



MASTER PLAN For ENGLISH LEARNERS

Santa Barbara County Co-op

Revised: 2012 - 2013

TABLE OF CONTENTS

Introduction	3
Santa Barbara County Co-Op Districts	4
Part I: Identification	6
A. Initial Identification	6
B. Initial Assessment and Language Designation.....	6
C. Notification of Results of Initial Assessment and Placement.....	7
D. Parental Exception Waiver.....	7
E. Program Placement.....	8
F. Annual Notification of Assessment and Placement Results.....	9
G. Transfer Students.....	9
Part II: Instructional Programs and Settings (K-12).....	11
A. Core Curriculum (District Wide)	11
B. Instructional Programs.....	15
C. Instructional Settings	17
Part III: Staffing and Professional Growth	21
A. Required Teacher Authorization.....	21
B. High Quality Professional Development	22
Part IV: Reclassification	24
A. Reclassification Criteria for Grades 3-12.....	24
B. Reclassification Considerations for Kindergarten to Grade 2.....	25
C. Reclassification Procedures.....	25
Part V: Parental Involvement	31
A. Parent Involvement in All Co-Op Districts.....	31
B. School English Learner Advisory Committee (ELAC).....	32
C. District English Learner Advisory Committee (DELAC).....	32
Part VI: Accountability and Monitoring	36
A. Expected Annual Benchmarks for English Learners	38
B. Annual Measurable Achievement Objectives (AMAOs)	39
C. Co-Op Designed Components	40
D. Additional Co-Op Indicators	41
E. District and School English Learner Program Evaluation	41
Review/Signature Page	45
Acknowledgements	46

SANTA BARBARA COUNTY CO-OP MASTER PLAN FOR ENGLISH LEARNERS

INTRODUCTION

The members of the Santa Barbara County Co-Op have jointly developed, approved, and are implementing the Master Plan for English Learners. The Master Plan for EL Students was first developed in August 2001 and was revised in August 2005. The Santa Barbara County Master Plan for English Learners provides a formal structure for program implementation and evaluation. The Santa Barbara County Co-Op districts consult with their parent groups, School Site Councils, and receive the approval of their district Boards on the Master Plan for English Learners.

The Santa Barbara County Co-Op districts are committed to working in concert with administrators, teachers, support staff, district staff, community members, students, and parents to provide the most effective instructional programs for English Learners.

The Co-Op districts are committed to closing the achievement gap for all students and aim to provide their English Learners with outstanding ongoing support through a cycle of instruction, assessment, monitoring, and evaluation. To make sure everyone knows their roles and responsibilities, the Co-Op Director and district administrators will annually provide training on the Master Plan for English Learners for district and site staffs. All Co-Op districts are accountable for ensuring that programs for English Learners are optimally effective. Additionally, all Co-Op districts are expected to follow the specified by federal, state, and California Department of Education regulations and outlined in this plan.

Eight Goals for English Learner Programs

1. Develop and implement effective programs for English Learners as described in the Master Plan for English Learners
2. Ensure that all English Learners access and become proficient in the English language
3. Ensure that all English Learners access and become proficient in the core curriculum
4. Decrease the risk of failure, retention, and dropouts
5. Strengthen parent involvement and engagement in their child's academic plans
6. Retain primary language (if present) to promote proficiency in dual languages
7. Increase EL participation in advanced academic programs and enrichment opportunities
8. Engage English Learners in meaningful cultural, social, and academic activities.

Legal Authority

1. **English Learners acquire full proficiency in English as rapidly and effectively as possible.** (20 USC 1703 (f), 6892; EC 300 (f), 5CCR, 1130 (a).
2. **English Learners meet State standards for academic achievement.** (20 USC 1703 (f), 6892, 5CCR11 (b).

Santa Barbara County Co-Op Districts

Lead Agency (LEA) - Santa Barbara County Education Office

The Santa Barbara County Education Office is the lead and fiscal agency for the Santa Barbara County Co-Op. A Co-Op Director works with the member districts throughout the year. The Co-Op Director is a consultant on contract with the SBCEO. Co-Op District members and the SBCEO sign an annual Memorandum of Understanding (MOU) which outlines services and technical assistance that the Co-Op Director and fiscal services will provide for the English Learner programs as well as other major categorical programs.

<u>Member District</u>	<u>Superintendent</u>
Ballard School District	Allan Pelletier
Blochman Union School District	Doug Brown
Cold Spring School District	Dr. Tricia Price
College School District	Dr. James D. Brown
Cuyama Joint Unified School District	Roland Maier
Hope School District	Dr. Dan Cooperman
Los Olivos School District	Marsha Filbin
Montecito Union School District	Tammy Murphy
Santa Ynez Valley Union High School District	Scott Cory
Vista del Mar Union School District	Scott Turnbull
Santa Barbara County Education Office	Jan Clevenger Assistant Superintendent, Categorical Programs & Special Programs
Juvenile Court and Community Schools	Mark Leufkens Director
Special Education	Cathy Breen Assistant Superintendent, Special Education

Federal Program Monitoring (FPM) Identification

II-EL 04.

The LEA properly identifies, assesses, and reports all students who have a primary language other than English.

II-EL 07.

The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. When 15% or more of the students enrolled in a public school speak a single primary language other than English...all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. (EC 48985; 5 CCR 11316)

VI-EL 17.

All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

VI-EL 18.

Parents and guardians of English learners are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program

PART I: IDENTIFICATION

A. Initial Identification (First time in U.S. Schools)

All students must complete the Home Language Survey (HLS) when they register for school for the first time. The HLS needs to be completed **only once** in a student's enrollment in grades K-12. If a district, at a subsequent time, cannot obtain the original HLS, another one may have to be completed by the parent or guardian. A student's cumulative folder should contain only one and the earliest HLS.

If the answer to any of the first three questions, and perhaps the fourth question, on the HLS is a language other than English, the student must be referred for English language assessment. The HLS remains on file for each student in the district including migrant, special education, and alternative education programs (continuation school or SBCEO Court and Community Education enrollees. (E.C. 62002)

B. Initial Assessment and Language Designation

Within 30 calendar days of initial enrollment, each student whose home language is other than English as determined by the HLS, is assessed for English proficiency using the state-designated instrument, California English Language Development Test (CELDT). The assessment is conducted following all of the publisher's specific instructions. (EC 52164.1 (b); 5CCR 11307 (a), 11511)

- (1) Each English Learner is assessed in the primary language. (EC 52164.1 (c))
- (2) Assessment in the home language may be administered at this time. Co-Op districts use the Woodcock Munoz or LAS to ascertain proficiency in learning abilities versus lack of mastery of the English language
- (3) Other district level assessments may be part of the local protocol such as ADEPT and Diebels.

Based on the CELDT assessment results, each student receives a language designation as follows:

- **Initially English fluent (IFEP):**
Upon enrollment and after initial assessment on the CELDT, students scoring Early Advanced in all four categories (speaking, listening, reading comprehension, and writing) may be considered *Initially Fluent English Proficient (IFEP)* and placed in class as a student whose primary language is English.
- **Less than reasonably fluent in English:**
A student whose language proficiency score shows an overall CELDT designation of Beginning (1/B) or Early Intermediate (2/EI) is considered *less than reasonably fluent in English*. Placement and instruction are conducted through Structured English Immersion (SEI) in the regular classroom or in a newcomer's program.

- **Reasonably fluent in English:**

A student whose language proficiency score shows an overall CELDT designation of Intermediate (3/I) or higher may be considered *reasonably fluent in English*. If the CELDT sub scores and other academic measures support the concurrence that the student is reasonably fluent in English, then a change in placement is appropriate. Placement and instruction is conducted through the English Language Mainstream (ELM) in the regular classroom setting.

C. Notification of Results of Initial Assessment and Placement

The District properly identifies, assesses, and reports all students who have a primary language other than English. (20 USC 6312 (g); EC 62002, 52164; 5CCR 11307, 11511, 11511.5)

Notification in the parents' primary language is required if 15% or more of the school population speaks a specific language other than English. (EC 48985; 5 CCR 11316)

Initial Assessment Results: Parents receive written notification of the results of their student's English proficiency assessment (CELDT), primary language assessment results (if given), and program placement. Parents receive an explanation of the district programs for English Learners (Structured English Immersion, English Language Mainstream, and any Alternative Program such as Bilingual Education) along with their copies of assessment results.

Parent Exception Waiver: Parents receive a written and oral explanation of their right to request a waiver from the school site or district. A waiver form can be obtained at the school site.

Parents and guardians are provided, upon enrollment and annually, full written and, upon request, spoken descriptions of the Structured English Immersion (SEI) program, English Language Mainstream (ELM) program, Alternative program(s), and all educational opportunities available to the ELs as well as the educational materials to be used in the different options. (5CCR 11309 (b) (1))

Parents and guardians are informed that a pupil under age 10 must be placed, for not less than 30 calendar days, in an English Language Mainstream (ELM) program the first year of enrollment in a California school. This is a one-time requirement. (5CCR 11309 (2))

Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program, and are given notice of their right to refuse the recommendation. (5CCR 11309 (3))

D. Parental Exception Waiver

All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. (EC305, 306, 310, 311)

Alternative Program Waiver:

If there are 20 students who speak the same primary language at the same grade level at a school, parents may request an alternative program waiver and the district would have to provide an alternative program.

Parental exception waivers are granted unless the school principal and educational staffs determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (EC 310, 311; 5CCR 11309 (b) (4))

If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of reason for denial and advised that they may appeal to the local board of education, or to the court. (EC 310, 311; 5CCR 11309 (d))

Each school, in which 20 or more pupils of a given grade level have been granted a waiver, provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered. (EC 310)

Parental Exception Waivers may be granted for the following three circumstances: (EC 311)

1. Children with special needs (children less than 10 years)

The child has already been placed for a period of not less than thirty (30) calendar days in an English language classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of study would be better suited to the child's overall educational development. The parents shall be fully informed of their right to refuse a waiver.

2. Children who already know English

The child already possesses reasonable English language skills as measured by STAR tests of vocabulary comprehension, reading, and writing in which the child scores at or above the state average for his or her grade level or at or above the 5th grade average,

3. Older children

The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course or educational setting would be better suited to the child's rapid acquisition of basic English language skills.

E. Program Placement

Once the program and placement options have been explained to the parent or guardian, an appropriate program is assigned to the student based on the parent's informed consent. If the parent chooses an alternative program then the parent completes and files a Parental Exception Waiver Request Form at the child's school site.

The Individual Education Plan (IEP) team determines placement of each special education student regardless of language proficiency. (34 CFR 300.324 (2)(ii))

Once initial assessments and notifications have taken place, placement is determined according to the CELDT designations.

Initially Fluent English Proficient (IFEP)

Students are placed in the regular mainstream program. They are not designated as English Learners.

English Learners (ELs) Not Reasonably Fluent In English (CELDT levels 1-2, low 3)

A Structured English Immersion (SEI) placement is indicated. In SEI the instruction is *nearly all in English*, with the primary language used to support the child's learning as necessary.

Reasonably Fluent In English (CELDT levels 3-5)

If the student demonstrates that they are *reasonably fluent in English*, an English Mainstream (ELM) placement is indicated. In ELM the instruction is *overwhelmingly in English*, with the primary language used as supplemental support as needed.

Additional Parent Exemption

The district will honor the parent's informed preference to opt their child out of the Structured English Immersion (SEI) placement and the parent must sign an SEI Program Exemption Form. **Parents may choose to opt out of a program for the student, but cannot opt out of EL services provided to the student (i.e., ELD instruction, CELDT testing, intervention, Catch-Up Plan, etc.).**

F. Annual Notification of Assessment and Placement Results

Each English learner is annually assessed for English proficiency, (CELDT and California Standards Test in English Language Arts) (5CCR 11306, 11511)

Each English learner with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's IEP or 504 Plan. (5 CCR 11516)

Annual Placement Results: Parents of all English learners are given annual written notification, in the primary language as required, of CELDT results and of the placement and English Language Development (ELD) services their child will be receiving.

G. Transfer Students

1. **Transfers between District Schools** – all relevant data regarding the student's English Learner assessment history including current scores and placement are sent to the receiving school. There is no need to repeat assessment and notification procedures.
2. **Transfers from Other California Schools** – students who arrive from another CA school with records of a HLS and initial language status - English Only (EO), English Learner (EL), and Fluent English Proficient (I-FEP or Reclassified as R-FEP, need not go through the identification process. Records are accepted from the previous school and data entered into the Student Information System. If records are not available within 5 days, the English and primary language assessments will be conducted in accordance with District/Co-Op guidelines.
3. **Transfers from Out of State or from Other Countries and Private Schools** – students who arrive from another state, country, or private school will be assessed according to established guidelines outlined in the Master Plan for English Learners. Recording of the "year first enrolled in a California school" and the "year first enrolled in a U.S. school" must be maintained in the student information system. Transcripts are reviewed to determine the student's prior placements and academic history.

Notification of parents and placement follow established guidelines outlined previously.

Federal Program Monitoring (FPM) Instructional Programs and Settings

VII-EL 20

Each English learner receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.

VII-EL 21

Academic instruction for English learners is designed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

VII-EL 21.1

The LEA has implemented a plan to assist all English learners to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and achievement standards all children are expected to meet.

VII-EL 21.2

The LEA has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

PART II: Instructional Programs and Settings (K-12)

A. Core Curriculum (District Wide)

The goals of the districts in the Santa Barbara County Co-Op are two-fold: ELs will gain proficiency in English while at the same time acquiring academic success in all content areas. It is essential that ELs access well-articulated, standards-based core curriculum instruction. In Structured English Immersion (SEI) and English Language Mainstream (ELM) settings instruction is *overwhelmingly* in English through Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed. The curriculum, materials, and approaches used are appropriate to the English proficiency levels of the students. Teachers modify instruction, assignments, and assessments to ensure student access to the core curriculum at a level appropriate to their language proficiency level while at the same time focusing instruction on grade-level content and cognitive development.

English learners with proficiency levels of Beginning (1/B) or Early Intermediate (2/EI) benefit from Reading/Language Arts instruction appropriate to the student's literacy level. In addition, English learners receive English Language Development (ELD) instruction targeted to the student's language proficiency level.

English Language Development (ELD)

English Language Development (ELD) Standards address second language acquisition, a required content area unique to ELs. These standards identify the linguistic competencies English Learners must develop to achieve the proficiency in English, which native speakers already possess when they enter school. ELD standards are not a substitute for standards in other content areas. They initially precede and scaffold the English/Language Arts (ELA) Standards/California Common Core Content Standards. Proficiency in the ELA Standards/Common Core standards is the expected outcome for all students.

The ELD component of all instructional program models is research-based and recognizes that the acquisition of a second language is a developmental process. It may take up to five or more years to develop academic English proficiency comparable to English Only (EO) peers.

ELD is a planned, specific, explicit, and systematic component of the learning program for ELs. It is mandatory to provide instruction to correct academic deficits identified through on-going assessments (Catch-Up Plan). ELD instruction of a minimum of 30-60 minutes per day (grades K-6), and 1 or 2 periods a day in middle and high school support the goals of the SB County Co-Op districts for rapid and effective language acquisition. Every English learner at all proficiency levels must receive daily ELD instruction until the student meets the district/Co-Op criteria as Reclassified Fluent English Proficient (RFEP).

English Learners will be allowed to progress through ELD levels at their own pace and must be able to move up to the next level based on:

- CELDT progress
- Performance on benchmark assessments
- Classroom performance
- Performance based on ELD curriculum-embedded assessments
- Teacher recommendation

Students should not have to wait until the end of the semester or year to move levels. On-going monitoring by teachers with updated EL class rosters that include the scale scores of the four domains of the CELDT allow teachers to target teach skills and provide differentiation by proficiency level.

All ELs receive ELD instruction from EL authorized teachers regardless of what setting the instruction is delivered.

Next Generation (NG) English Language Development (ELD) Standards

The NG ELD Standards adopted by the State Board of Education on November 7, 2012 (AB 124 ELD Standards Revision) provide guidelines for language acquisition. There are many changes from the previous ELD Standards. The adopted NG ELD Standards are aligned with the California Common Core Content Standards. Instead of five proficiency levels there are three levels – Emerging, Expanding, and Bridging. General description of English learners’ abilities are detailed at the “early stage” and “exit from” each level. The domains of listening, speaking, reading, and writing are no longer explicit. The NG ELD Standards are structured by grade level (not grade span) and include Grades 1, 2, 3, 4, 5, 6, 7, 8, 9-10, and 11-12.

Three Critical Principles further detail the goal and provide the foundation for the bulk of the NG ELD Standards. The Critical Principles include: Part I – Interacting in Meaningful Ways; Part 2 – Learning How English Works; and Part 3 – Using Foundational Literacy Skills.

Districts in the Co-Op are working toward implementing the NG ELD Standards alongside implementing the Common Core Standards as intended by the California Department of Education. The transition will prepare for the implementation of the English Language Proficiency Assessment for California (ELPAC) which will replace the CELDT test in 2015-16. At the same time Co-Op District Administrators and teachers are learning and receiving professional development on the NG ELD Standards.

Access to the Core Curriculum

English Learners access the core curriculum through Specially Designed Academic Instruction in English (SDAIE) or classes that “shelter” or “differentiate” instruction using special strategies and techniques to engage the English Learner students.

Several examples of the SDAIE strategies used by Co-Op districts include:

- Using a variety of resources in the environment that allow students to construct meaning to create contextualized instruction (non-verbal language, visuals, realia, graphic organizers)
- Task based instruction where students can act, draw, map out, chant/sing concepts
- Language-sensitive and culture sensitive content teaching

Santa Barbara County Co-Op

- Built in language modifications such as wait time, questioning, pacing

Monitoring, assessing, checking for understanding, using multiple modalities of learning, scaffolding, reframing, and metacognition development consistently applied by administrators, teaching staff, and instructional assistants make sound practices to make content comprehensible to English Learners.

Many of the Co-Op Districts continue to use the Co-Op Trimester Writing Assessment which is scored using both ELA and ELD rubrics. Proficiency on the ELD rubric similarly provides a pathway to competency on the ELA rubric. Careful review of the writing samples against EOs, R-FEPS, and I-FEPs help identify the skills that ELs need in order to progress on the ELA rubric and begin to meet the ELA standards in writing.

Recouping Academic Deficits (Catch-Up Plan)

State and Federal regulations require that an intervention plan must be implemented to assist English Learners while they are acquiring English. K-12 English Learners that are not meeting grade level standards or are not progressing according to the *Expected Annual Benchmarks for English Learners* receive additional academic support. Support is provided by the regular classroom teacher and/or instructional assistant, Title I/SCE support, use of reading specialists, intensive time in interventions or learning centers, or additional ELA/ELD time. Interventions are provided within the regular school day and may include double ELA periods using Universal Access for additional assistance. Alternative methods of course/credit completion will be developed by counselors/teachers to ensure that EL services are continued for all learners at CELDT levels 1 & 2.

Additional support may be provided through extended learning opportunities after school, during summer, Adult School/community ESL classes, or homework assistance/tutoring. District developed intervention plans are highlighted in the Single Plan for Student Achievement (SPSA) and LEA Plans.

Special Education Services

All students, including English learners, have access to Special Education Services. When careful review by the Student Study Team (SST) indicates that student performance and behavior are related to expected patterns of second language acquisition and substantiated by appropriate assessment, instructional decisions related to the student's language acquisition status must be described in the Individualized Education Plan (IEP). The IEP must include a goal that addresses English Language Development. English learners in grades K-12 with an IEP continue to receive ELD and SDAIE instruction from authorized teachers. Special Education staff, including Special Day staff, will receive the same training as general education staff in working with English learners. For more detailed information refer to *Meeting the Needs of English Learners with Disabilities Resource Book* by Jarice Butterfield, Santa Barbara County SELPA (On behalf of the State SELPA Association and approved 12/3/10 and revised 3/1/12).

Gifted and Talented Education (GATE)

Co-Op districts that provide Gifted and Talented Education (GATE) services insure equity in the GATE program by using multiple criteria to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. It is important to look at the gifts of English learners within the cultural context of learning a second language. Information is gathered in multiple arenas such as leadership, artistic expression, memory, the rate of learning a new language, initiative, and non-verbal assessments. Assessments may be strengthened by gaining input from the student's cultural group, parent interviews, prior academic performance at other schools, and through portfolio assessments. All ELs who participate in GATE must also continue to receive ELD and appropriate second language services to provide access to the core curriculum.

Characteristics of gifted English Learners may include:

- Ability to read in their native language two grade levels above their current grade
- Shows high ability in mathematics
- Is advanced in creative domains (fluency, originality, elaboration, and flexibility)
- Is a leader in multiple settings
- Demonstrates language proficiency levels that are above non gifted students who are also ELs
- Wants to teach others words from their heritage language
- Is willing to translate for others
- Demonstrates a global sense of community and respect for cultural differences
- Has a grasp on jokes

Screening techniques for potentially gifted EL students may include:

- Differentiated criteria for students that are EL and/or from a diverse background
- Compare EL students to "like EL peers" in areas of academic achievement and language acquisition
- Include a check list of abilities other than academic achievement
- Include ways to identify students who may be gifted and also have disabilities
- Interviews with teachers with special consideration of ELD teachers and bi-lingual instructional assistants
- Interviews with other appropriate people with knowledge of the student/family (clergy, former teachers)
- Work samples in heritage language and English
- Non-verbal assessments

Juvenile Court and Community Schools (JCCS)

Students enrolling in Juvenile Court and Community Schools (JCCS), provided through the Santa Barbara County Education Office, are given a Home Language Survey (if not provided in the records presented). SBCEO staff request the records and information pertaining to English Learner status from the home district/school. In the absence of receiving records in a timely manner, the standard assessment, placement, and notification protocols established in the Master Plan for English Learners are followed.

English Learner instruction follows the requirements that each student receive ELD according to CELDT proficiency level as much as possible with SDAIE strategies supporting learning in content area classes. Instructional assistants provide native language support as much as possible given the staffing and placement setting.

ELD is provided through the adopted ELA program and supplemented by research-based interventions such as READ 180 rBook to build literacy skills and LBook to provide additional scaffolded support.

Title I – Delinquent, Economic Impact Aid-State Comp Ed (SCE)/Limited English Proficient (LEP), and Title III provide categorical support for supplemental materials and intervention programs to support the core ELD program. Computer based interventions provide the multiple purposes of providing support for language acquisition, academic content support, credit recovery, and increased technology skills development.

The goals for English Learners are detailed in the Juvenile Court and Communities SPSA; SBCEO LEA Plan; and the Title III Improvement Plan. SBCEO programs follow the guidelines set forth in the Co-Op Master Plan for English Learners.

Private School Participation

The three Co-Op districts that receive Title III funds do not have private schools within their boundaries (Hope SD, Cuyama Joint Unified SD, and the Santa Barbara County Education Office).

B. Instructional Programs

Structured English Immersion (SEI) Program

When the student's language designation is *less than reasonably fluent* (CELDT proficiency level of Beginning (1), Early Intermediate (2), or Intermediate (low-3) based on the District's initial identification criteria, an SEI placement of instruction is recommended for a period not normally intended to exceed one year.

The SEI Program is sequential and focuses on pupils *acquiring English* as rapidly as possible in order to meet grade level standards in the content areas while they are learning English.

Strategies included to build academic competency, while the student is *acquiring English*, include the use of instructional aides, teaching assistants, and/or tutors to provide primary language support and academic reinforcement. District specific strategies are included in the LEA Plan under Goal 2 and in site SPSAs.

District adopted English Language Development (ELD) curriculum materials are used as core curriculum. Instruction is overwhelmingly in English, but not exclusively, in English. Teachers use the student's primary language to motivate, clarify, direct, support, and explain.

Specially Designed Academic Instruction in English (SDAIE) strategies are used to begin grade-level content instruction in mathematics, and then later in other content areas. Content-based ELD uses language development strategies to teach the vocabulary, structure, concepts, forms, and functions of English drawn from the grade-level core curriculum in language arts, math, social science, sciences, and health. Content-based ELD is used in the early stages, while students increasingly participate in activities, and use materials that help them approximate grade level core content standards.

Primary and support services in an SEI placement include:

- English Language Development (ELD) – ELD standards-based instruction that teach ELs to understand, speak, read, and write English and acquire the linguistic competencies that native English speakers already possess
- ELD and ELA in separate course sections (explicit)
- 30+ minutes of explicit daily ELD instruction (more than 45 is recommended)
- ELD instruction provided by an appropriately authorized teacher (e.g. BCLAD, CLAD, SB 1969/395, AB2913 or equivalent)
- Other support programs/strategies, even if provided within a “mainstream” class (for example, as part of ELA): content instruction using Specially Designed Academic Instruction in English (SDAIE) strategies; participation in Benchmark, Strategic or Intensive interventions (RtI, Title I, EIA-SCE/LEP programs); primary language support; before, during and/or after school intervention programs; instruction modified for students with low English proficiency and other appropriate services

English Language Mainstream (ELM) Program

When the English learner’s language designation indicates *reasonable fluency* has been attained (CELDT overall designation of Intermediate level or above (mid 3-5) the placement is English Language Mainstream (ELM). All instruction is *overwhelmingly* in English with primary language support, only as needed. The instructional strategies of sheltered English and Specially Designed Academic Instruction in English (SDAIE) are used. State Board of Education (SBE) approved, District adopted ELD curriculum materials are used as core curriculum.

Primary and support services in an ELM placement include:

- English Language Development (ELD) – ELD standards-based instruction that teach ELs to understand, speak, read, and write English and acquire the linguistic competencies that native English speakers already possess when they enter school
- 30+ minutes of explicit daily ELD instruction (more than 45 is recommended)
- ELD instruction provided by an authorized teacher
- Explicit and differentiated ELD standards based instruction differentiated by CELDT proficiency level
- ELD content standards and objectives are integrated within ELA instruction
- ELD continues until the EL student meets the district/Co-Op criteria for being *Reclassified Fluent English Proficient (R-FEP)*

Alternative Bilingual Education (ABE) Program

English learners who have been granted a Parental Exception Waiver are placed in an Alternative Bilingual Education program. Schools must offer ABE programs when more than 20 students at any grade level in a school receive granted Parental Exception Waivers. There are currently no ABE Programs at any of the Co-Op districts.

C. Instructional Settings

The Co-Op districts in Santa Barbara County have a variety of programs, interventions, and settings to provide ELD designed for English learners to acquire English and to meet grade level academic standards in the core curriculum subjects as quickly and efficiently as possible.

District and school English learner programs and strategies are outlined in the school Single Plan for Academic Achievement (SPSA) and detailed in the district LEA Plan (LEAP). Programs for English Learners are designed, reviewed, and approved by the School Site Council, English Learner Advisory Committees and the District Board of Education.

Some Co-Op districts do not have a significant English learner population, do not receive Title III funding, and are not required to have an English Learner Parent Advisory Committee. Districts with a very small population of English Learners provide individualized programs based on the assessed needs of their English learner students.

Elementary District Settings (K-6)

At many of the elementary Co-Op districts, ELD and SDAIE strategies are delivered in the regular classroom. Teachers are fully informed of the English learners assessment and progress data so that appropriate grouping can be achieved by program type (SEI and ELM). Program elements are achieved through use of explicit instruction differentiated by CELDT proficiency level.

Placement of English learners is critical in order for teachers to differentiate instruction and provide appropriate supplemental support. English learners must be grouped or clustered by proficiency level ranges for ELD instruction.

Reading/Language Arts specialists, ELD teachers, instructional assistants, intervention specialists, tutors, and volunteers allow the instructional setting to be adapted to the needs of the English learners. Computer based intervention programs, small group work, use of supplemental materials in the student's native language, and leveled intervention programs (designed for acquiring language) are some of the strategies used to deliver ELD and SDAIE in a regular classroom. Support in the native language is provided as appropriate for the student's program designation.

ELD is considered the Core Curriculum in R/LA for English Learners and must be delivered so that the student does not miss content instruction in the core academic subjects. ELD can be implemented through the use of an extended R/LA period, use of elective time, double R/LA programs in the classroom or team taught with another teacher authorized to teach ELD. Extended day, summer, or community ESL programs can support the delivery of ELD, but cannot replace in-class delivery of Core Curriculum.

If ELD is taught within the ELA class, teachers know the CELDT levels of students (listening, speaking, reading, and writing) and group by ELD level whenever possible. Teachers use interim ELD assessments beyond CELDT. The teacher and students can identify which ELD Standards are being taught.

ELD is provided to all English Learners (CELDT proficiency levels 1-5) until the English Learner meets the district/ Co-Op requirements as Reclassified Fluent English Proficient (R-FEP) and is officially reclassified by the Language Assessment Team (LAT).

Secondary Settings (6-12)

English Learners enrolled at the secondary level are a diverse population. To facilitate proper program placement a variety of conditions must be considered.

These may include:

- Newly arrived in the United States (US) with adequate formal schooling
- Newly arrived in the United States (US) with limited or no formal schooling
- Long-term English Learners

Newly arrived students with adequate formal schooling often exhibit these kinds of characteristics:

- Recent arrival in US (5 years or less)
- Adequate schooling in native country though they may or may not be below grade level and lack records
- Traditional EL sequence fits their needs
- Academic achievement in terms of grades comparable to the rest of school
- Low performance on standardized tests when administered in English
- Traditionally referred to as immigrant students

These students are challenged to learn English quickly to be able to pass the California High School Exit Exam (CAHSEE) and meet high school graduation requirements.

Time becomes critical and they may need an accelerated ELD program; primary language support in academic core classes; initial enrollment in non-language based electives required for graduation.

English Learners with limited formal schooling may exhibit the following characteristics:

- Recent arrivals to US
- Little or no English proficiency
- Below grade level in Math
- Behind in credits and poor academic achievement
- Slow progress through ELD levels
- Poor performance on proficiency exams and standardized tests
- Difficult to diagnose learning disabilities

Not only do these students require an intensive ELD program, but will need specialized content instruction to lay the groundwork for high school curriculum. They will benefit from initial enrollment in non-language based electives required for graduation. Counselors will have to provide a long term plan that makes use of all extended learning opportunities such as extended day (7th period); extended year/summer school; targeted mentoring, tutoring in primary language, and articulation with Adult School and ESL classes in the community.

Long-Term English Learners may exhibit the following characteristics:

- 7 or more years in the US
- Orally fluent in English
- Reading and writing proficiencies are well below grade level
- Limited or no literacy in primary language
- Discrepancy between perceived student achievement and academic grades (low)
- Some may have adequate grades and also low test scores
- Most are not immigrants but native born in the US
- They fail to meet academic requirements of reclassification while demonstrating oral fluency

By middle or high school Long-Term English Learners are scheduled into mainstream ELA classes. Instructional requirements include targeted instruction in accelerated literacy development; counseling; grade level specific interventions; participation in project-based learning, real life learning applications, and implementation of career paths; and before/after school tutoring. For more detailed information refer to *Reparable Harm - Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners* by Laurie Olsen, Ph.D. a Californians Together Research & Policy Publication. The report can be downloaded in pdf format from <http://www.californianstogether.org>.

Federal Program Monitoring (FPM) Staffing and Professional Growth

V-EL 15.

Teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively training for an appropriate EL authorization.

V-EL 16.

The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- (a) Designed to improve the instruction and assessment of ELs
- (b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for ELs
- (c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom. (20 U.S.C. 6825 (c)(2)(B-D))

PART III: STAFFING AND PROFESSIONAL GROWTH

A. Required Teacher Authorization

State and Federal laws require that all teaching personnel assigned to provide instruction to English Learners are authorized and qualified to provide the appropriate instructional services including ELD and SDAIE. In addition, the district identifies and provides for a professional development program that results in qualifying existing and future personnel to provide appropriate instructional services to English Learners.

English Language Development (ELD)

- Multiple or Single Subject Teaching Credential with Bilingual Cross Cultural or CLAD/BCLAD Emphasis
 - CLAD/BCLAD
 - BCC, LDS
 - Specialist Instruction Credential in Bilingual Cross Cultural Education
 - Supplementary Authorization in ESL (ELD only)
 - University or District Internship Credential with CLAD/BCLAD Emphasis
 - SB 395 or SB 1969*
 - AB 2913*
- (*EL Authorization not appropriate when ELD is compartmentalized)

Specially Designed Academic Instruction in English (SDAIE)

- Multiple or Single Subject Teaching Credential with Bilingual Cross Cultural or CLAD/CLAD Emphasis
- CLAD/BCLAD
- BCC, LDS
- Supplementary Authorization in ESL (ELD only)
- University or District Internship Credential with CLAD/BCLAD Emphasis
- SB 395 or SB 1969

Primary Language (not currently used in the SB County Co-Op)

- Multiple or Single Subject Teaching Credential with Bilingual Cross Cultural or BCLAD
- BCLAD
- BCC
- University or District Internship Credential with BCLAD Emphasis

B. High Quality Professional Development

As a means of providing access to the curriculum for all students and developing the language abilities of English Learners, the SB County Co-Op Districts support on-going high quality professional development to meet the needs of all personnel responsible for the education of English Learners.

The SB County Co-Op Director provides support and training on the content of the Master Plan for English Learners and State and Federal Compliance instruments for the EL program. Training and resources are shared through Co-Op meetings, special trainings, and on-site district trainings, as requested.

Additional training is provided through SBCEO Curriculum Council meetings and EL Network Meetings throughout the year. Topics include such key areas as CA Common Core Standards, Next Generation (NG) ELD Standards (2012), Reclassification Policies, Meeting the Needs of English Learners with Disabilities, the Gifted English Learner, Long Term English Learners, the new English Learner Proficiency Assessment for California (ELPAC), Scaffolding to Support English Language Acquisition for the EL Student, and Research-Based Approaches for Working with English learners.

Co-Op Districts receive a broad variety of specialized professional development opportunities each year through the SBCEO Curriculum and Instruction Department's Professional Development Program. Teams from Co-Op Districts attend trainings or SBCEO sends a team to work on-site with the teachers, instructional assistants, and administrative staff.

Frequent offerings include such training as: Kate Kinsella: Preparing English Learners for the Language Demands of Information Text Analysis, Discussion, and Writing (grades K-6; grades 7-10; 2 days); Systematic ELD: A Focused Approach; Strengthening District and Site English Learner Advisory Committees DELAC/ELAC; CELDT STOT Training; and ADEPT: A Developmental English Proficiency Test.

Federal Program Monitoring (FPM) Reclassification

IV-EL 14

The LEA reclassifies a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

- (a) Assessment of English language proficiency
- (b) Comparison of pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English
- (c) Teacher evaluation that includes but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.
- (d) Opportunities for parent opinion and consultation during the reclassification process.

IV-EL 14.1

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

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

IV-EL 14.2

The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed.

PART IV: RECLASSIFICATION

Co-op/Title III Consortium districts reclassify students from EL to proficient in English using a process and criteria that include, but are not limited to:

- Assessment of English language proficiency (CELDT) 5CCR 11202 (a)
- Assessment of performance in basic skills (California Standards Test for English Language Arts [CST-ELA]) 5CCR 11303 (d)
- Participation of the classroom teacher and other certificated staff with the direct responsibility for teaching or placement decisions of the pupil (5CCR 11303 (b))
- Parent opinion and consultation during the reclassification process (EC 313; 5CCR 11303 (c))

EL students are considered for reclassification to R-FEP after reviewing the following criteria and in accordance with the process outlined in the “Reclassification Recommendation” form found in the Master Plan for English Learners Tool Kit.

A. Reclassification Criteria for Grades 3-12

1. **English Language Proficiency**

Using the CELDT as the primary criterion, consider for reclassification English learners whose overall CELDT proficiency level is early advanced or higher and

- Listening is intermediate or higher
- Speaking is intermediate or higher
- Reading is intermediate or higher
- Writing is intermediate or higher

Those students whose overall CELDT proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

2. **Academic Achievement in English**

English learners who score mid-basic to advanced (325 and above) on the California Standards Test in English Language Arts may be recommended for reclassification. Additional considerations to determine academic achievement readiness for reclassification **may include:**

- Report card (grades (3-12) “C” or above in English/Language Arts and English Language Development (ELD))
- SB County Co-Op or District Writing Assessments scored at Proficient or Advanced on the ELD rubric or 3 or above on the ELA rubric
- CAHSEE: Language Arts passing score (350 or better)

3. **Teacher Evaluation**

- Use multiple measures to assess English learner academic performance.
- Note that incurred deficits in motivation and academic success are unrelated to English language proficiency and do not preclude a student from reclassification.

4. Parent Opinions and Consultation

- Provide notice to parents/guardians of their rights and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with the parents/guardians.

Parents must understand which services their child will and will no longer receive as well as the monitoring of progress for R-FEP students.

B. Reclassification Considerations for Kindergarten to Grade 2

1. EL Students in Grades 1 and 2

- School districts base decisions to reclassify English learners in Grades 1 and 2 on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results.
- Prior to recommending reclassification additional considerations may need to be reviewed by the teacher and administrative staff that include, but are not limited to:
 - (a) Challenging academic content may not have been delivered in sufficient intensity and duration to adequately determine whether the English Learner is ready to exit English Learner services by demonstrating achievement and mastery of grade-appropriate standards in reading, writing, and mathematics;
 - (b) The English learner may not have sufficient writing ability or had sufficient opportunities to adequately demonstrate whether or not the score on a writing rubric (or ELD rubric) adequately reflects the inclusion of sufficient academic language and language structures.

2. EL Students in Kindergarten

- Kindergarten students who have been identified as English Learners probably should not be reclassified.

C. Reclassification Procedures

The district uses the following procedures to ensure an orderly process for the reclassification of EL students:

1. Recommendation for Reclassification

The recommendation may be initiated by any of the following:

- Parent
- Classroom Teacher
- Bilingual Resource Teacher
- ELD Instructor
- Administrator
- Counselor
- Student
- Language Appraisal Team (LAT)

(See Tool Kit for Reclassification Recommendation Form)

2. The Language Appraisal Team (LAT) is Notified

The principal, or designee in charge of the provision of EL services at the School/district, receives the recommendations for language reclassification.

The LAT is convened and is composed of the following:

- Principal or designee
- Teacher responsible/familiar with the student's English acquisition and academic progress
- Student's Parents or Guardians
- Student Interpreter (as needed)
- Others as appropriate (i.e. counselor, resource teacher, IEP team etc.)

Parent notification is in English and in the student's primary language, as needed. The written notification includes:

- An explanation of the reclassification process
- A description of the information to be considered by the LAT
- A description of the reclassification and placement option to be considered by the LAT

3. The Language Appraisal Team (LAT) is Convened

The LAT meets once a semester or more often as needed. The LAT may recommend reclassification or other necessary options as required to maintain or improve the student's academic progress. The principal, or designee, assumes the chair of the LAT (or appoints one of the members to serve as chairperson). The chairperson is responsible for monitoring and recording all further steps in the reclassification process.

English learners must meet all the Co-Op/district reclassification criteria to be reclassified. When one of the prescribed criteria cannot be met, the LAT may recommend reclassification with support services.

English learners with disabilities can be reclassified at the IEP meeting only when a credentialed person trained in second language acquisition and knowledgeable about the district reclassification criteria agrees to the recommendation.

If, after review of the data, the student remains classified as an English learners program, modifications are recommended that may include, but are not limited to the following:

- Peer or adult tutoring
- Additional ELD classes (focusing on areas of diagnosed weakness)
- Additional primary language development
- Special reading or math intervention time
- Compensatory education services
- A change to an alternative course of study
- Extended learning opportunities

R-FEP students do not take the annual CELDT. The LAT can make recommendations for program modification according to the information gathered for the LAT review.

4. Documentation of LAT Decision

All interested parties are informed of the LAT decisions, and the decisions and information gathered by the LAT become part of the student's cumulative record and EL record. The designation of the reclassified student is changed in the data base system as well as the EL record (in whatever form that takes). While change in placement can take place at any time, doing so at a natural break (trimester, semester), will make it easier to monitor student for two years.

It is recommended that Co-Op districts conclude their LAT meetings before March 1 of each year so that students may be reported as reclassified R-FEP on CALPADS report on EL services (formerly the R-30 report).

The LAT chairperson prepares the report with the information gathered through the assessment procedure. The majority decision is recorded on reclassification, placement, and any recommendation made for program modification. Dissenting opinions are attached to the report and given to the student's parent or guardian in English and the primary language of the student, as necessary.

The following documentation is maintained in the pupil's permanent record: (5CCR 11305)

- Language and academic performance assessments
- Participants in the reclassification process
- Decision regarding reclassification

5. LAT Monitoring Procedures

The LAT monitors the progress of pupils reclassified as R-FEP for a minimum of two years to ensure correct classification, placement and additional academic support is given, if needed. (20 USC 6841, 5CCR 11304)

Each district/school maintains a roster of R-FEP students who need to be monitored for two years. Follow-up by the LAT occurs every eight months as of the student's date of reclassification. Reclassified students having difficulty in the core curriculum will have access to the support services and interventions offered at the site to all students who are not meeting academic standards. Those support services are outlined in the Single Plan for Student Achievement and will be reviewed with parents at the time of the parent conference or a scheduled meeting.

The LAT is convened to evaluate the student's progress if one of more conditions occur: the student's grade in any academic core class falls below grade level (below a "C"); the student is not making or maintaining adequate progress on the annual academic assessment measures and falls below the reclassification criteria (CST-ELA 325).

Appropriate intervention measures are recommended which may include, but are not limited to, the following:

- Student/teacher/parent conference
- Tutoring
- Specialized reading, writing, or mathematics instruction
- Additional ELD
- Placement in reading, writing, or math support class

Progress of English learners and reclassified students will be examined in comparison with the average native English speaker. A process to evaluate the effectiveness of program elements will examine the impact of programs on student learning.

Federal Program Monitoring (FPM) Parent Outreach and Involvement

I-EL 01: Parent Outreach and Involvement

The LEA shall implement outreach to parents of English learners that includes the following:

- (a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations.
- (b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:
 - 1. Attain English proficiency
 - 2. Achieve at high levels in core academic subjects
 - 3. Meet challenging state academic content and achievement standards expected of all students
- (c) A LEA or consortium that has failed to make progress on the annual measureable objectives (AMAO) shall inform parents/guardians of English learners of such failure no later than 30 days after such failure occurs.

I-EL 02: ELAC

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

- (a) Parent members are elected by parents or guardians of English learners.
- (b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body.
- (c) The school may designate an existing school level advisory committee, or sub-committee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b).
- (d) The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA).
- (e) The ELAC advises the principal and staff on the school's program for English learners.
- (f) The ELAC assists in the development of the school's:
 - 1. Needs assessment
 - 2. Language Census Report (CALPADS, formerly R-30)
 - 3. Efforts to make parents aware of the importance of regular school
- (g) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
- (h) Financial resources may be allocated for reasonable expenses (which may include transportation, child care, translations services, meals, and training) of parent advisory groups on bilingual-bicultural education, at the school and school district incurred in the course of their duties as members of the parent advisory groups.
- (i) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district.

Federal Program Monitoring (FPM) Parent Outreach and Involvement (Continued)

I-EL 03: DELAC

A LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

- (a) The DELAC advises the school district governing board on all of the following tasks:
 - 1. Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement
 - 2. Conducting of a district-wide needs assessment on a school-by-school basis
 - 3. Establishment of district program, goals, and the objectives for programs and services for English learners
 - 4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
 - 5. Administration of the annual Language Census Report (formerly R-30)
 - 6. Review and comment on the school district's reclassification procedures
 - 7. Review and comment on the written notifications required to be sent to parents and guardians
- (b) The LEA provides training materials and training; planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.

PART V: Parent Involvement

It is the goal of the SB County Co-Op that parents of English learners at all schools of member districts will participate meaningfully in the education of their children. Research continues to show evidence of the benefits that parent involvement brings to the academic achievement of students.

A. Parent Involvement in All Co-Op Districts

Due to the small size of many of the districts in the Co-Op, the population of English learners is sometimes very small. Many of the districts do not have sufficient English learners to be required to have the English Learner Parent Advisory Committees outlined in the sections below. Each district and site however, recognizes the importance of parent involvement in the success of each English learner in becoming proficient in English as quickly and efficiently as possible. Parent involvement opportunities may be provided through other Advisory committees that review and advise on the programs and progress of English learners such as the School Site Council, Title I Parents, or the District Advisory Committee (DAC).

The following types of activities may be carried out at the district or school levels to further this goal:

1. When 15% or more of the students enrolled at the school site speak a primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents are written in English and the primary language
2. Whenever possible, interpretation and translation services will be made available, as needed, for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Study Team (SST), suspension/expulsion hearings, and for all due process actions held at the district level
3. The school will encourage parent volunteerism by providing opportunities for parents to volunteer and by providing training on how parents can effectively participate at school
4. The district and sites provide ongoing staff development to all school staff on how to work with parents, including communication skills, respect, and sensitivity to their cultural needs and backgrounds
5. Parents are fully informed of the EL program and resources available to their students and encouraged to stay involved in the ongoing monitoring of their student's progress
6. The importance of regular school attendance is communicated to all parents and guidance offered for those families with concerns about consistent participation at school
7. Training, meetings, or other forms of communication are offered to parents on how to work with their students at home to support habits and settings for students to complete homework and come to school ready to learn
8. Parent meetings are friendly and held at convenient meetings times for parents, have refreshments, and childcare, if needed.

B. School English Learner Advisory Committee (ELAC)

The California Department of Education requires that schools having **21 or more English Learners** have a functioning **ELAC** that meets the following requirements:

1. Parent members are elected by parents or guardians of English learners
2. Parents of English learners constitute **at least** the same percentage of the committee membership as their children represent of the student body.
3. Advises the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA).
4. Advises the principal and staff on the school's program for English learners.
5. Assists in the development of the school's:
 - Needs assessment,
 - Language census, and
 - Efforts to make parents aware of the importance of regular school attendance.
6. Receives training materials and training, planned in full consultation with committee members, to assist members to carry out their legal responsibilities.
7. Has the opportunity to elect at least one member to the District English Learner Advisory Committee or participates in a proportionate regional representation scheme when there are 31 or more EL parent advisory committees in the district.

C. District English Learner Advisory Committee (DELAC)

A **district with 51 or more English learners** has a functioning DELAC, or a subcommittee or an existing district committee in which at least 51% of the members are parents of English learners (not employed by the district).

The DELAC has the opportunity to **advise** the governing board on **all** of the following:

1. Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement.
2. Conducting a district-wide needs assessment on a school-by-school basis.
3. Establishment of district programs, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
5. Administration of the annual language census.
6. Review and comment on the school district's reclassification procedures.
7. Review and comment on the written notifications required to be sent to parents and guardians.

The district provides training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.

Note: In small school districts, it may be acceptable to combine the ELAC and DELAC as long as agendas and minutes indicate that the responsibilities of each body are addressed.

Federal Program Monitoring (FPM)

Accountability and Monitoring

II-EL 05: Implementation and Monitoring of the LEA Plan

A LEA operating categorical programs, including Title III, implements and monitors the approved LEA plan.

5.1 To help English learners meet challenging achievement academic standards, each LEA plan shall include:

- (a) A description of high-quality student academic assessments that LEAs use:
 - i. To determine the success of children in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards
 - ii. To assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that English learners meet the state student academic achievement standards

5.2 Minimum required components of the plan:

- (a) Description of programs and activities to be implemented
- (b) Description of how funds will be used to meet all annual measurable achievement objectives
- (c) Description of how school sites will be held accountable for:
 - i. Meeting the annual measurable achievement objectives
 - ii. Making adequate yearly progress for English learners
 - iii. Annually measuring the English proficiency of English learners
- (d) Description of how school sites will promote parental and community participation in programs
- (e) Description of how all English learners' programs will be carried out to ensure that English learners are served
- (f) Assurance that the EL program is based on scientifically based research enabling English learners to meet challenging state academic content and student academic achievement standards.

II-EL 06: School Site Council Develops and Approves SPSA

For all programs funded through the Consolidated Application and Reporting System (CARS) including programs for English learners, EIA-LEP, and Title III and operated at the school, the SSC annually develops, reviews, updates, and approves the SPSA, including proposed expenditures. The SPSA consolidates all plans required by these programs and contains:

- (a) Analysis of academic performance data to determine student needs
- (b) School goals to meet the identified academic needs of students
- (c) Activities to reach school goals that improve the academic of students
- (d) Expenditures of all funds allocated to the school through CARS
- (e) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of English learners, low-achieving students, and those at risk of not meeting state academic content standards.

**Federal Program Monitoring (FPM)
Accountability and Monitoring (cont.)**

- 6.1 The local governing board reviews and approves the SPSA annually and whenever there are material changes to the plan
- 6.2 The SPSA is consistent with the LEA Plan
- 6.3 The SSC annually considers whether or not it wishes the local school to participate in the School-based Coordination Program (SBCP) and that decision is indicated in the SPSA
- 6.4 If the school operates a SBCP program, the SPSA contains a description of instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs.

II-EL 08: Inventory

For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit, that is purchased with state and/or federal funds including EIA-LEP and Title III.

The record describes the acquisition by:

- (a) Type
- (b) Model
- (c) Serial number
- (d) Funding source
- (e) Acquisition date
- (f) Cost
- (g) Location
- (h) Current condition
- (i) Transfer, replacement, or disposition of obsolete or unusable equipment.

III-EL 09: Adequate General Funds; Supplement Not Supplant

Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including ELD, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

- 9.1 For EIA-LEP and Title III, the LEA uses categorical funds only to supplement, and in no case supplant the level of Federal, State, and local funds.

III-EL 10: Supplement Not Supplant With Title III

Beginning with fiscal year 2009-10, in alignment with the federal supplement not supplant requirement, Title III funds must not be used to meet state requirements for translations.

III-EL 11: EIA Funds Disbursed to School Sites

The LEA disburses categorical funds including EIA-LEP and Title III, in accordance with the approved Consolidated Application and Reporting System (CARS).

- 11.1 For programs funded by EIA, the LEA utilizes no less than 85 percent of those apportionments at school sites for direct services to students.
- 11.2 For programs funded by Title III, the LEA utilizes no less than 98 percent of those apportionments on direct services to English learners and may not use more than two percent of such funds for the cost of administering this program.

**Federal Program Monitoring (FPM)
Accountability and Monitoring (cont.)**

III-EL 12: Properly Assesses Costs of Salaries

The LEA properly assesses administrative charges for direct or indirect costs of federal funds for salaries and wages in proportion to an allowable quantity and duties of the employee.

- 12.1 Each employee paid in part from a single cost objective and in part from other revenue, or an employee paid from multiple cost objectives, completes a Personnel Activity Report (PAR) each pay period, or an approved sampling method is used.
- 12.2 Employees funded under a single cost objective, and employees funded with state funds under the School-Based Coordinated Program, complete a semi-annual certification of such employment.

PART VI: Accountability and Monitoring

Accountability and monitoring of state and federal programs are included in the Master Plan for English Learners as detailed in the 2012-13 Federal Program Monitoring Instrument generated by California Accountability and Improvement System, California Department of Education. All districts in the SB County Co-Op annually certify that as participants in categorical funding at the state and federal levels that they are implementing the program assurances certified in the Consolidated Application and Reporting System (CARS).

Fiscal requirements, program objectives, strategies and program evaluation of programs for English learners are included at the district level in the LEA Plan and at the school level in the SPSA. There will continue to be changes in monitored items and how they are monitored through laws such as mandated reporting of carryover from the Economic Impact Aid (EIA) program on district websites to the changes that may come about with implementation of the Local Control Funding Formula (LCFF) of 2013. As significant changes occur, plans like the Master Plan for English Learners, LEA Plan, and SPSA will be revised to reflect the current compliance requirements and to support the signed assurances of the district Superintendent.

Key components will continue to be required as outlined in the Accountability and Monitoring compliance sections: time accounting, supplement vs. supplant principal, documentation of inventory, and providing the requisite percentage of funds to direct services for students.

Accountability and monitoring of programs and services for English learners differ in districts that are eligible for Title III federal funding (those programs that generate over \$10,000 in funding for English learner programs and are direct funded in CARS) and those whose funding is provided by the state through Economic Impact Aid- Limited English Proficient (EIA/LEP). The Santa Barbara County Co-Op does not participate in a Title III Limited English Proficient (LEP) Consortium.

While funding streams may differ for each Co-Op district, the Co-Op maintains common goals and benchmarks for English learner programs and services which are included under English Learner Program Evaluation.

Supplement, Not Supplant Rules

In basic terms, supplement, not supplant rules require that funds be used to provide services and support that meet the following criteria:

- Are above and beyond the *core* program
- Were not previously funded with a state or local resource

For the purposes of determining categorical compliance, core is anything that is required to meet the basic instructional and support requirements for instructional delivery. For California, core includes: school facilities, classroom teachers, school site and district administrators, instructional materials for core subject areas, instructional materials for English Language Development (ELD), instructional day and year that meet minimum state requirements, and standardized assessments required for state and federal accountability.

Federal Program Monitoring (FPM) EL Program Evaluation

IV-EL Program Evaluation

The LEA develops and implements a process and criteria to determine the effectiveness of programs for English learners including:

- (a) A means to evaluate how programs for English learners produce within a reasonable period of time:
 - (i) English language proficiency comparable to that of average native speakers of English in the district
 - (ii) Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English
- (b) An ongoing mechanism for using the procedures described above to improve district-wide and school site English learner program implementation and to modify the program, as needed to ensure that each English learner achieves full proficiency in English and academic achievement at grade level as rapidly as possible.

PART VII: English Learner Program Evaluation

The Santa Barbara County Co-Op districts continue to plan, implement and monitor programs and services for English learners that will meet the legal authority and the goals for the English Learner Programs stated below:

Legal Authority

1. **English Learners acquire full proficiency in English as rapidly and effectively as possible.** (20 USC 1703 (f), 6892; EC 300 (f), 5CCR, 1130 (a).
2. **English Learners meet State standards for academic achievement.** (20 USC 1703 (f), 6892, 5CCR11 (b).

Eight Goals for English Learner Programs

1. Develop and implement effective programs for English Learners as described in the Master Plan for English Learners
2. Ensure that all English Learners access and become proficient in the English language
3. Ensure that all English Learners access and become proficient in the core curriculum
4. Decrease the risk of failure, retention, and dropouts
5. Strengthen parent involvement and engagement in their child's academic plans
6. Retain primary language (if present) to promote proficiency in dual languages
7. Increase EL participation in advanced academic programs and enrichment opportunities
8. Engage English Learners in meaningful cultural, social, and academic activities

Each participating Co-Op district will use process documentation and outcome data to analyze and determine English learner program effectiveness as well as to monitor individual English learners' student progress in English proficiency and academic achievement. Using annual and on-going evaluation components, districts will be able to determine needed revisions in the LEA Plan, SPSA goals, and make program revisions. The English learner program is evaluated annually and needs is identified to strengthen, modify, or sustain the program at full implementation. All administrators or advisory committees participating in the program evaluation communicates successes and needed changes to all stakeholders including the Board, administration, staff, advisory committees, and community members involved in the English learner program.

Throughout the year, teachers use district benchmark assessments along with annual assessment results to review, revise, revamp, and improve or sustain delivery of the English learner program components outlined in the Master Plan for English Learners.

A. Expected Annual Benchmarks for English Learners

All districts in the Santa Barbara Co-Op adopted the same benchmarks as outlined in the Master Plan for English learners whether or not the district receives Title III funding. Services for English learners are required by state statute and program services are mandatory for all districts. Supplemental funding for English learners may include Economic Impact Aid - State Compensatory Education (EIA/SCE) and/or Economic Impact Aid - Limited English Proficient (EIA/LEP), Title I, Title III, and Rural Education Achievement Program Grant (REAP).

Districts that receive Title III funding (Cuyama JUSD, Hope SD, and the Santa Barbara County Education Office-Juvenile Court and Community Schools) are part of the federal accountability system for English learner programs and are subject to the Annual Measurable Achievement Objectives (AMAOs) outlined below. These districts receive an annual EL Accountability Report based on the AMAOs. All Co-Op districts have agreed to use the AMAOs as target benchmarks that the Title III districts use.

The Co-Op expectation of progress in learning English is that each English learner (EL) will progress one CELDT language proficiency level between the Beginning and Intermediate Levels. English learners are given an additional year to progress from Intermediate to the Early Advanced Level and on to Advanced. This plan was developed in consultation with Dr. Robert Linquanti, West Ed, in 2003 and approved by the Co-Op districts in the 2005 revision of the Master Plan for English Learners.

B. Annual Measurable Achievement Objectives (AMAOs)

AMAO 1: Making annual progress in learning English. The percentage of students who progress one CELDT proficiency level each year will increase to meet the targets.

<u>2012-13</u>	<u>2013-14</u>
57.5%	59%

AMAO 2: Attaining English Proficiency on the CELDT (defined as Early Advanced or Advanced overall with all sub-skills at the Intermediate level or above). An increasing percentage of English learners will attain English Proficiency.

There are two indicators for this AMAO – those English learners who have been in English language instruction educational programs for less than five years and those who have been in English language instruction educational programs for more than five years.

	<u>2012-13</u>	<u>2013-14</u>
Less than 5 years	21.4	22.8
5 years or more	47.0	49.0

AMAO 3: The EL subgroup meets the academic achievement targets in English Language Arts (ELA) and Math. This AMAO reflects district level, not school level, accountability. (The district is reported as N/A if they did not meet the minimum group size and no value is reported.)

AYP includes the following:

- The EL subgroup
- R-FEPs until they score *proficient* three times on the CST in ELA
- Participation rate target of 95%
- Percent proficient target (varies by content area and type of district)

Elementary School Districts Annual Measurable Objectives (AMOs)

	<u>English Language Arts</u>	<u>Mathematics</u>
2012-13	89.2%	89.5%
2013-14	100.0%	100.0%

High School Districts Annual Measurable Objectives (AMOs)

	<u>English Language Arts</u>	<u>Mathematics</u>
2012-13	88.9%	88.7%
2013-14	100.0%	100.0%

Unified School Districts and COEs (with grades 2-8 and 9-12)

	<u>English Language Arts</u>	<u>Mathematics</u>
2012-13	89.0%	89.1%
2013-14	100.0%	100.0%

FOR DISTRICTS RECEIVING TITLE III FUNDS ONLY**The consequences of NOT meeting the AMAOs are as follows:**

- a. Failure to meet one or more of the 3 AMAOs is failure to meet Title III AMAOs
- b. Failure requires LEA to notify parents of English learners, within 30 days, that the LEA did not meet AMAOs
- c. Progressive consequences are required if the district does not meet the AMAOs for two consecutive years. (*See Title III Accountability Report Information Guide, www.cde.ca.gov/EL/*)

C. Co-Op Designed Components**1. Co-Op Trimester Writing Assessment**

Some of the Co-Op districts continue to use the following materials as an interim writing benchmark assessment for ELs:

- San Diego County Office of Education Writing Standards Assessment Documents, K-8.
- Co-Op developed prompts for Writing Assessments II and III for grade levels Kindergarten through 8th grade.
- Released CAHSEE test writing prompts/tasks (The grade level scoring guides and anchor papers are also being used to determine ELA Rubric Scores.)
- EL Rubrics for grades Kindergarten through high school

The trimester writing assessment is used as an adjunct to the district writing program as an EL benchmark assessment. Some of the districts no longer use the prompts and materials listed above, but do continue to use the EL Rubric to better assess progress of English learners within the district writing program. Writing Assessment scores for all English learners are used to identify needed skill areas so teachers can target teach identified skills. This provides support for English learners to progress in writing

commensurate with English only peers on standard writing assessments using ELA rubrics. The Co-Op Trimester writing assessment is scheduled by the district during the following three week windows:

WA I: End of September through the middle of October

WA II: Middle of February through first week of March

WA III: End of April through the middle of May

D. Additional Co-op Indicators

English Language Development Progress

Elementary Schools

- An increasing percentage of English learners, in the school five years or more, will progress sufficiently to be reclassified as R-FEP.

High Schools

- An increasing percentage of English learners in the school four years will progress sufficiently to be reclassified to R-FEP.
- An increasing percentage of EL students reclassified as R-FEP, prior to leaving the 8th grade, will participate in college-bound and advanced placement classes in high school.

Academic Achievement

- An increasing percentage of English learners will attain the Proficient level on the CST-ELA and CST-Mathematics
- English learners in the district 5 years or longer will meet grade level standards in core academic subjects
- English learners will progress on the trimester Writing Assessment (WA) a minimum of one rubric score per year (or commensurate to the expected growth on the CST-ELA and CST-MA as outlined on the Expected Annual Benchmarks for English learners.

E. District and School English Learner Program Evaluation

Each district will conduct an annual evaluation of programs and services for English learners (i.e. Annual EL Program Evaluation Report). The evaluation is an extension and reinforcement of the Co-Op/district's plan to close the achievement gap. Data collection and analyses procedures will enable administrators and staff to examine the district and school English learner programs' performance and progress based on student outcomes. Assessment measures will focus on assessing student progress in meeting ELD standards and academic goals. The analyses will help establish the extent to which English learners have equitable access to district programs and services, including pathways to higher education. Program implementation will be strengthened by modifying program practices and sustaining ongoing school improvements for all students, including English learners.

Districts and sites share in the responsibility of implementing the evaluation and subsequently reporting the findings to the Board and applicable advisory committees (i.e. School Site Council (SSC) and English Learner Parent Advisory Committees) in the fall of each year.

1. English Learner Evaluation Goals and Questions

Questions for consideration in evaluating the goals and programs may include:

- Are EL Programs (including all appropriate Special Education services fully and consistently implemented in ways that meet or exceed requirements of state and federal law?
- To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of ELs and staff?
- Do ELs meet the Title III AMAO 1?
- Do ELs meet the Title III AMAO 2 (those who have received program services for less than five years and those who have received program services 5 years or more)?
- Are there overall proficiency gains on all sub-skill tests on the CELDT for students 1-3 years in US schools? 4-5 years in US schools? More than 5 years in US schools?
- Are increasing percentages of ELs making steady academic progress on CST-ELA? CST-Mathematics?
- Are ELs not making steady academic, being identified and appropriately served and monitored by the LAT?
- Are increasing percentages of ELs in the district 5 years or longer meeting all criteria required for reclassification?
- Do ELs (and R-FEPs) meet the state's Title I Adequate Yearly Progress target in English Language Arts? In Mathematics?
- Is EL (and R-FEPs) in high school making expected progress toward graduation?
- Are ELs (and R-FEPs) proportionally represented in the following categories:
 - (a) Passing the CAHSEE by the end of Grade 10
 - (b) Meeting UC/CSU (A-G) course requirements at high school graduation
 - (c) Admission to 2- and 4-year colleges/universities?
- Are the rates for ELs (and R-FEPs) no greater than English Only (EO) students in categories indicating risk of school failure such as:
 - (a) Suspensions, expulsions, and other discipline
 - (b) Retentions in grades K-5
 - (c) Dropouts?
- Is there an annual decrease in the percentage of ELs (and R-FEPs) for each of the risk factors identified above?
- Are parents of ELs (and R-FEPs) as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?
- Is the rate of parent involvement increasing?
- To what extent are ELs making expected progress toward reclassification?
- To what extent are ELs (and R-FEPs) maintaining annual yearly progress?
- To what extent are ELs (and R-FEPs) proportionally represented among students identified for GATE?
- To what extent do ELs (and R-FEPs) participate in all district programs and services?
- To what extent do ELs (and R-FEPs) respond to opportunities at school (e.g. extracurricular activities, committees)?
- To what extent are ELs (and R-FEPs) participating in opportunities in the wider community events and organizations?
- To what extent are ELs (and R-FEPs) successful as contributing citizens after they leave formal schooling?

2. Accountability Roles and Responsibilities

a. Student

- Attends school daily and works for high achievement
- Participates in school activities
- Communicates regularly with parents, teachers, and support staff

b. Parent

- Monitors and promotes student progress in academics, homework, attendance, and behavior
- Supports student in activities to promote achievement
- Communicates regularly regarding student progress with student, teachers, and school

c. Classroom Teacher

- Implements specific English learner programs as described in the Master Plan for English Learners and provides instruction that meets state frameworks and district and state standards
- Participates in staff development opportunities aimed at increasing the delivery of appropriate English Language Development (ELD) instruction (unless delivered by an EL Specialist)
- Determines and implements differentiated strategies for English learners (and R-FEPS, if needed)
- Ensures successful teaching of English learners students (and R-FEPS)

d. Counselor (Middle and High Schools)

- Assists with initial placement using the Master Plan for English Learners as a guide.
- Monitors progress of English learners toward meeting language and academic benchmarks
- Assists with interpretation of student assessment and collaborates with administrators, teachers, and others in devising individual program modifications and interventions, as needed

e. Para-educator (Instructional Assistant/Teaching Assistant)

- Provides support in the core subjects (English and/or primary language) with the direction of a certificated teacher

f. EL Specialist or EL Resource Teacher

- Provides ELD and academic support to English learners
- Provides identified interventions for ELs (and R-FEPS, if needed)
- Works closely with classroom teacher to support core curriculum delivery
- Acts as a liaison with parents of English learners, providing support for parents to monitor and assist students at home with homework and attendance
- Assists with initial placements using the Master Plan for English Learners as a guide
- Monitors progress of ELs toward meeting language and academic benchmarks
- May provide professional development or guidance to classroom teachers

g. District English Learner Advisory Committee (DELAC, if required)

- Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role
- Reviews the Annual Language Census Report (CALPADS, formerly the R-30)

h. **Site Administrator (Principal)**

- Oversees the daily operation of the EL Program in accordance with the Master Plan for English Learners and state/federal compliance measures
- Reviews the school plan and budget as related to EL Program and services
- Convenes and coordinates the English Learner Parent Advisory Committee (ELAC), if required
- Assists teachers in using data to evaluate the effectiveness of their teaching of ELs and assisting their targeted progress in learning English and mastering core academic content
- Provides opportunities and outreach to parents of EL students to participate in volunteering, committees, Language Appraisal Team functions, cultural site/community activities that enrich the school
- Supports teachers to participate in meaningful professional development to improve teaching and implementation of the EL Program
- Provides time for teachers to analyze data and target teach skills based on the information gathered from the data
- Encourages leadership development of teachers of English learners and provides staff time to work with other teachers and/or make classroom visitations
- Chairs the Language Appraisal Team (LAT) or appoints designee

i. **Superintendent (Superintendent/Principal)**

- Evaluates district goals relative implementation of the Master Plan for English Learners, LEA Plan, students' achievement, professional development, and evaluation and accountability
- Provides opportunities for training and professional development for site administrator regarding EL programs and administration
- Employs strong leadership and communication skills in working with and communicating district goals and information about the EL Program to the Board, administrators, staff, parents, and community members
- Certifies adherence to the assurances for all programs in the Consolidated Application and Reporting System (CARS)
- Works with site administrator (s) to convene and coordinate the District English Learner Advisory Committee (DELAC), if required

**MASTER PLAN FOR ENGLISH LEARNERS
SANTA BARBARA COUNTY CO-OP
REVISED 2012 - 2013**

Reviewed By/Title	Name	Date
District Superintendent	_____	_____
Principal/ EL Program Coordinator	_____	_____
English Learner Parent Advisory Committees (ELAC/DELAC)	_____	_____
School Site Council	_____	_____
Instructional Staff	_____	_____
Other(s)	_____	_____
Approved by School Board (Date) _____		
Signatures:		
President	_____	_____
Board Member	_____	_____

Please Document the Review and Approval Process

Keep a copy of this signed document with the district English Learner Program Review and most current version of the LEA Plan (LEAP).

Acknowledgements

Research, Revisions, Writing

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Special thanks to the districts across the State that share their models and continue to provide leadership by posting their English Learner Master Plans on-line. The California Co-Op Directors Association continues to be a leader in providing materials, counsel, and models for other Co-Ops and small districts to use. Special thanks go to past Co-Op Directors who helped SB County Co-Op with their initial English Learner Master Plan in 2001.

The revised Master Plan for English Learners will be presented at the fall Co-Op meeting for formal approval by the member districts. Member districts will use the Master Plan for English Learners as the structure of legal authority and compliance regulations to implement programs and services for English learners as outlined in the district LEA Plan (LEAP) and each school Single Plan for Student Achievement (SPSA). The Master Plan for English Learners will also serve to assist districts in addressing the needs and goals for English learners in the Local Control and Accountability Plan (LCAP). As part of the Federal Program Monitoring system, this document will hopefully provide guidance and support for the districts of the Santa Barbara County Co-Op.

Lorraine B. Waldau, Co-Op Director

August 22, 2013