



# English Learner Master Plan

## May 10, 2017



**16,578 Students**



**4,255 are English  
Learners**

# 26%



# English Learners



**50%**

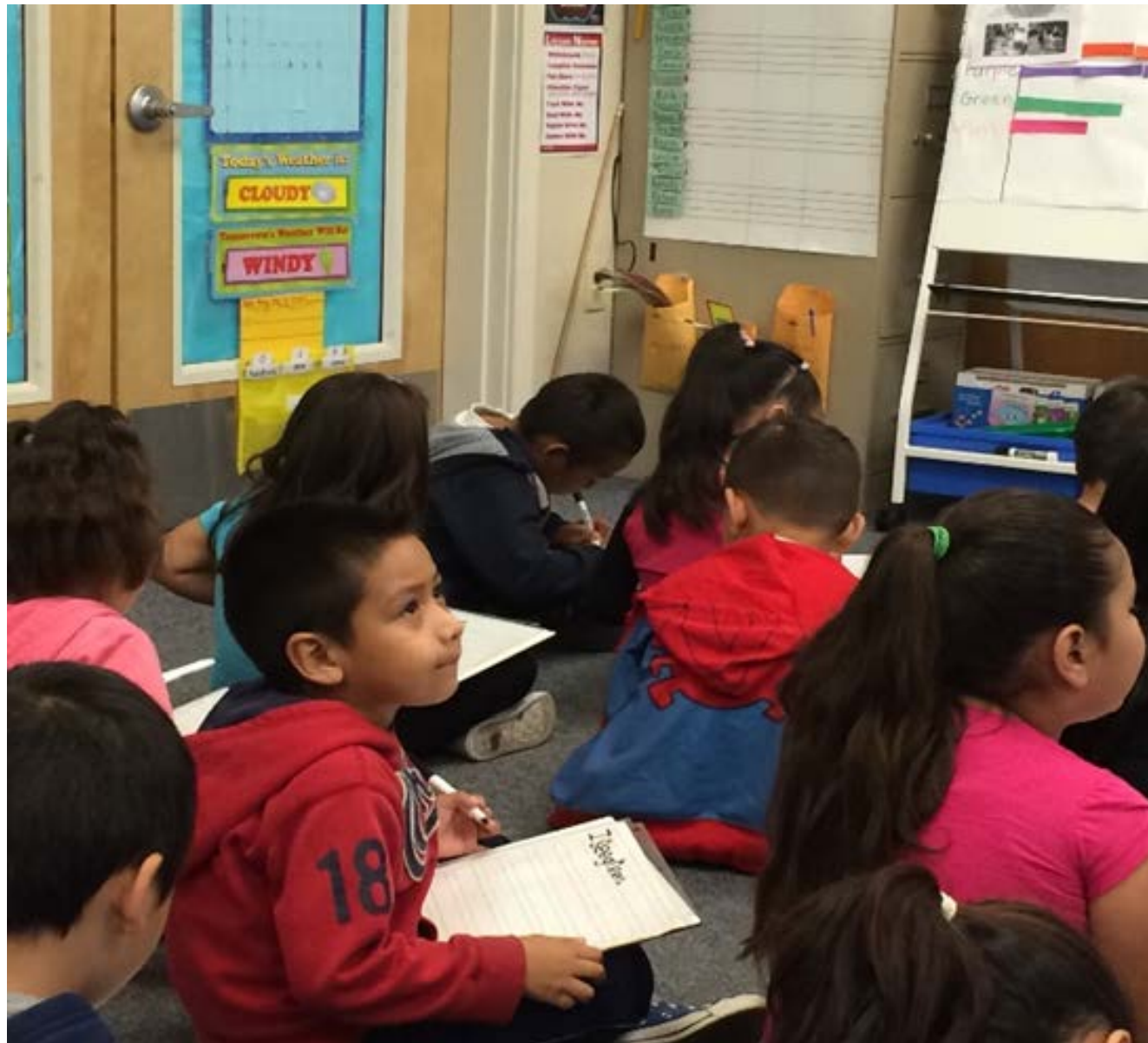
**Long-Term English Learners**

**“It is crucial to the future of our nation that [English Learners], and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential.”**

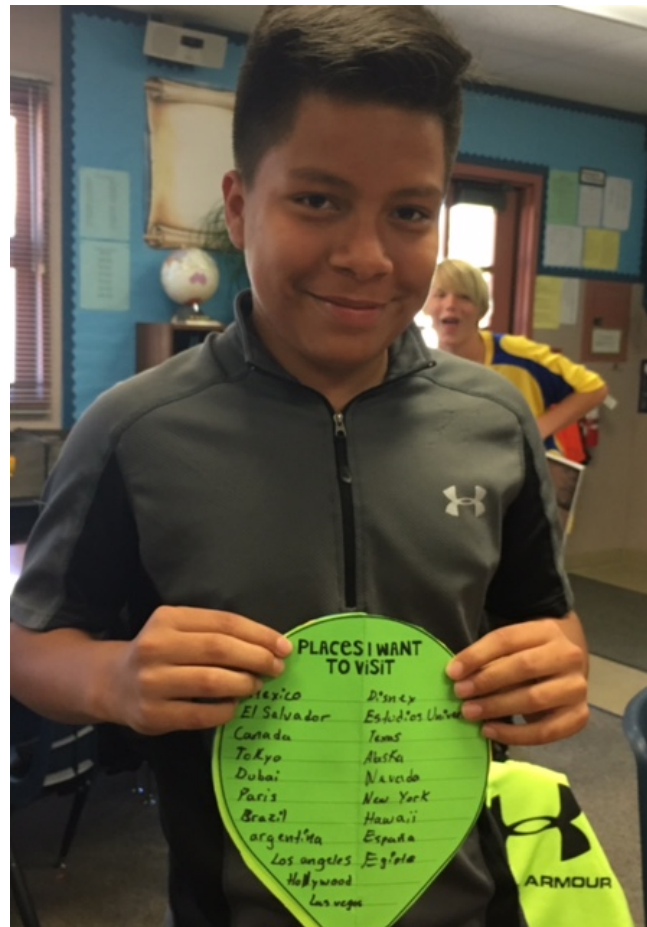
-U.S. Department of Education and  
U.S. Department of Justice







# English Learner Master Plan = Road Map for Success





# Task Force Members

Teachers & Counselors

Family Engagement Facilitators

Parents

Community Members

Administrators

# Purpose of Task Force

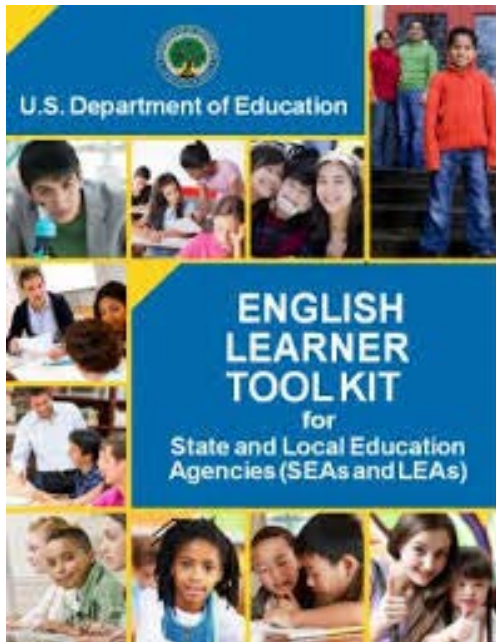
- 1. To create a master plan to help build district-wide capacity and a sustainable system of English Learner services.**
- 2. To ensure coherent, cohesive and effective programs for all English Learners.**



**Desired Outcome:**

**English Learners reaching  
linguistic,  
academic,  
and cultural proficiency.**

# English Learner Master Plan Resources



U.S. Department of Justice  
Civil Rights Division



U.S. Department of Education  
Office for Civil Rights

January 7, 2015

Dear Colleague:

Forty years ago, the Supreme Court of the United States determined that in order for public schools to comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), they must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services.<sup>1</sup> That same year, Congress enacted the Equal Educational Opportunities Act (EEOA), which confirmed that public schools and State educational agencies (SEAs) must act to overcome language barriers that impede equal participation by students in their instructional programs.<sup>2</sup>

Ensuring that SEAs and school districts are equipped with the tools and resources to meet their responsibilities to LEP students, who are now more commonly referred to as English Learner (EL) students or English Language Learner students, is as important today as it was then. EL students are now enrolled in nearly three out of every four public schools in the nation, they constitute nine percent of all public school students, and their numbers are steadily increasing.<sup>3</sup> It is crucial to the future of our nation that these students, and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential. We applaud those working to ensure equal educational opportunities for EL students, as well as the many schools and communities creating programs that recognize the heritage languages of EL students as valuable assets to preserve.

The Office for Civil Rights (OCR) at the U.S. Department of Education (ED) and the Civil Rights Division at the U.S. Department of Justice (DOJ) share authority for enforcing Title VI in the education context. DOJ is also responsible for enforcing the EEOA. (In the enclosed guidance, Title VI and the EEOA will be referred to as “the civil rights laws.”) In addition, ED administers the English Language Acquisition, Language Enhancement, and Academic Achievement Act, also known as Title III, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (Title III).<sup>4</sup> Under Title III, ED awards grants to SEAs, which, in turn, award Federal funds through subgrants to school districts in order to improve the

<sup>1</sup> *Law v. Nichols*, 414 U.S. 563 (1974); 42 U.S.C. § 2000d to d-7 (prohibiting race, color, and national origin discrimination in any program or activity receiving Federal financial assistance).

<sup>2</sup> Pub. L. No. 93-380, § 204(f), 88 Stat. 484, 515 (1974) (codified at 20 U.S.C. § 1703(f)).

<sup>3</sup> U.S. Department of Education, National Center for Education Statistics, NCES 2013-312, *Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the 2011-12 Schools and Staffing Survey*, at 9 (Table 2) (Aug. 2013); U.S. Department of Education, National Center for Education Statistics, NCES 2014-083, *The Condition of Education 2014*, at 52 (Indicator 12) (May 2014).

<sup>4</sup> 20 U.S.C. §§ 6801-6871.



# English Learner Master Plan

## Goal 1 :

**English Learner students will learn English quickly enough and fluently enough to participate in academic work through integrated and designated English Language Development.**



# Integrated & Designated English Language Development

Type of ELD	Timing	Instructional Focus	Standards Used
Integrated ELD	Throughout the school day	Content, with language to support	Content & ELD Standards
Designated ELD	Specific, protected portion of the school day	Language	ELD Standards



# English Learner Master Plan

## Goal 2:

**English Learners will learn grade level mathematics, reading/language arts, social studies, and science according to the California Standards.**

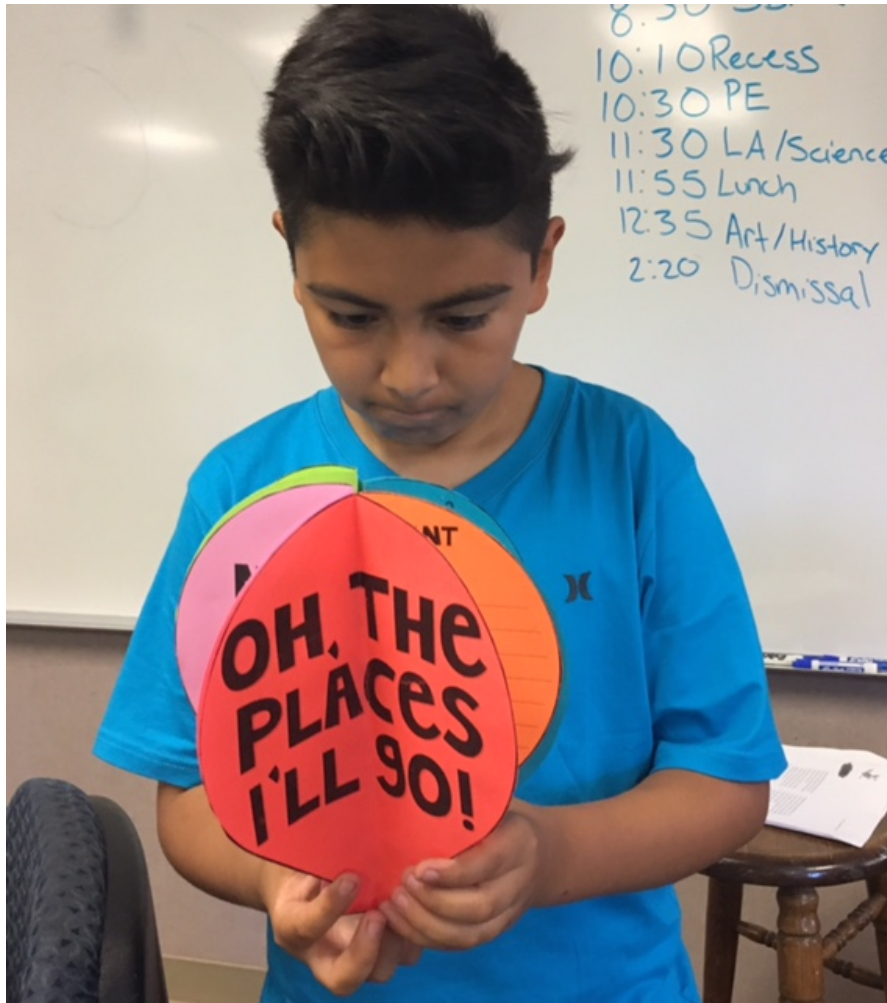


# English Learner Master Plan

## Goal 3:

**English Learners will have equal opportunity to participate in all programs.**





# Master Plan Update

- 8 chapters
- Task Force writing chapters
- Using federal resources as guides
- Looking at best practices in other districts



# **Board Adoption**

June 14, 2017



# Implement Plan 2017-18







