a student makes an error, the teacher prompts them with how to correct themselves and then asks them to repeat it correctly.	all
Thinking Maps	Thinking Maps is a set of 8 visual patterns that correlate to specific cognitive processes. They are used across all grades and content areas to build the critical thinking, problem-solving, comprehension, and communication skills necessary for academic success in every domain.	all
Number Talks	Number talks are short, daily exercises aimed at building conceptual meaning around numbers.	2,3
TLQC,RACE strategy for Close Reading	TLQC helps students remember how to embed a quotation smoothly. The acronym stands for Transition, Lead-in, Quote, and Citation. RACE is an acronym that helps students remember which steps and in which order to write a constructed response.	2,3

	<p>R = Restate the Question. The first step is to change the question into a statement. ...</p> <p>A = Answer the Question. ...</p> <p>C = Cite Text Evidence. ...</p> <p>E = Explain What it Means. ...</p>	
CUBES strategy for math word problems	C.U.B.E.S stands for circle the important numbers, underline the question, box the words that are keywords, eliminate extra information, and solve by showing work.	2,3
<i>Write from the Beginning Strategies</i>	<p>Helps students develop their ideas and organize their thinking prior to writing.</p> <p>Develops critical and creative thinking skills that are foundational to good writing.</p> <p>Prepares students for effective written response for both literary and informational text.</p> <p>Develops critical writing and communication skills necessary for success in college and the workforce.</p>	all

Links to resources from the California Department of Education (CDE):

CA ELA/ELD Framework (2015): <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

ELA/ELD Framework Snapshots and Vignettes Chart:

<http://www.cde.ca.gov/ci/rl/cf/elaeldvignsnapshots.asp>

Snapshot Collection:

<http://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf#search=snapshot&view=FitH&pagemode=none>

Vignette Collection:

<http://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf#search=vignettes&view=FitH&pagemode=none>

AVID Excel:

<https://www.avid.org/avid-excel>

Designated ELD

Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. Designated ELD must be provided by an authorized teacher. Students should be grouped at or near the same language proficiency level based on ELPAC or other proficiency assessments. Lessons must be

designed for ELs to develop language proficiency in English as rapidly and effectively as possible.

The main instructional emphases in designated ELD are the following:

- Building students’ abilities to engage in a variety of collaborative discussions about content topics and texts
- Developing students’ understanding of—in reading and listening—and proficiency using—in speaking and in writing—the academic vocabulary and various grammatical structures encountered in grade level texts and tasks
- Raising students’ language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

For grades TK-6, Designated ELD instruction will focus on:

- Independent student use of Lexia Reading Core 5 software (focusing on Part III of the ELD Standards- Using Foundational Reading Skills/grades K-5).
- Teachers working with small groups of EL students, grouped by English proficiency level, utilizing core adopted content curriculum and supplemental materials to advance student proficiency of the ELD Standards (focusing on Parts I and II of the ELD Standards- Interacting in Meaningful Ways & Learning How English Works/grades K-6).

For grades 7-8, Designated ELD instruction will take place as a component of students’ English Language Arts block. Instruction will focus on:

- Teachers working with small groups of EL students, grouped by English proficiency level, on specific ELD standards students need support with.
 - Curriculum utilized will include core adopted curriculum and supplemental materials
- While the teacher is working with a small group, EL students who are not currently working with the teacher will work independently on assignments that support progress towards the mastery of the ELD standards.

For grades 9-12:

- **English Block 9/ELD 9** Designated ELD in the 9th grade is taught by a teacher with an authorization for Departmentalized ELD. This course uses the ELD standards and teacher created curriculum to support the needs of English

Learners. All levels of English Learners are in the same class. Instruction is differentiated by language proficiency levels.

- **ELD 10/ELD 11/ ELD 12**

Designated ELD in the 10th, 11th grade and 12th grade is taught by a teacher with a created curriculum and purchased ELD curriculum to support the needs of English Learners. All levels of English Learners in the 10th, 11th and 12th grades are in the same class, depending on student needs and site capacity. Instruction is differentiated by language proficiency levels.

Parent Requests for Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process:

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
 - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program.
 - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional

development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals.

- c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators.
- d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following:

1. A description of the programs provided, including Structured English Immersion.
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English.
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development.
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals.
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language.
6. The process to request establishment of a language acquisition program not offered at the school.
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

Identification and Monitoring Student Progress

During the academic year, classroom teachers and site administrators/academic deans examine school assessment data to monitor student progress and identify students who need intervention services. The assessments include the following:

- ELPAC
- SBAC
- STAR Reading
- Classroom assessments and benchmarks

Throughout the year, teachers, administrators, and support staff also refer students for support services through the Coordinated Services Team (CST) referral process based on their ongoing assessments and observations of student progress.

Determining Appropriate Services

A Coordinated Services Team (CST) reviews referrals each week to identify the next steps needed to meet student needs. When student needs are academic, the Coordinated Services Team refers the student to a Student Study Team (SST), which meets monthly, to determine appropriate services and support for the student.

Support Services

Staff at each site target intervention/acceleration services to English Learners who need extra support in order to achieve grade level standards in the core curriculum. Intervention services may include:

- Small group instruction within the classroom
- After school small group tutorials
- Additional literacy support from the instructional assistants, teacher, or community/parent volunteers
- Peer tutoring
- Primary language support with classroom teacher, instructional assistant, or through translated materials
- Computer programs focused on intervention
- Classroom accommodations including use of audio, visuals, and other SDAIE techniques
- Literacy intervention programs
- Learning Lab support
- Response to Intervention and/or Acceleration Groups
- Instructional Assistant Support

Immigrant Identification, Support, and Services

In California, a student is identified as an immigrant if he/she:

- Was not born in any of the 50 states, Washington D.C. or Puerto Rico
- Has been in U.S. Schools for 3 full (cumulative) academic years or less; and
- Is between the ages of 3 and 21

Upon enrollment in Roseland District/Roseland Charter School, students are identified as eligible immigrant students based on meeting the criteria above.

If a student is being enrolled in Kindergarten or Transitional Kindergarten for the first time, their birth certificate, or alternative document when necessary, is reviewed by school office staff to determine place and date of birth. School office staff then enters the information into the Student Information System.

The U.S. entry date for new students enrolling in school for the first time is uploaded into the Student Information System based on the student's enrollment date or record in CALPADS. The U.S. entry date for students who transfer from another school within California is entered into the Student Information System by the EL TOSA after reviewing the student's enrollment record in CALPADS.

Students who transfer into the Roseland School District from out of state or out of country are identified as an immigrant after determining they meet all necessary criteria by checking CALPADS, reviewing the student's cumulative folder or other school records, and parent consultation. The necessary data, including date and place of birth, U.S. entry date, and Student National Origin Report (SNOR) record, if applicable, is entered into the Student Information System by the EL TOSA and/or school office staff. The data is then certified by CALPADS.

Title III Immigrant funds are earmarked to provide instructional opportunities for immigrant children and youth, which may include:

- Family literacy, parent and family outreach, and training activities for parents and families;
- Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
- Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs of providing

additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

- Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education;
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services;

Recommended direct administration expenses for a fiscal year may not exceed two percent of such funds for the cost of administering this subpart; and
LEAs are authorized to assess approved indirect cost rates to the portion of the subgrant that is not reserved for direct administration costs.

Sites will review their list of immigrant students on an ongoing basis so they know which families they need to prioritize for services and support. Roseland Public Schools are also partnering with other community organizations to offer additional support and services for our immigrant families.

Parent's Right to Opt Child Out of EL Programs/Services

Parents of English learners have a right to decline the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

To opt out of EL programs/services, parents must sign the Notification To Opt a Child Out of EL Programs or Particular EL Services form. The child will continue to be designated an English Learner and will still be required by state and federal law to take the English Language Proficiency Assessments for California (ELPAC) each year until he/she is no longer classified as an English Learner.

ROSELAND PUBLIC SCHOOLS

MASTER PLAN FOR ENGLISH LEARNERS

Section 3

Student Progress and Program Evaluation

Roseland School District/Roseland Charter School analyzes student data to determine if English Learners are making appropriate progress in all areas of the core curriculum and acquiring English as rapidly as possible.

On-going Monitoring: English Proficiency Growth

School staff at both sites will evaluate annual ELPAC data based on student age and time in the program as reflected in the *Roseland School District/Roseland Charter School Performance Expectations in ELD and Academic Subject Matter for English Learners* (see page 19). All sites use this data to evaluate the effectiveness of EL instructional programs and then focus training and resources in areas of identified need.

Districts are expected to evaluate, refine, and continuously improve instructional programs and services ensuring all students, especially English learners, are able to develop academic content knowledge, discipline-specific practices, and academic language proficiency.

All English learner student information is recorded in state and district databases that are accessible to district personnel, site leadership, and teachers and are used to monitor the academic achievement and growth of our students, specifically English learners and immigrant students:

CALPADS

TOMS

Dataquest

Student Information System (Schoolwise)

Roseland School District will continue to monitor student enrollment, attendance, academic progress, and parent/community surveys to adjust instruction and provide additional services to ELs in grades TK-6 as needed. Actions to identify and overcome instructional barriers must be taken to ensure student success and access to the full curriculum. The EL Services department analyzes district wide trends and prioritizes tasks needed to improve systems and supports for sites and students.

Review includes analysis of ELPAC, CAASPP, and the local reading measure (STAR Renaissance Place). Students meeting the reclassification criteria for ELPAC and basic skills will be considered for reclassification in the current school year.

English learners with disabilities may be reclassified using the alternate reclassification process. The EL TOSA will initiate the data review process with the case manager and site administration. The school psychologist will be consulted as needed throughout the process.

Academic Proficiency Growth

Using the *Roseland School District Performance Expectations in ELD and Academic Subject Matter for English Learners* as a guide, site administrators and the District EL TOSA evaluate annual SBAC results and other additional assessment data to ensure that English Learners make progress necessary to achieve and sustain parity of academic achievement with students who entered the Roseland School district already proficient in English.

The Roseland School District sets the following accountability objectives for academic proficiency:

- ❑ English Learners will reach academic parity with native English speakers within four to seven years of continuous enrollment in the Roseland School District/Roseland Charter School.
- ❑ Within four to seven years of continuous enrollment in the Roseland School District/Roseland Charter School, English learners will score standard met or higher on the SBAC in English Language Arts and Math.
- ❑ 90% of students enrolled continuously in the Roseland School District/Roseland Charter School since Kindergarten will be designated RFEP by the end of the seventh year of continuous enrollment.

Based on analysis of school-wide and district-wide data, we will examine how instructional programs are meeting the needs of English Learners and make adjustments to the program as necessary.

Evaluation of Program Implementation

ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and evaluated for its effectiveness in overcoming language barriers. Roseland School District/Roseland Charter School will complete an annual evaluation process to determine strengths and challenges of our EL program. Additionally, the district/charter will monitor implementation of the EL Master Plan to ensure program compliance.

The DELAC parent committees will review the site and district master plans to ensure all components are in compliance and meet the needs of English Learners in the Roseland School District/Roseland Charter School.

The superintendent will use the *Accountability Plan for Monitoring and Implementation of EL Programs* to ensure all district staff are responsible for their tasks of the Roseland School District Master Plan for English Learners.

ROSELAND PUBLIC SCHOOLS

MASTER PLAN FOR ENGLISH LEARNERS

Section 4

Staffing and Professional Growth

Recruiting Qualified Teachers

To meet the needs of our English learner population, the Roseland School prioritizes hiring qualified teachers. Recruitment/hiring practices include:

- Preference for candidates who hold BCLAD and bilingual certificates.
- Preference for bilingual or bicultural candidates
- Recruitment through Sonoma State University, Sonoma County Office of Education, other local colleges, local newspapers, and other higher education placement offices.
- Cooperative relationships with the Migrant and Bilingual Education Offices to recruit promising qualified candidates.
- Annual stipend for BCLAD teachers.

Professional Development

Roseland School District is committed to preparing teachers to ensure English learner success. The district offers professional development and also provides release time and reimbursement for expenses for conferences, workshops, and training emphasizing first and second language acquisition, Designated and Integrated ELD. Resources for the training include the Sonoma County Office of Education, Sonoma State University, California Association of Bilingual Education, and the Title III institutes.

ROSELAND PUBLIC SCHOOLS

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Section 5

Family and Community Involvement

Parents and families are an integral part of the educational partnership that includes students, staff, and community members. Roseland Public Schools value and strive to build strong family, community, and school partnerships.

It is important that parents of English learners stay informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for our students. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

There are numerous parent & community activities available in Roseland School District/Roseland Charter School:

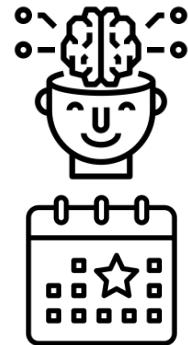
- Parent Committees

- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- School Site Council (SSC)
- Parent Clubs/Cafecitos
- Parent Advisory Committee (PAC)
- Other councils or committees



- Parent Education

- District & School Parent Meetings (in-person or virtual)
- Family Literacy Programs & Literacy Events
- Recordings, webinars, and conferences



- School, District, & Community Events

- Back-to-School, Field Days, Open House & Family Nights
- Parent/Teacher Conferences & site or district meetings
- Awards, Celebrations & Holiday Events
- Sports, Games & Competitions
- Sonoma County Office of Education Workshops & Trainings
- Roseland Community Festivals & Activities

- Community, School, and/or Classroom Volunteer

- Schools of Hope Volunteer Program
- Mentor Program
- Community Advisory Board

District English Learner Advisory Committee

Parents are an integral part of the educational partnership that includes students, staff, and community members. Parents of English learners must be well informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for their children. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

The Roseland School District/Roseland Charter School has established a District English Learners Advisory Committee (DELAC) that annually reviews the following:

- (a) Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.
- (b) Conducting of an LEA-wide needs assessment on a school-by-school basis.
- (c) Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE-adopted EL Roadmap Policy.
- (d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- (e) Review and comment on the LEA's reclassification procedures.
- (f) Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR Section 11308)
-

Agendas and minutes of the advisory committee reflect discussions of and recommendations to the district on all requirements.

English Learner Advisory Committee

Each school site within Roseland School District/Roseland Charter School has established an English Learner Advisory Committee that annually:

- Advises the principal and staff on programs and services for English learners
- Advises the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
- Assists with the development of the school's needs assessment.
- Recommends ways to make parents aware of the importance of regular school attendance.

ROSELAND PUBLIC SCHOOLS

MASTER PLAN FOR ENGLISH LEARNERS

Section 6

Funding

Funding

The Roseland School District/Roseland Charter School is committed to serving the needs of its English Learners. The district/charter budget reflects this commitment. The District and its departments and sites must fully comply with guidelines for compliant spending of Title III funds as well as supplemental and concentration funds from the California Local Control Funding Formula LCFF). With Title III, funds must be spent to supplement, not supplant.

Supplemental and concentration funds should be spent in ways that improve student achievement for the ELs, Foster Youth, and Low Income students at the sites. In alignment with Ed Codes 42238.02 and 42238.03, these funds must be spent on ELs at least in proportion to the increase in funds apportioned on the basis of the number of EL students. For example, if a site's supplemental funds are high because of ELs, then these additional funds should be spent in ways that benefit ELs.

Each English learner is provided with a set of district-adopted textbooks and supplemental materials. In addition, grade level sets of Spanish translated texts are purchased when available.

In addition to basic textbooks, and instructional materials, the district further supports the needs of its English Learners through the following programs/expenditures:

- Counseling services
- Instructional materials to support classroom teachers
- Technology and computer-based programs to support language acquisition and mastery of academic content standards
- Administrative support
- Interventions for students who need additional support for academic achievement
- Staff development
- Parent Education

Title III Funding, Programs, And Activities

Roseland Public Schools will annually update an LCAP Addendum to monitor the use of federal Title III funds. Title III funds must be used to provide ELs with supplemental services and materials that are not already covered by general funds.

General funds must be used to secure services, programs, and access to the standard instructional program for English learners. Districts must use Title III funds to supplement, not supplant federal, state, and local public funds.

Roseland Public Schools must use supplemental Title III funds to increase English language proficiency and academic achievement of ELs and immigrant children and youth by providing:

- effective educational programs that support language development beyond core instruction and services
- increase academic achievement of ELs and immigrant children and youth
- provide effective EL-related professional learning above and beyond basic ELD training.
- activities & strategies that enhance educational programs for ELs which include parent, family, & community engagement.

Title III-funded professional development must be designed to improve the instruction and assessment of English learners. In-person and/or virtual training should be provided to a variety of stakeholders who work with English learners, including teachers, coaches, administrators, community stakeholders, and other personnel.

Title III Evaluation Report

Roseland Public Schools will evaluate all services and programs funded by Title III to determine the effectiveness of those activities. The Title III evaluation shall include:

- A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;
- The number and percentage of ELs making progress toward attaining English language proficiency, including ELs with a disability;
- The number and percentage of ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of 4;
- The number and percentage of ELs reclassified each school year;
- The number and percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability;
- The number and percentage of LTEL students and their date of first enrollment at the LEA or charter; and
- Analytical findings on the effectiveness of Title III-funded services and programs.

ROSELAND PUBLIC SCHOOLS




MASTER PLAN FOR ENGLISH LEARNERS

Appendices

ROSELAND SCHOOL DISTRICT

Performance Expectations in ELD and Academic Subject Matter for English Learners

Adapted from Riverside USD draft model and updated to reflect incorporation of ELPAC testing.

ELD Level (ELPAC)	1	2	3		4	Reclassified	
Timeline based on student's ELD level at entry into district*	1st year	2 nd year	3 rd year	4 th year	5 th year	6 th year	
		1st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
			1st year	2 nd year	3 rd year	4 th year	5 th year
				1st year	2 nd year	3 rd year	4 th year
				1st year	2 nd year	3 rd year	4 th year
SBAC	Level 1		Level 2	Level 3	Level 3+	Level 3+	
	Level 1		Level 2	Level 3	Level 3+	Level 3+	
Math	Level 1		Level 2	Level 3	Level 3+	Level 3+	

* Timeline and expectations may vary based on grade level at entry, L1 literacy, prior formal schooling, etc.

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ROSELAND SCHOOL DISTRICT/ROSELAND CHARTER SCHOOL
Accountability Plan for Monitoring and Implementation of EL Programs

PERSON RESPONSIBLE	TASK
Student	<ul style="list-style-type: none"> ● Attends school daily and works for high achievement. ● Participates fully in school activities. ● Communicates regularly with parents and teachers.
Parent	<ul style="list-style-type: none"> ● Monitors student’s progress—academics, attendance, behavior. ● Communicates regularly with teachers and school. ● Attends parent conferences and school functions. ● Participates in school committees—DELAC, Site Council, etc.
Classroom Teacher	<ul style="list-style-type: none"> ● Implements specific EL programs as described in this plan. ● Teaches using effective strategies to help English learners meet grade level language arts, content and ELD standards. ● Ensures delivery of appropriate ELD to each student’s proficiency level. ● Reviews school/classroom data to modify instruction. ● Identifies students in need of intervention. Advocates their needs through parent communication and the referral process. ● Communicates regularly with parents regarding student progress.
Instructional Assistant	<ul style="list-style-type: none"> ● Provides support in the core subjects (English and/or primary language) ● Assists with student testing when trained and certified.
Academic Dean	<ul style="list-style-type: none"> ● Develops an action plan for each identified student. ● Monitors the progress of each identified student. ● Determines next steps and accountability for these steps. ● Assists with coordination of professional development on English Language Development and strategies to support English Learners
Coordinated Services	<ul style="list-style-type: none"> ● Reviews and determines appropriate course of action for all student referrals to Coordinated Services Team.
District English Learner Teacher On Special Assignment	<ul style="list-style-type: none"> ● Supports site implementation of the Master Plan for English Learners. ● Coordinates organization and administration of ELPAC testing. ● Monitors the process and procedures for EL students including: initial identification, English (and possibly primary) language assessment, placement, and reclassification. ● Supports teachers and students to strengthen EL programs in areas of identified need. ● Assists in leading District English Learner Advisory Committees

District Newcomer Support Teacher	<ul style="list-style-type: none"> ● Assists office staff in newcomer placement, if necessary. ● Assess newcomer students in native language ● Communicate with classroom teacher, EL TOSA, and Academic Deans about newcomer needs ● Pull out and/or push in support for newcomers in small groups
Site Office Manager	<ul style="list-style-type: none"> ● Provides EL TOSA with completed Home Language Surveys. ● Faxes “EL Records Request” to previous school ● Updates central database & puts EL file in CUM when students exit school.
School Administrator/Principal	<ul style="list-style-type: none"> ● Supervises schoolwide compliance for English Learners. ● Monitors student placement. ● Monitors implementation of Master Plan by classroom teacher. ● Organizes a school plan for providing appropriate services to EL students. ● Prepares school plan for Board approval. ● Reviews school data with staff to facilitate ongoing program improvement. ● Facilitates curriculum development and the identification of staff development needs. ● Monitors appropriate credentials of personnel. ● Assists in the development and implementation of EL program evaluation process
Director of Curriculum and Assessment	<ul style="list-style-type: none"> ● Coordinates Professional Development ● Provides leadership and support to District English Learner Teacher On Special Assignment (TOSA) ● Oversees curriculum adoption process for core curriculum and selection of English Language Development materials ● Evaluates district/school data to monitor program implementation and effectiveness.
Superintendent	<ul style="list-style-type: none"> ● Supervises district staff in following the Accountability Plan. ● Evaluates district/school data to monitor program implementation and effectiveness. ● Evaluates principals on EL program implementation and accountability. ● Communicates EL student achievement with the School Board.

Home Language Survey

Name of Student _____

Date of Birth: _____

Grade Level: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

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

Please sign and date this form in the spaces provided below. Thank you for your cooperation.

Signature of Parent or Guardian

Date