



Board Agenda Item #	III A: Action Item
Date:	April 15, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Katie Mann, ELA and EL Program Coordinator
RE:	Approval of Revisions to the English Learner (EL) Master Plan

Proposed Board Recommendation

I move that the board recommend the approval of the updated English Learner (EL) Master Plan.

Introduction

Magnolia Public Schools (MPS) uses the four criteria in state law as guidelines in determining whether or not an English Learner (EL) should be reclassified as fluent English proficient (RFEP): English Language Proficiency Assessment, Comparison of Basic Skills, teacher evaluation, and input from parents. For criteria 2: Comparison of Basic Skills, MPS offers three options: Performance level of “Basic” on North West Evaluation Association (NWEA) Measures of Academic Progress assessment (MAP) for Reading, Score of 2 or above on Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA)/Literacy, or a Score of 2 and/or 70% or above on ELA Benchmarks (for grades TK-2 only). The cut scores required to earn a performance level of “Basic” on NWEA MAP Reading are determined through a linking study released by NWEA, which compares MAP scores to SBAC scores.

Background

In March 2021, NWEA released an updated linking study, using the 2019 SBAC as its basis. These new NWEA MAP cut scores are a more accurate Comparison of Basic Skills, and therefore, our EL Master Plan has been revised to reflect the new MAP Reading scores which will be required in order for EL students to meet reclassification criteria 2: Comparison of Basic Skills. It is vital that we implement these changes ahead of the Spring MAP administrations, so that EL students can be fairly assessed and can make progress toward reclassification as early as possible.

Analysis

Previously required scores are shown in BLACK. The new required cut scores, based on NWEA’s updated study are shown in RED. Scores shown in BLUE were extrapolated by David Yilmaz, Chief Accountability Officer, for grade levels not included in the study. Our EL Master Plan (attached) will reflect the updated scores only.

	Fall	Winter	Spring
Gr. 1	167 144	170 154	173 159
Gr. 2	173 160	176 170	179 175
Gr. 3	179 176	187 184	191 188
Gr. 4	191 188	197 194	200 197
Gr. 5	197 194	202 200	204 202
Gr. 6	200 197	204 202	206 204
Gr. 7	205 200	208 204	210 206
Gr. 8	208 204	211 207	212 209
Gr. 9	211 207	213 209	215 211
Gr. 10	214 209	216 210	218 212
Gr. 11	217 211	219 212	221 213
Gr. 12	220 212	222 213	224 214

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

This action will benefit all MSAs by providing a more accurate comparison of the NWEA MAP Reading assessment to the SBAC ELA/Literacy assessment. The updates to the required cut scores show that EL students have previously been held to an unfairly high standard when using MAP scores for the Comparison of Basic Skills, in turn potentially preventing some EL students from becoming eligible for reclassification. The recently released linking study by NWEA rectifies these inequities, and updating our EL Master Plan to reflect these changes will allow EL students a fair chance to meet criteria 2: Comparison of Basic Skills using the NWEA MAP Reading assessment. By implementing these changes now, students may become eligible for reclassification based on the Spring Administration of the NWEA MAP assessments.

Name of Staff Originator:

Katie Mann, ELA and EL Program Coordinator

Exhibits (Attachments):

- Revised 2021 MPS EL Master Plan

Magnolia Public Schools 2020-2021 English Learner Master Plan

Magnolia Public Schools (MPS) endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that may affect those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MPS also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

MPS provides students with a vigorous English Language Development (ELD) program that is based on recent language acquisition research, as well as the six key principles for teaching ELs established by the *Understanding Language District Engagement Subcommittee* at Stanford University. These principles and research are the foundation of our program and guide our professional development. They are outlined as follows:

Source	Year	Summary
<i>The Understanding Language District Engagement Subcommittee at Stanford University</i>	2012	<ol style="list-style-type: none"> 1. <i>Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.</i> 2. <i>Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.</i> 3. <i>Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.</i> 4. <i>Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.</i> 5. <i>Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.</i> 6. <i>Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary</i>

		<i>practices.</i>
<i>Research to Guide English Language Development Instruction by Saunders & Goldenberg</i>	2010	<ol style="list-style-type: none"> 1. <i>Providing ELD instruction is better than not providing it.</i> 2. <i>ELD instruction should include interactive activities, but they must be carefully planned and carried out.</i> 3. <i>A separate block of time should be devoted daily to ELD instruction.</i> 4. <i>ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.</i> 5. <i>ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions).</i> 6. <i>ELD instruction should integrate meaning and communication to support explicit teaching of language.</i> 7. <i>ELD instruction should provide students with corrective feedback and form.</i> 8. <i>Use of English should be maximized during ELD instruction; the primary language should be used strategically.</i> 9. <i>Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.</i> 10. <i>ELD instruction should emphasize academic language as well as conversational language.</i> 11. <i>ELD instruction should continue until students reach Level 5.</i>
<i>Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners</i>	2010	<p><i>Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:</i></p> <ul style="list-style-type: none"> ● <i>An LTEL program must emphasize urgency, acceleration, and focus.</i> ● <i>School must address the distinct needs of LTELs.</i> ● <i>LTELs need both language development and literacy development.</i> ● <i>Language development and academic gaps must be addressed across the curriculum.</i> ● <i>An LTEL program should support home language development.</i>

		<ul style="list-style-type: none"> ● <i>LTEs need a rigorous curriculum.</i> ● <i>LTEs need invitation, support, and insistence that they become active participants in their own education.</i> ● <i>An LTE program should recognize the importance of positive relationships between the students and school staff.</i> ● <i>An LTE program should encourage full integration with other students and with the school.</i>
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MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-wide English Learner Master Plan that outlines the following components of a strong program:

- A. Identification of English Learners*
- B. Assessment of English Learners*
- C. Parent Notification*
- D. Placement of English Learners*
- E. Newcomers and Long Term English Learners*
- F. Monitoring English Learner Progress*
- G. Reclassification of English Learners*
- H. Staff Qualifications and Professional Development*
- I. English Learner Advisory Committee*
- J. English Language Development Program Evaluation*

A. Identification of English Learners

When a student enrolls at MPS, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student’s home. Before completing this survey, parents will receive an explanation of its purpose, and be informed of the possibility that their child may be given an assessment to measure their English Language Proficiency (ELP). The student’s cumulative file and CALPADS records will also be checked by office staff to determine the student’s ELP status.

The HLS is made up of the following four questions:

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

The State Board of Education’s approved guidelines for the HLS responses are as follows:

- If the answer to all four questions is “English” then the child is classified as “English Only” (EO) and will not be assessed for language proficiency.
- If the answer to any of the first three questions is a language other than English, then the student will be given an English language proficiency exam.
- If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school’s discretion.

Any student who is new to the CA public school system, who lists a language other than English on the above-noted HLS questions, will be tested for English Language Proficiency using the English Language Proficiency Assessments for California.

Parent rights regarding the HLS are as follows:

- The parent may amend the HLS anytime. If the amendment is made before the student has taken the initial English Language Proficiency Assessments for California (ELPAC), the student’s classification will be adjusted to reflect the amendment. However, if the student has already taken the ELPAC, then the amendment will not affect the student’s classification subsequently determined by the results of the ELPAC. An initial student who takes the ELPAC for ELP is classified as “To Be Determined” (TBD) until the official results are received.

The first HLS on file for a student supersedes all HLS forms completed at a later time. The answers on this initial HLS must be documented in the Student Information System (SIS). If the school has a reasonable doubt of a student’s ELP, then that student may be tested to establish and provide evidence of proficiency. In these cases, a certificated staff member must document the reasons for ELPAC administration on the HLS. This annotation must be signed and dated by the school principal. Parents will then be informed by a certificated staff member of the student’s assessment results and program placement.

B. Assessment of English Learners

Assessment of Initial Students: Students whose ELP is “To Be Determined” according to their HLS (and with no other documentation of their English language designation available) will be tested in Fall 2020 using the English Language Proficiency Assessments for California (ELPAC).

The ELPAC will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial ELPAC assessments must be locally scored in order to determine the student’s interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student’s initial enrollment. Parents will be notified again of the student’s official test results, once they are received. The official score provided by the test vendor is the score used by the school to establish the student’s ELP classification and placement.

Based on the initial student's performance on the ELPAC, he/she may be classified as an English Learner (EL) or an Initial Fluent English Proficient (IFEP) student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL student must also be assessed annually (with the ELPAC) until he/she meets the reclassification criteria established by MPS according to state law.

Assessment of Annual Students: Students who are classified as ELs will be tested annually using the English Language Proficiency Assessments for California (ELPAC). This ELP test will be administered during the Spring test administration window. At this time, MPS is waiting for a recommendation from the CDE regarding reclassification threshold scores. In the interim, these scores are locally determined and outlined in Section G.

Assessment of Students with an IEP/504 Plan: EL students on an active individualized education plan (IEP) or Section 504 plan will be assessed using the accommodations, modifications, or alternative assessments for the current ELP exam as specified in their plan.

C. Parent Notification

Parents of students who are administered the initial and annual ELPAC will receive notification of the following, within 30 calendar days of the start of the school year:

- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement
- Instructional Program Options
- Reclassification Criteria
- For ELs with an IEP: A description of how the program placement will contribute to meeting the objectives of the IEP
- Graduation Rate for ELs (secondary schools)

Additionally, all students who are classified as LTELs or ARLTELs will receive notification of the following, within 30 calendar days of the start of the school year:

- A description of the qualifications for being considered a Long Term English Learner (LTEL) or At-Risk of becoming a Long Term English Learner (ARLTEL)
- A description of how the program placement will provide additional support to aid the student in making progress toward reclassification

All parent notification letters are certified by office staff and school leaders. This includes a list of notification recipients attached to each certification. Copies of notification letters are filed in each student's cumulative folder and the certification is filed in the Title III/EL Compliance folder maintained by the MPS EL Coordinator.

Prior to English proficiency testing, parents will also be informed of when their child will be tested, and how the test will be used to determine placement and reclassification.

Parents of ELs are always given the option to meet with a school administrator if they have questions regarding their child’s assessment results, placement, or classification. Parents of ELs have the right to complete a waiver to remove their student from designated ELD courses; EL students will continue to receive EL supports and services, and will continue to be assessed annually until the student meets reclassification requirements. If signed, a waiver is applicable for one academic year only, and must be resubmitted to administration annually. Parents may not waive out of the annual summative ELPAC exam, as it is a state requirement for all students who are identified as English learners.

D. Placement of English Learners - Structured English Immersion Program

All MPS EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes the goal of this program as “acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English.” Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students’ ELD level. All curriculum used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long Term English Learners receive supplemental services in the program as outlined below.

Designated English Language Development: Designated ELD is defined by the California ELD Framework as “a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.” Designated ELD is not separate from the core subjects, but rather is integrated into daily instruction as a protected time which is focused on the ELD standards.

The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

Elementary Designated ELD: MPS elementary schools provide EL students with a minimum 30-minute block of designated English Language Development. Additionally, elementary schools may place their EL students in a supplemental class during the Silent Sustained Reading (SSR) period to provide additional, targeted support.

Eligible Students	Program Description
All ELD Levels (1-4)	<ul style="list-style-type: none"> ● Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day. ● This setting is designed to ensure that ELs receive appropriate

	<p>supports to build their proficiency and also meet grade level standards across all content areas.</p> <ul style="list-style-type: none"> • Teacher differentiates language instruction based on ELD levels. • Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher’s aide. • Primary curriculum used is the designated component of McGraw Hill’s <i>Wonders</i>, used in conjunction with supplemental programs such as DuoLingo and BrainPop ESL.
<p><i>Flexible program option: Supplemental ELD during Silent Sustained Reading period</i></p>	
<p>All ELD Levels (1-4)</p>	<ul style="list-style-type: none"> • Depending on the school site’s EL population, an additional, supplemental ELD period may be provided to ELD levels 1-2 and/or levels 3-4. This period would take place during the school’s 25 minute SSR period and would allow teachers to focus on language learning and domain areas of growth. This supplemental class does not replace the 30 minute minimum required for all levels.

Secondary Designated ELD: Depending on the EL student’s ELD level, he/she will be placed in either a designated ELD class, or will receive designated ELD in his/her core classes. The following program description is the minimum requirement for all MPS schools. Individual schools may elect to provide additional support to their English Learners, as long as it does not interfere with a student’s overall academic enrichment, or require additional work and/or time (for example, a mandatory tutoring session outside of regular school hours).

<p><i>Middle School - Grades 6-8</i></p>	
<p><i>Eligible Students</i></p>	<p><i>Program Description</i></p>
<p>ELD Levels 1-2 <i>ELs with “minimally” or “somewhat developed” proficiency in English</i></p>	<ul style="list-style-type: none"> • EL students who are ELD Levels 1-2 receive one period of designated ELD. • Depending on the school’s EL population and resources, this period of designated ELD may be a full class period or it may take place during the school’s shorter SSR/Study Skills period. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level

	<p>standards across all content areas.</p> <ul style="list-style-type: none"> • EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • Teacher differentiates language instruction based on ELD levels and proficiency descriptors. • Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA , used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
<p>ELD Levels 3-4 <i>ELs with “moderately” or “well developed” proficiency in English</i></p>	<ul style="list-style-type: none"> • EL students who are ELD Levels 3-4 receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • Depending on the school’s EL population and resources, EL students who are ELD Levels 3-4 may also receive an additional period of designated ELD, which may be a full class period or it may take place during the school’s shorter SSR/Study Skills period. • This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. • Teacher differentiates language instruction based on ELD levels and proficiency descriptors. • Core teachers work with the site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella’s Academic Vocabulary Toolkit.

High School - Grades 9-12

Eligible Students	Program Description
<p>ELD Levels 1-2 <i>ELs with “minimally” or “somewhat developed” proficiency in English</i></p>	<ul style="list-style-type: none"> ● EL students who are ELD Levels 1-2 receive one period of designated ELD during the school’s SSR period or Study Skills class. This ELD class will not interfere with a student’s A-G requirements. ● EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. ● This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. ● Teacher differentiates language instruction based on ELD levels. ● Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA , used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
<p>ELD Levels 3-4 <i>ELs with “moderately” or “well developed” proficiency in English</i></p>	<ul style="list-style-type: none"> ● EL students who are ELD Levels 3-4 receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. ● Depending on the school’s EL population and resources, EL students who are ELD Levels 3-4 may also receive an additional period of designated ELD, which may be a full class period or it may take place during the school’s shorter SSR/Study Skills period. If offered, this additional ELD class will not interfere with a student’s A-G requirements. ● This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. ● Teacher differentiates language instruction based on ELD levels. ● Core teachers work with the site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify.

	<ul style="list-style-type: none"> • Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
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Integrated English Language Development:

Integrated ELD is defined by the California ELD Framework as “ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners.”

At MPS, teachers use SDAIE strategies (Specially Designed Academic Instruction in English), and the CHATS framework (see explanation of acronym below), to support integrated ELD across all content areas. Teachers are provided with professional development on how to provide integrated ELD to their students, how to apply the CA ELD standards, and how to use SDAIE strategies and the CHATS framework. This training is ongoing and provided by both MPS staff and third-party vendors. Additionally, site-level EL Coordinators provide regular training to teachers of ELs, which includes showcasing specific strategies for differentiating and integrating ELD into the content area classroom.

About the CHATS Framework: Teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is “meant to empower teachers who haven’t been formally trained in ESL with planning tools that make content comprehensible to their English language learners,” while “providing ELs with opportunities to build up their academic language” in the content classroom. All MPS teachers will have access to this book, and will be consistently trained to use CHATS strategies. Although CHATS was developed for ELs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym:

- C – Content Reading Strategies
- H – Higher Order Thinking Skills
- A – Assessment
- T – Total Participation Techniques
- S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning.

E. Distance Learning Supports for English Learners

In situations where Distance Learning is required (whether full-time or within a hybrid in-person model), all English Learners will continue to receive both Designated and Integrated ELD, as outlined above, and as explained in the MPS Distance Learning Guides and Protocols. All core

class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually during any distance learning. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Teachers are provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

F. Newcomers and Long Term English Learners

Newcomers: A newcomer is defined as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three full academic years. At MPS, newcomers are identified upon enrollment in our Student Information System, and are carefully monitored by school leaders, coordinators, and teachers. Depending on the student's English language proficiency, he/she may be placed in a designated ELD class, where he/she will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in his/her core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as Duolingo and Rosetta Stone, as well as BrainPop ESL, No Red Ink, and NewsELA. When possible, MPS will strive to obtain tutors that speak the student's native language to help build on prior knowledge, and provide additional clarification and support. Newcomers at MPS will have access to additional academic support through optional morning and after-school tutoring, Saturday school, and summer school.

Newcomers are expected to make progress in their ELP of one level per year at MPS. Newcomers are carefully monitored for growth by the site-level ELD Coordinator. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and through interview questions. If it is determined that additional academic or instructional support is needed, the site-level ELD Coordinator will work with school leaders and the MPS Coordinator to determine which programs, curriculum, or supports may be needed.

Newcomer students also receive targeted social-emotional support at MPS schools. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and being paired up with a peer that speaks their language (when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff

to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

Long Term English Learners: A Long Term English Learner (LTEL) is defined as an English learner (EL) student to which all of the following apply:

- (1) is enrolled in any of grades 6 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for six years or more; and
- (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test (ELPAC); and
- (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year’s administration of the CAASPP-ELA.

MPS is committed to providing these students with the support that they need to reclassify by thoroughly assessing their academic data and providing structured and targeted ELD instruction based on their needs and areas of growth.

All LTELs at MPS are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies, and are placed with English proficient students in core and elective courses.

At the beginning of the school year, school leaders and site-level EL coordinators will determine who their LTEL students are, and mark them in the student information system. They will review redesignation data, and determine what has prevented the student from reclassifying (MAP score, ELP exam score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action is created to facilitate each student’s growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.

LTELs (who are Levels 3 and 4; Levels 1 and 2 are enrolled in a separate designated ELD class) enrolled in an MPS middle school that offers specialized “Power English” courses may be placed in this course for one semester (at the school’s discretion). This class will not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student’s progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

LTELs enrolled in an MPS high school will receive ongoing, individualized support from the site-level EL Coordinator. Data will be reviewed and the student will work with the coordinator to create a plan of action and next steps, in order to facilitate and expedite their reclassification. If the student also has an IEP, the on-site special education professional will work with the

coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, MPS schools will focus on the following universal strategies for improving academic outcomes for LTEL students:

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary (for example, universal note-taking strategies, Word of the Week, etc.).
- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

Pathways for Newcomers and LTELs will be evaluated by the MPS EL Coordinator every semester to determine whether or not adjustments need to be made and to ensure that both groups are making adequate progress.

G. Monitoring English Learner Progress

English Learners at MPS schools are monitored through ELD portfolios, which are maintained by the on-site EL Coordinator. ELD portfolios will contain the following documents:

- Copy of the most recent ELP exam scores
- Copy of the most recent MAP & SBAC scores
- Record of the most recent semester grade in ELA, and any notes/observations from the teacher
- Copies of all Parent Notification Letters mailed home
- Interim assessment scores
- Progress Monitoring Chart
- Writing work samples (for example, copies of reports, essays, journals, etc.)
- "My Road to Reclassification" document (allows students to independently track their progress)
- Action plans and goals

Supplemental templates and monitoring documents are available to all site-level coordinators in a shared Google folder. Additional monitoring forms and evidence may be added as needed to improve monitoring and outcomes.

Schedule for progress monitoring:

<i>Weekly/Bi-weekly</i>	<i>Monthly</i>	<i>Annually</i>
<ul style="list-style-type: none"> • Core teachers review current class grades and notify parents of ELs if their child is failing. • School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.). 	<ul style="list-style-type: none"> • Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student's ELD portfolio. • Teachers and site-level coordinators notify parents of EL students who are not making adequate progress towards proficiency. 	<ul style="list-style-type: none"> • January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the dean of academics and site-level coordinator.

Dually-Identified Students:

In addition to the progress monitoring discussed above, students who are dually-identified as both EL and SPED will receive additional supports and monitoring to ensure growth in their language development. In practice and in agreement with the Castañeda standards, the Dually Identified student population of EL/SPED scholars will benefit from a program that utilizes researched based instructional practices. The program will monitor student outcomes with fidelity based on the scholars' ELD IEP goals in listening, speaking, reading and writing. The Site-Level EL Coordinator will attend all IEP meetings for dually-identified students to ensure appropriate ELD goals are written into the IEP. These ELD goals will be in addition to the scholars' IEP goals addressing their specific areas of need based on their eligibility. Our SPED, ELA, and ELD team of instructors will monitor each students' progress toward IEP and ELD goal achievement and academic progress. Parents will be informed of this progress at least every six weeks in conjunction with progress reports and adjustments will be made to plans and program implementation as needed.

H. Reclassification of English Learners

MPS uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: English language proficiency assessment, comparison of performance in basic skills, teacher evaluation, and input from parents. All reclassification criteria must be met and maintained within the current academic year. The established criteria for reclassification are as follows:

	<i>Grades K-5</i>	<i>Grades 6-12</i>
English Language Proficiency Assessment	ELPAC: Overall score of 4	

Basic Skills Assessment	<p>NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:</p> <table border="1" data-bbox="618 338 1008 684"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Gr. 1</td> <td>144</td> <td>154</td> <td>159</td> </tr> <tr> <td>Gr. 2</td> <td>160</td> <td>170</td> <td>175</td> </tr> <tr> <td>Gr. 3</td> <td>176</td> <td>184</td> <td>188</td> </tr> <tr> <td>Gr. 4</td> <td>188</td> <td>194</td> <td>197</td> </tr> <tr> <td>Gr. 5</td> <td>194</td> <td>200</td> <td>202</td> </tr> </tbody> </table> <table border="1" data-bbox="1032 338 1422 877"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Gr. 6</td> <td>197</td> <td>202</td> <td>204</td> </tr> <tr> <td>Gr. 7</td> <td>200</td> <td>204</td> <td>206</td> </tr> <tr> <td>Gr. 8</td> <td>204</td> <td>207</td> <td>209</td> </tr> <tr> <td>Gr. 9</td> <td>207</td> <td>209</td> <td>211</td> </tr> <tr> <td>Gr. 10</td> <td>209</td> <td>210</td> <td>212</td> </tr> <tr> <td>Gr. 11</td> <td>211</td> <td>212</td> <td>213</td> </tr> <tr> <td>Gr. 12</td> <td>212</td> <td>213</td> <td>214</td> </tr> </tbody> </table> <p style="text-align: center;">~OR~</p> <p style="text-align: center;">SBAC: ELA/Literacy score of 2 (Nearly Met) or above</p> <p style="text-align: center;">~OR~</p> <p>MPS approved ELA benchmark assessments: TK-Grade 2 students may demonstrate basic skills mastery by achieving a Level 2 or score of 70% or above.</p>		Fall	Winter	Spring	Gr. 1	144	154	159	Gr. 2	160	170	175	Gr. 3	176	184	188	Gr. 4	188	194	197	Gr. 5	194	200	202		Fall	Winter	Spring	Gr. 6	197	202	204	Gr. 7	200	204	206	Gr. 8	204	207	209	Gr. 9	207	209	211	Gr. 10	209	210	212	Gr. 11	211	212	213	Gr. 12	212	213	214
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Teacher Evaluation	<p>Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.</p>																																																								
Parent Consultation	<p>Parent/Guardian agrees with the recommendation to reclassify. Each school will send home a notification informing parents of their child’s eligibility to reclassify. If a parent contests reclassification, they will have 14 days to respond to the school using a form provided by the school site.</p> <p>The date of this letter will be the official date of reclassification used for the SELA report and CALPADS reporting.</p>																																																								

Reclassified students are monitored for a period of four years by on-site ELD Coordinators. This is done to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. Deans and coordinators monitor reclassified students' academic progress annually by reviewing benchmark scores, MAP and SBAC scores, and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. The MPS EL Coordinator will follow up with each school to ensure that monitoring is taking place, and will assist the school with action planning for those students who are not making adequate progress.

I. Staff Qualifications and Professional Development Plan

The teachers and staff at MPS understand that all stakeholders need to work collaboratively to help improve learning outcomes and academic achievement for ELs. They also understand that ELs need access to challenging academic content through appropriately differentiated and scaffolded instruction. In order to facilitate rigorous ELD instruction, the following staff qualifications and plans for professional development are in place at MPS:

Staff Qualifications: All MPS teachers providing academic instruction to EL students will hold a CLAD/BCLAD credential or other approvable CCTC certification authorizing them to teach English Language Learners. Outlined below are the duties of teachers, site-level EL Coordinators, and the MPS EL Coordinator.

MPS teachers will:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.
- Provide daily integrated ELD instruction during core classes, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Provide daily designated ELD instruction during a protected block of time during the school day, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Attend all professional development and professional learning community sessions.
- Consistently monitor student progress on a weekly basis to ensure that EL students are making adequate progress towards proficiency and follow appropriate protocol if a student is falling behind.
- Maintain contact with the students' families and keep them updated on their child's progress.
- Work collaboratively with other staff members to encourage ELs and ensure that they have the tools and resources needed to be successful.

MPS ELD Teachers will do all of the above and:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.

- Provide a safe, enriching learning environment for ELs, with ample opportunities to practice language acquisition.
- Use the prescribed, standards-based, state-approved curriculum to instruct ELs.
- Differentiate instruction based on ELD level and grade level.
- Provide opportunities for ELs to practice all four domains in each class period.
- Utilize supplemental resources to provide additional support.
- Create structured and predictable classroom routines.
- Create weekly lesson plans aligned to the ELD standards.

MPS Site-Level EL Coordinators will:

- Conduct classroom observations on a weekly basis to ensure integrated and designated ELD is occurring in all classrooms with ELs.
- Present an ELD strategy to teachers during weekly staff meetings.
- Create and maintain an ELD portfolio for each EL student to monitor and showcase progress.
- Regularly communicate with staff regarding the progress of ELs.
- Communicate on a regular basis with the MPS EL Coordinator and implement all updates and compliance requests in a timely manner.
- Participate in monthly meetings with school leadership regarding the needs of ELs (for example, plan strategies for professional development, provide insight from classroom observations, discuss data, and recommend resources).
- Attend professional development relevant to ELs and share strategies and resources with teachers.

The MPS EL Coordinator will:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on effective ELD strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend EL-related professional development and share resources with teachers and school leaders.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined

above, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will conduct regular classroom walk-throughs to ensure program fidelity.
- The consortium EL Coordinator will support teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Professional Development Plan: Professional development for teachers of English Learners will be extensive and ongoing at Magnolia Public Schools. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs. For the 2018-2019 academic year, effective professional development will include:

- An ELD workshop for teachers at the MPS Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all MPS schools.
- Sessions dedicated to English Language Development (ELD) training for teachers at each MPS Teacher Symposium (Winter and Spring).
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site...for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders.
- When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and

- deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

J. English Learner Advisory Committee

At MPS, all schools meeting the English Learner Advisory Committee (ELAC) requirements host meetings regularly throughout the school year. ELAC requirements are as follows:

Any school site with 21 or more English Learners must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- Parent members are elected by parents or guardians of ELs.
- Parents of ELs make up at least the same percentage of the committee membership as their children represent the student body.
- The ELAC will be responsible for assisting in the development of the schoolwide needs assessment, as well as helping to make parents aware of the importance of regular school attendance.
- The ELAC will advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the LCAP.

Purpose of the ELAC:

The following tasks are included in the function of every school's ELAC. They are:

- Advise the school principal and staff on the development of the LCAP.
- Advise the School Site Council on the school's program and goals for ELs.
- Conduct a school needs assessment for the school's program/services for ELs.
- Review and discuss ELPAC and reclassification data.
- Assist in making parents aware of the importance of regular school attendance.

The ELAC shall be responsible for the following tasks (from the California Department of Education):

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the LCAP (formerly SPSA).
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Sample calendar for ELAC Meetings:

September/October	November/December	January/February	March/April
<ul style="list-style-type: none"> -Elect members -Review purpose of ELAC -Provide training and materials -Review most recent ELPAC and reclassification data -Review EL program and reclassification criteria 	<ul style="list-style-type: none"> -Advise principal and staff/SSC on recommendations for LCAP -Review importance of regular school attendance 	<ul style="list-style-type: none"> -Language Census review -Discuss and review progress monitoring for ELs 	<ul style="list-style-type: none"> -Conduct a school needs assessment -Revisit recommendations for upcoming AY's LCAP

K. English Language Development Program Evaluation

In order to ensure that the appropriate modifications and improvements are made regularly to our ELD program, a comprehensive program evaluation will be completed twice per year by school leaders and ELD Coordinators. This is in addition to feedback provided by teachers and parents (ELAC). The first program evaluation will be conducted in December (mid academic year), and the second evaluation will be conducted at the end of the academic year. The MPS EL Coordinator will use this feedback to make program improvements and address concerns and areas of need. The program evaluations will take place during leadership meetings and ELC meetings at the home office. Evaluation documents will be maintained in the ELC's Google Drive.

**Approved by the MPS Board on July 9, 2020*

The MPS EL Master Plan will be maintained in Google Drive and may be modified throughout the year. The MPS EL Coordinator will inform schools if any changes are made. If major program changes are made, the master plan will be re-submitted to the MPS Board for review.