



# English Learner Master Plan

June 28, 2017

# A Prologue from the U.S. Department of Justice and the U.S. Department of Justice

EL students

- “Require full and equal participation within a reasonable length of time...”
- “Should be offered EL services toward earning a regular high-school diploma...”
- “Need the opportunity to be competitive in meeting college entrance requirements...”
- “Should be provided the opportunity to graduate on time with the prerequisites to enter college.”

# **25%**

## **SRCS English Learners**



**Every Student, Every Possibility, No Matter What.**

## Enrollments SY16 (*DataQuest*)

	Never EL	RFEP	EL
Elementary Schools	38.8%	7.9%	53.4%
Charter Schools	77.7%	3.6%	18.7%
<b>All Elementary</b>	<b>47.3%</b>	<b>6.9%</b>	<b>45.8%</b>
Middle Schools	58.2%	22.4%	19.4%
High Schools	61.7%	25.0%	13.3%
<b>All Secondary</b>	<b>60.7%</b>	<b>24.3%</b>	<b>15.0%</b>
<b>District</b>	<b>56.3%</b>	<b>18.6%</b>	<b>25.1%</b>

# English Learner Master Plan Goals

**Goal 1:** Learn English quickly enough and fluently enough to participate in academic work through integrated and designated English Language Development.

**Goal 2:** Learn grade level mathematics, reading/language arts, social studies, and science according to the California Standards.

**Goal 3:** Have equal opportunity to participate in all programs.



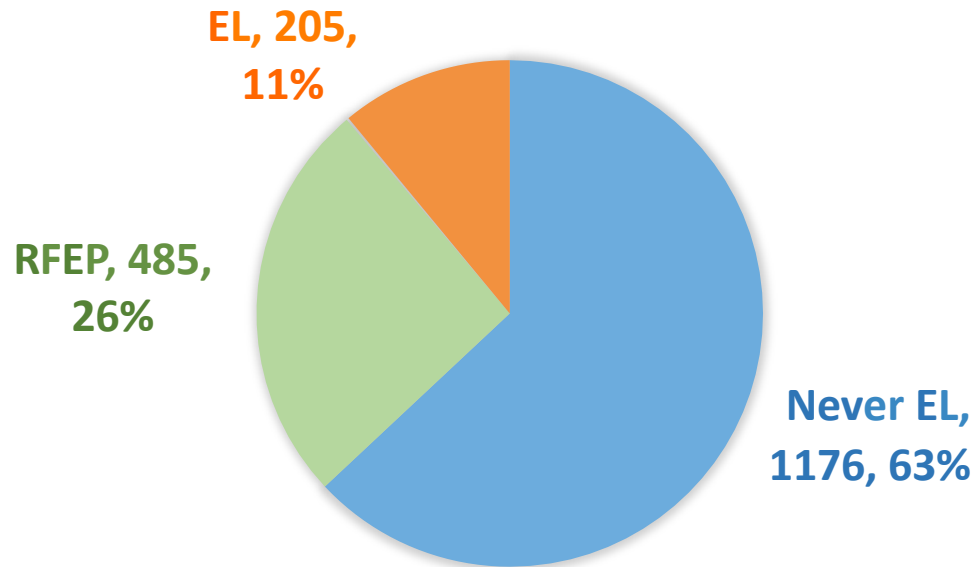
# Providing Meaningful Access to All Curricular and Extracurricular Programs

EL students

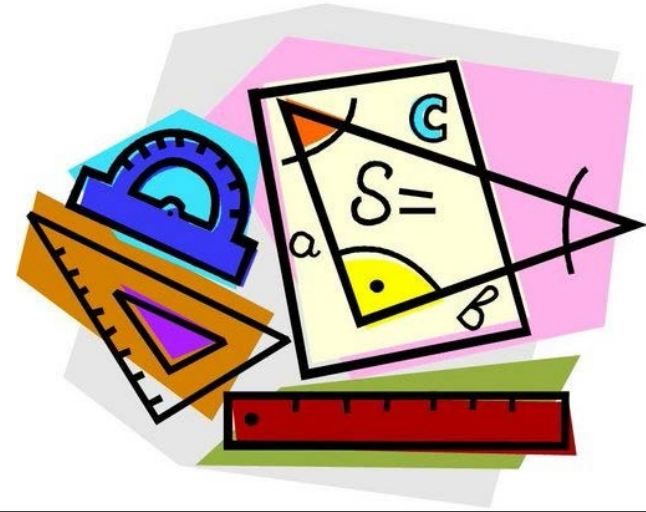
- must have access to grade-level curricula
- are equally entitled to participate in all programs

*(U.S. Department of Justice & U.S. Department of Education, 2015)*

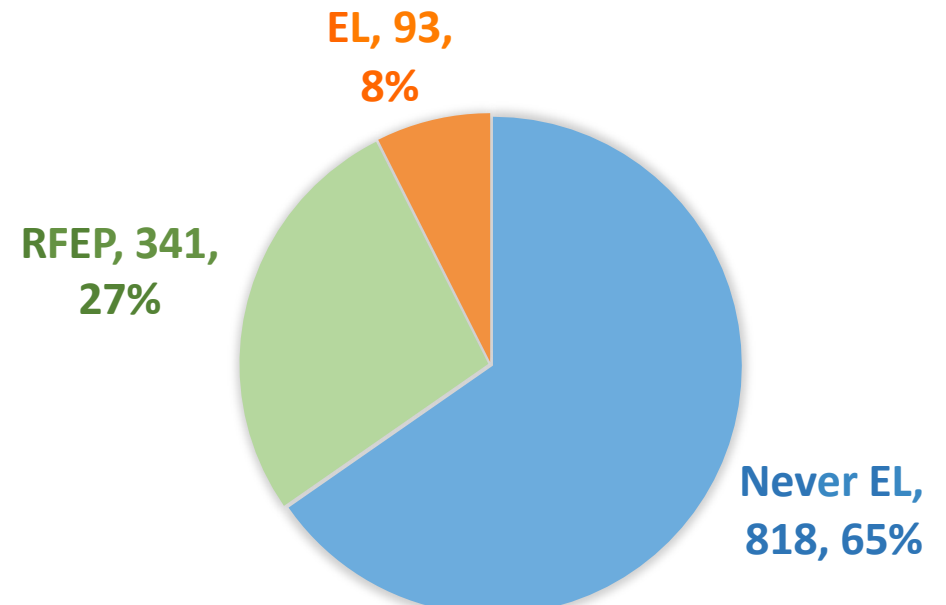
## ENROLLED IN GATEWAY-TO-COLLEGE BIOLOGY



*Data from eSchoolPlus course enrollments SY16*



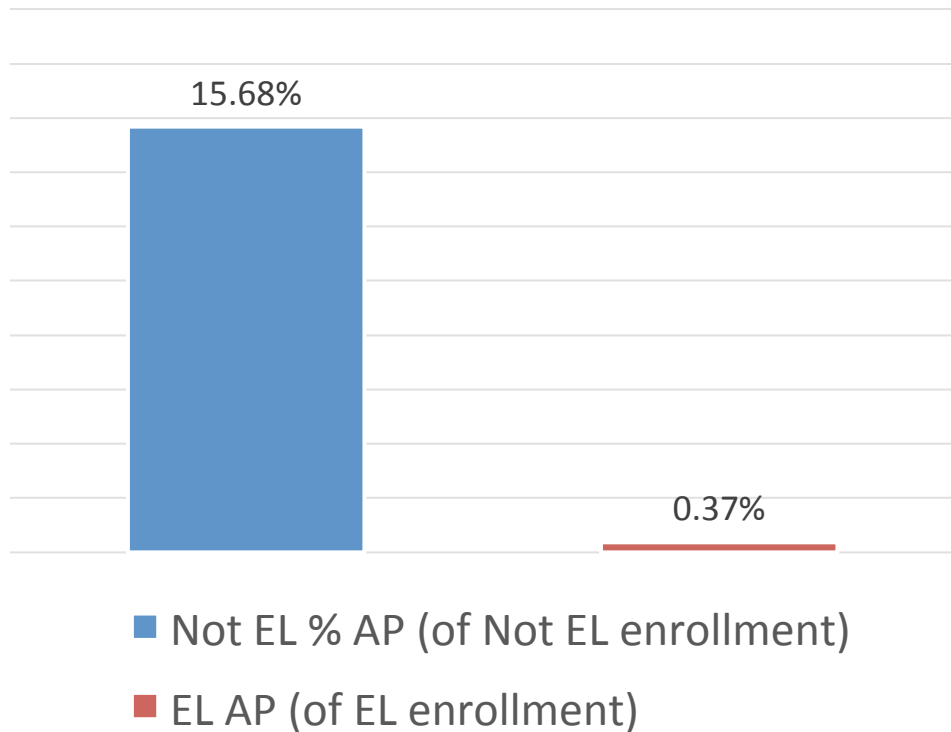
## ENROLLED IN GATEWAY-TO-COLLEGE GEOMETRY



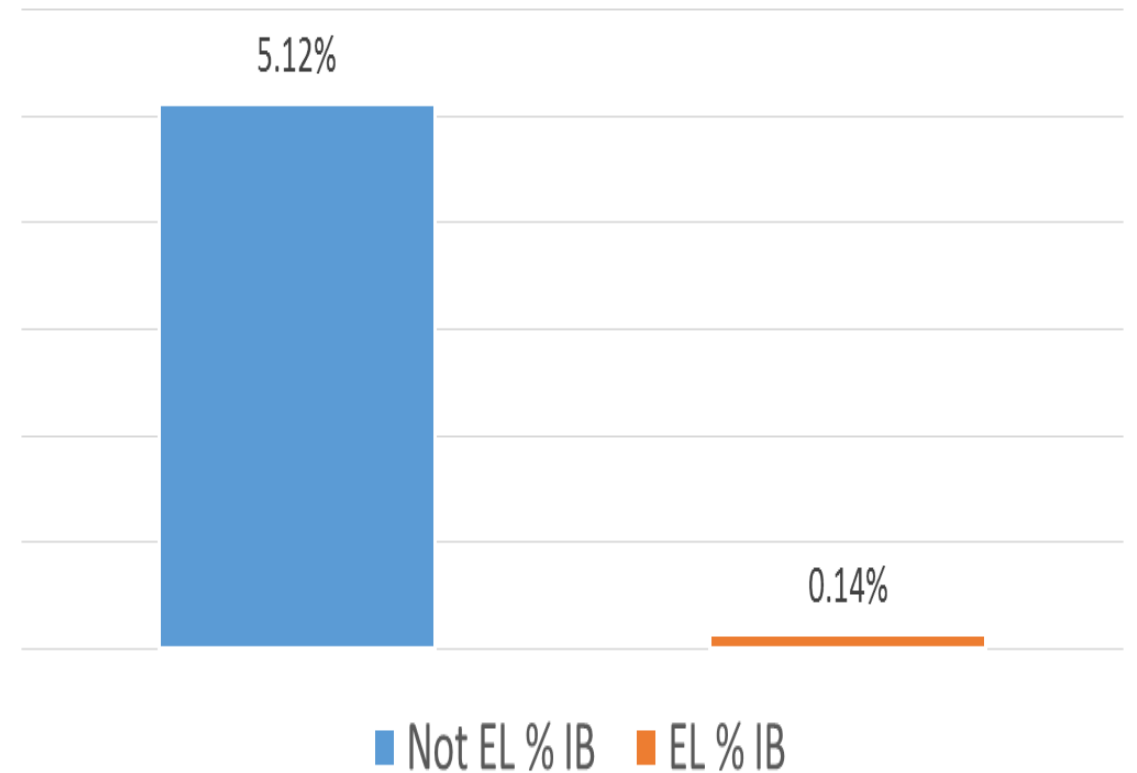
*Data from eSchoolPlus course enrollments SY16*



**AP Enrollment SY16**  
**(1,264 = 16.05% of Total High School Enrollment)**

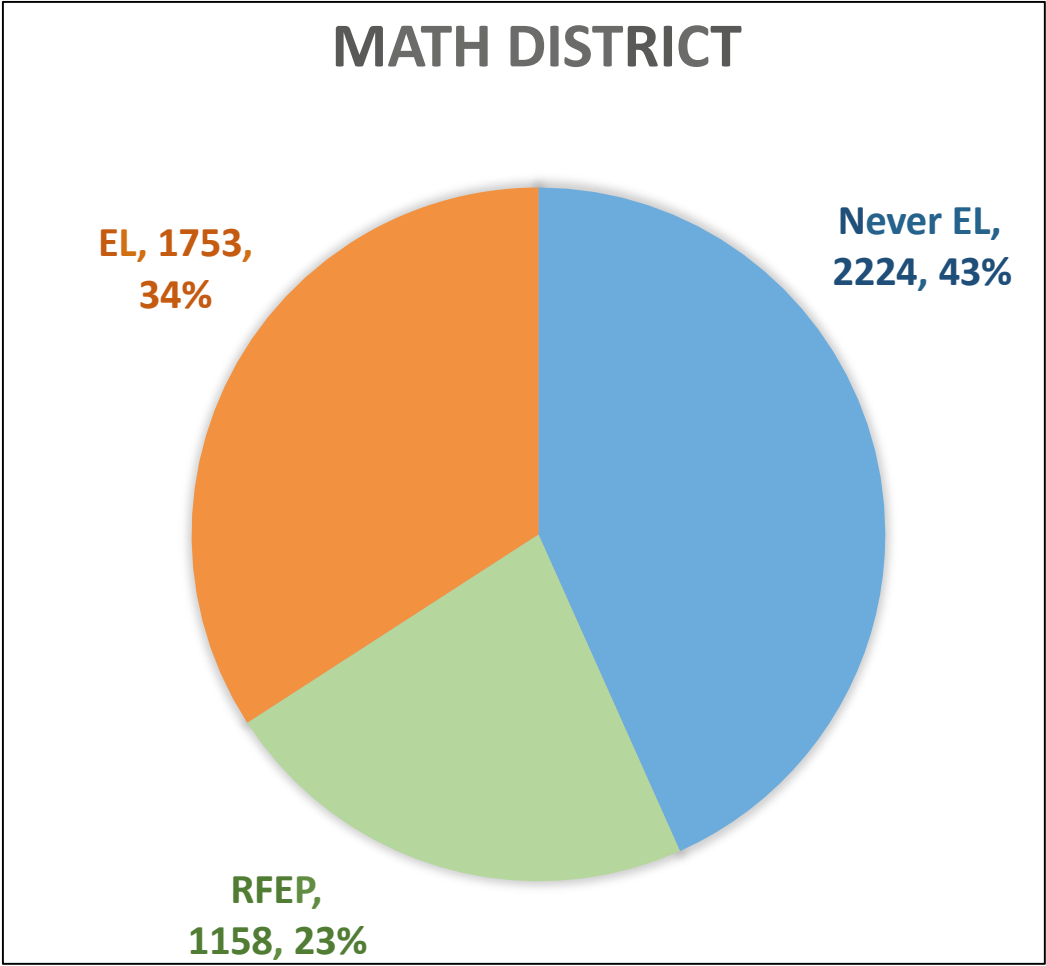
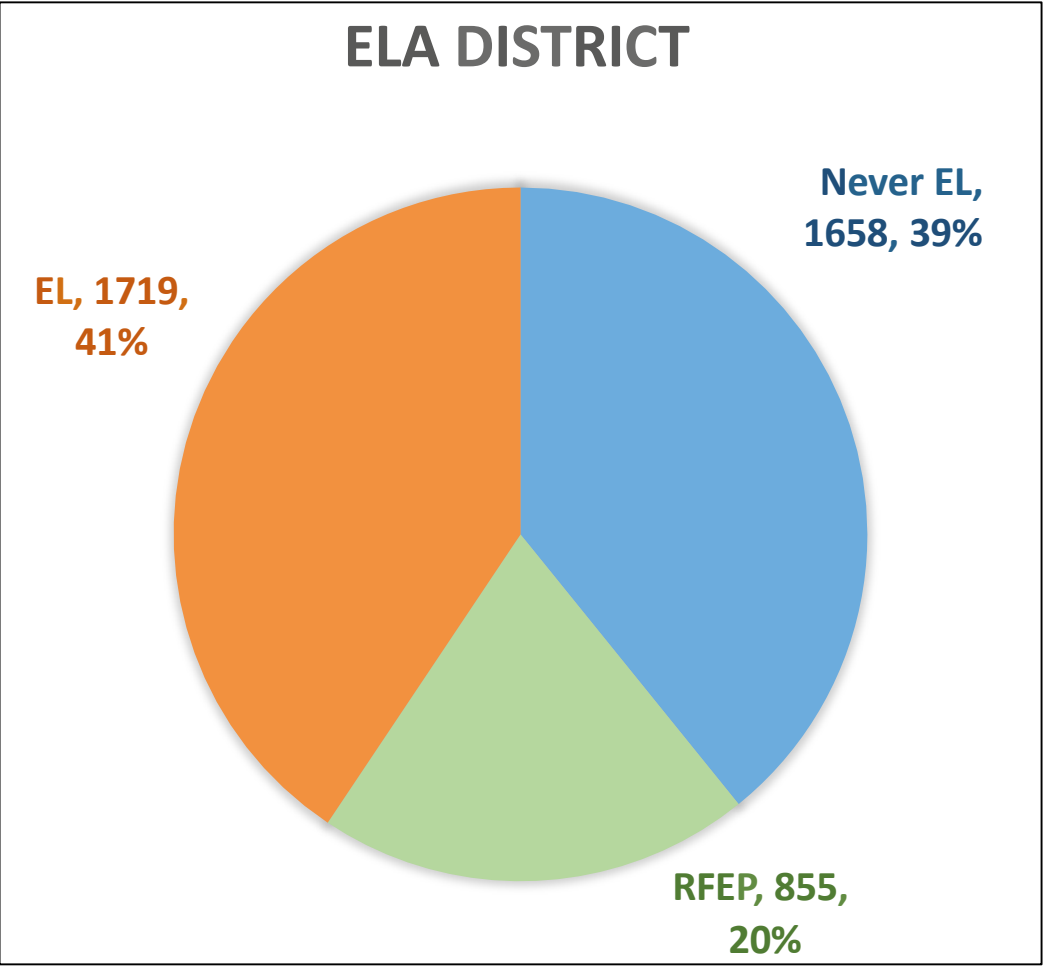


**IB Enrollment SY16 (414 = 5.26% of Total Enrollment)**



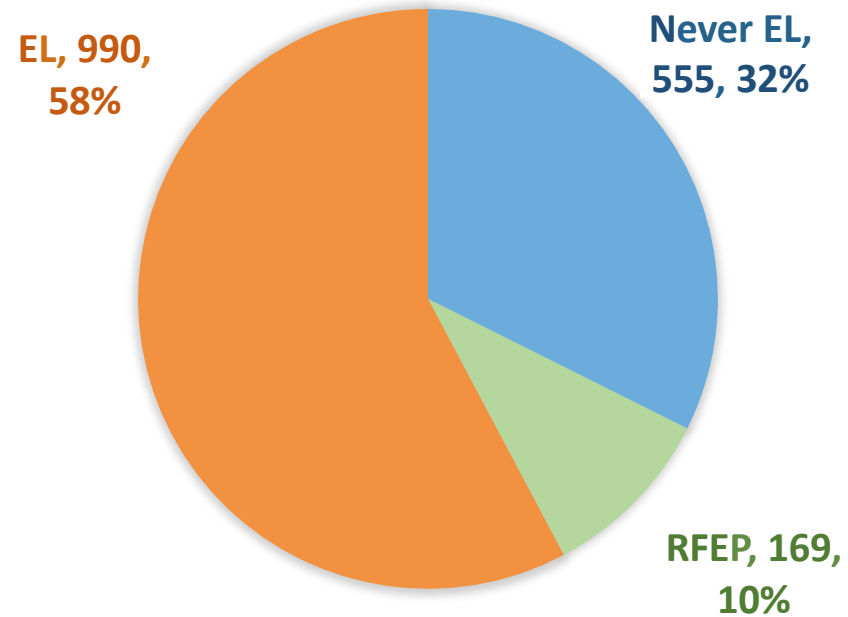


# SBAC Test Takers Achieving Not Met and Nearly Met

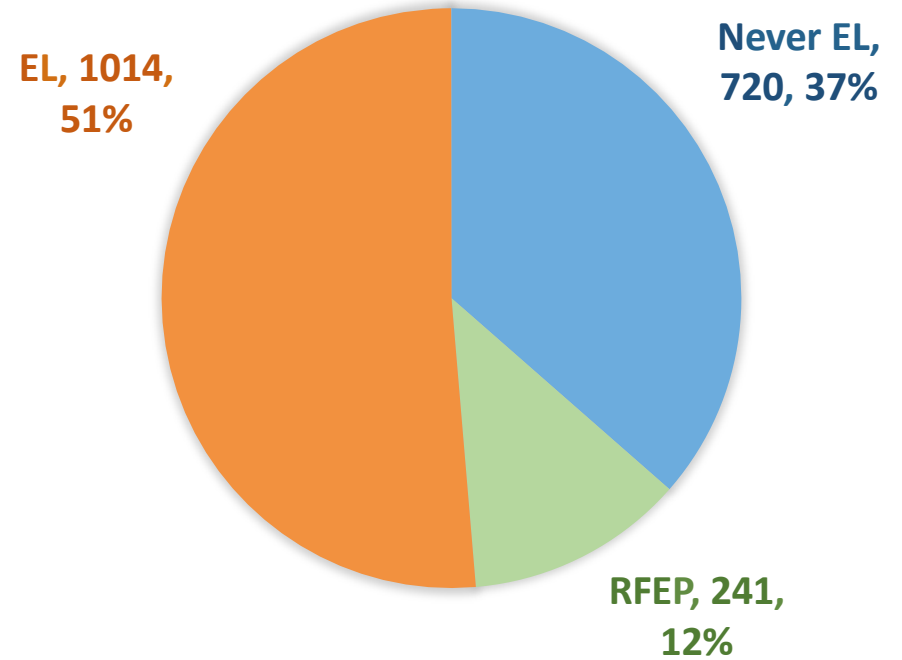


# SBAC Test Takers Achieving Not Met and Nearly Met

## ELA ELEMENTARY INCLUDING CHARTERS

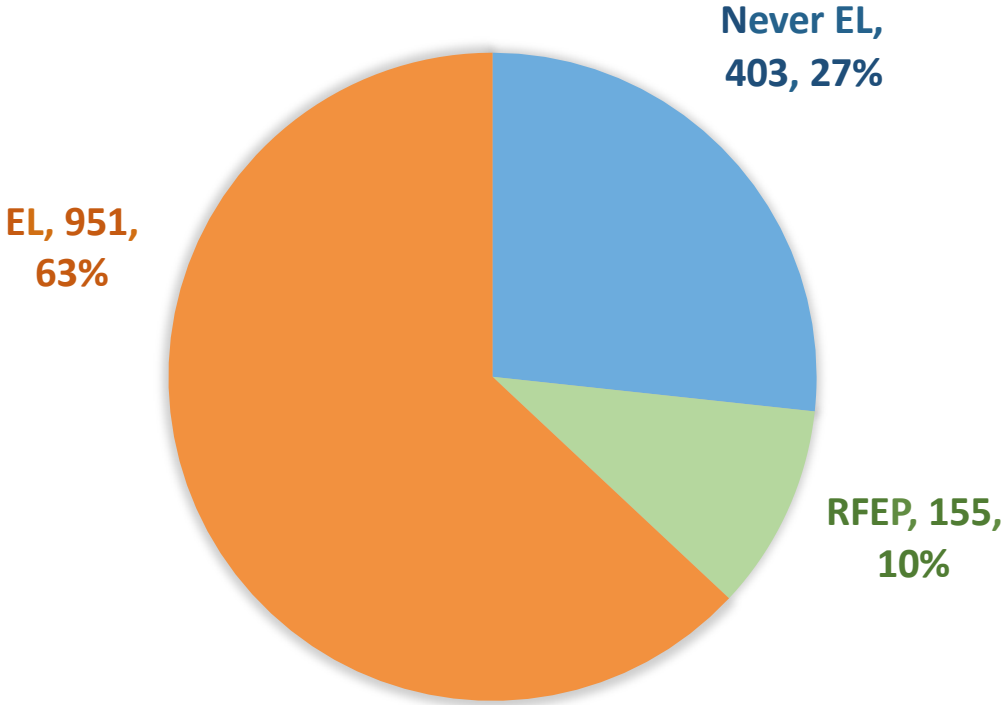


## MATH ELEMENTARY INCLUDING CHARTERS

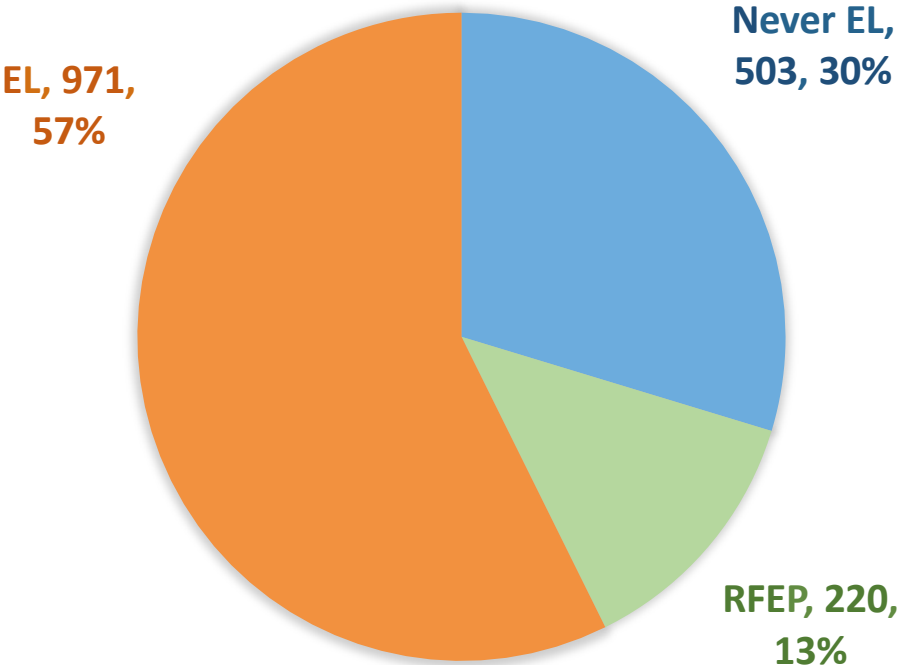


# SBAC Test Takers Achieving Not Met and Nearly Met

## ELA ELEMENTARY SCHOOLS

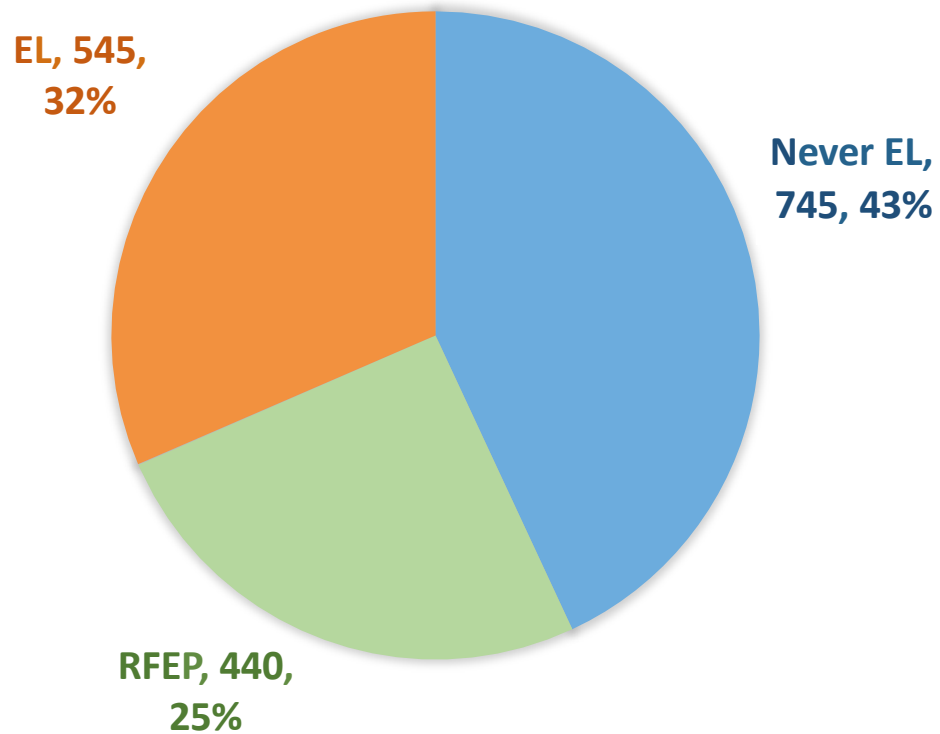


## MATH ELEMENTARY SCHOOLS

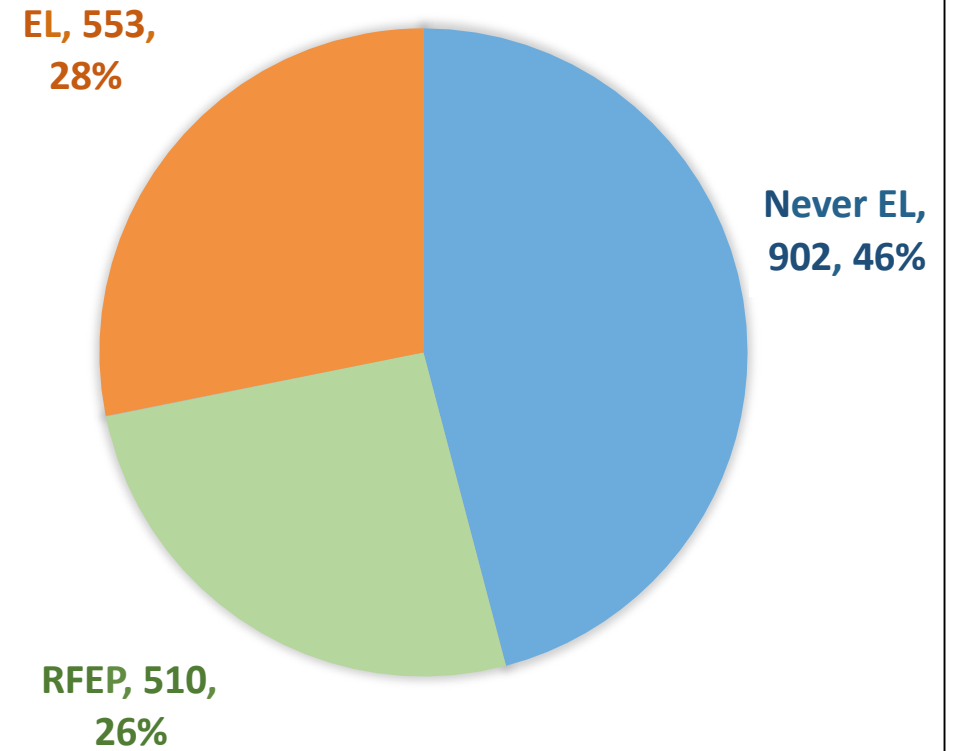


# SBAC Test Takers Achieving Not Met and Nearly Met

## ELA MIDDLE SCHOOLS

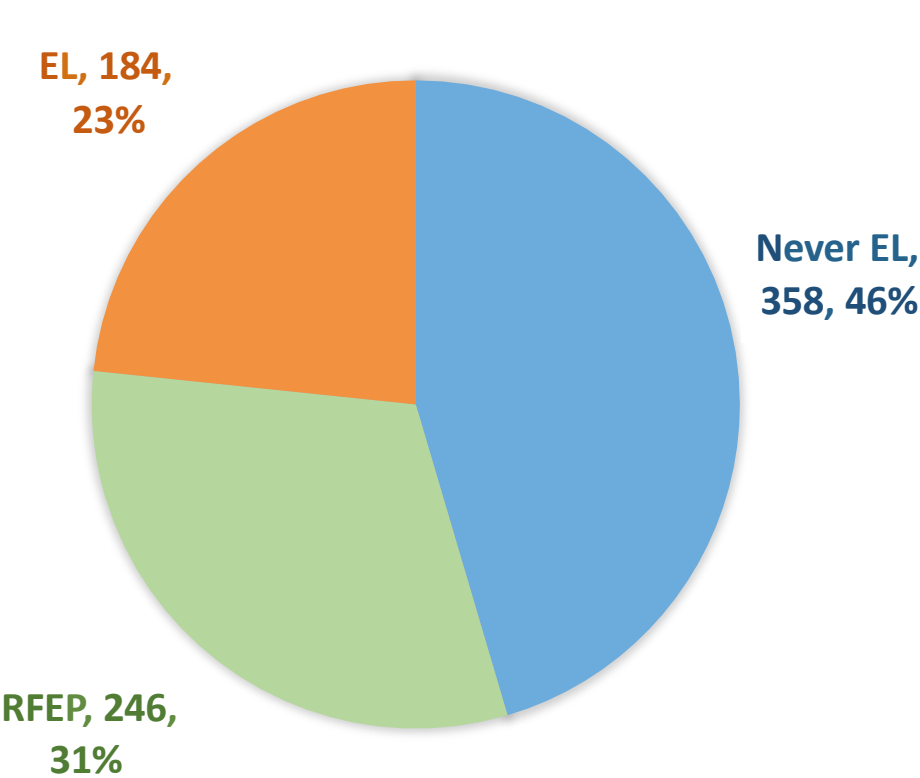


## MATH MIDDLE SCHOOLS

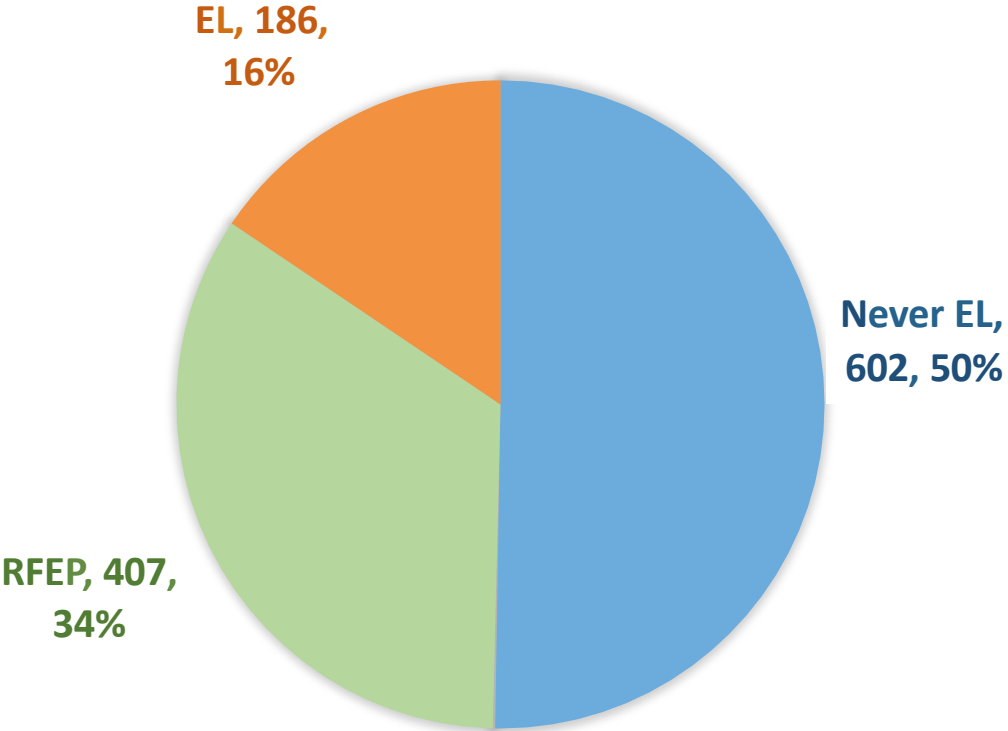


# SBAC Test Takers Achieving Not Met and Nearly Met

ELA HIGH SCHOOLS



MATH HIGH SCHOOLS



# EL Master Plan

Chapter 1: Identification, Assessment, Parent Notification, Program Placement, and Transfers

Chapter 2: Instructional Programs and Models

Chapter 3: Providing a Quality Core Program for Opted Out English Learners

Chapter 4: Monitoring Student Progress and Reclassification

Chapter 5: Parent and Community Engagement

Chapter 6: Program Evaluation, Accountability, and Support

Chapter 7: Staffing and Professional Development

Chapter 8: Funding





