

## SRCS' EL Master Plan Executive Summary

As the largest and most populous district in Sonoma County, Santa Rosa City Schools (SRCS) is made up of an Elementary District and a Secondary District that together serves over 16,000 students. At the elementary level, 47% of the 5,315 students are identified as English Learners (EL), while at the secondary level, 16% of the 11,263 students are EL (based on 2016-17 demographic data). Although Spanish is the primary language of the vast majority of our EL students, SRCS serves EL students that speak many other languages (approximately 38 other languages).

The U.S. Department of Education (ED), the U.S. Department of Justice (DOJ) and the Office of Civil Rights (OCR) remind states, school districts, and schools of their obligations under federal law to ensure that English Learners have equal access to a high-quality education and the opportunity to achieve their full academic potential. Collaboratively, they created the following resources which have been used extensively as guides in the creation of Santa Rosa City Schools' English Learner Master Plan: ***English Learner Toolkit for State and Local Education Agencies*** (SEAs and LEAs), the ***Newcomer Toolkit***, and the ***Dear Colleague Letter***.

The SRCS EL Master Plan also embraces the important changes in the teaching of content knowledge and language development called for in the 2014 California ELA/ELD Framework. While SRCS Board Policy regarding ELs sets the direction for EL services, the EL Master Plan clarifies how the policy will be enacted.

SRCS recognizes that ELs have a double curricular load—they shall become proficient in academic English, and they shall master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. ELs shall receive excellent first teaching in the core content and shall be provided services above core instruction to ensure that their linguistic and academic needs are met.

We fully embrace the *Lau v. Nichols* (1974) Supreme Court decision that states:

*“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.”*

The SRCS EL Master Plan describes how Santa Rosa City Schools identifies, serves and supports English Learners to ensure access to the core curriculum and acquisition of the English language. The following is a summary of each chapter:

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

Our procedures for determining whether students are ELs are outlined in this chapter. The purpose of this chapter is to ensure consistency in our practices and processes and to ensure we adhere to required timelines.

## **Chapter 2: Instructional Programs and Placement**

We have a new baseline program for all ELs called the English Language Acceleration Program (ELAP), with the following expectations:

- Any teacher with an EL in their classroom shall be able to provide relevant content-embedded language learning during core instruction to ELs, called “Integrated ELD” in the State’s ELA/ELD Framework.
- All ELs shall be provided a minimum 30 minutes daily of “Designated ELD,” which is focused language study that matches the student’s proficiency level as identified by either the CELDT and/or the ELPAC, the new English Language Proficiency Assessment of California.
- ELAP includes and exceeds the language and content learning support for ELs included in the current Structured English Immersion SEI) or English Language Mainstream (ELM).
- ELAP extends the powerful language and content development to English-Only and other students present in classrooms where it is provided.
- All other instructional programs (e.g., Dual Language Programs, Special Education, Accelerated Learning Program) include the robust language development and content learning of the ELAP program, but with specific additions and changes.

## **Ch.3: Providing a Quality Core Program for Opted Out English Learners**

Parents have the right to opt their child out of EL services. School or district personnel may not recommend that a parent opts a child out of EL programs or services for any reason. An opted out student retains his/her EL status and will continue to be tested with the state’s English Language Assessment of California (ELPAC) until reclassified. The student’s academic progress and language proficiency are monitored regularly. An annual meeting must be held to reevaluate the parent’s decision to opt out, always giving them the opportunity to opt their child back into EL services if more language support is needed.

## **Ch. 4: Monitoring Student Progress and Reclassification**

This chapter includes the Guiding Principles from the California Department of Education’s English Language Arts/English Language Development Framework, which guide the work of EL Master Plan. In addition, Minimum Progress Expectations are

outlined as well as a Multi-Tiered Support System for students not meeting those minimum progress expectations. This chapter describes the work of the newly formed Language Acceleration Review Committee (LARC). This site-based team will be responsible for monitoring EL student progress as well as the progress of those students reclassified as English Proficient within the last two years. Students who need additional support will be provided an action plan to provide whatever is needed. This chapter also explains the reclassification process for those students who meet SRCS' Reclassification Criteria.

### **Ch. 5: Parent and Community Engagement**

The shift to the Local Control Funding Formula and related regulations has impacted the way SRCS includes EL families in the governance of schools and the District. Overall, the new structures call for stronger integration of EL families than previously. This chapter describes the various ways through which families and the school community can be more involved in the SRCS EL program.

### **Ch. 6: Program Evaluation, Accountability, and Support**

The SRCS EL Master Plan supports evaluation and accountability applying the same standards that the Office of Civil Rights (OCR) and the Department of Justice (DOJ) apply when evaluating whether EL services and programs meet civil rights requirements:

1. Is the program based on an educational theory recognized as sound by some expert in the field or considered a legitimate experimental strategy?
2. Are the programs and practices (including resources and personnel) reasonably calculated to implement this theory effectively?
3. Does the EL program succeed in producing results indicating that students' language barriers are being overcome and there is parity of participation in the standard instructional program within a reasonable period of time?

To monitor the EL Master Plan's effectiveness and to modify the plan as necessary, the district will form an oversight committee, the Achieving Language Acquisition and Academic Success (ALAAS) Council made up of a team of teachers, counselors, counselors, Family Engagement Facilitators, classified staff, parents, and administrators.

### **Ch. 7: Staffing and Professional Development**

Recruiting, developing, and retaining excellent educators is essential in order to ensure that SRCS provides English Learners with equity and access to an excellent education, ensuring that all ELs achieve at high levels in one or more languages and graduate college and career ready.

Santa Rosa City Schools is committed to providing focused, effective, and research-based staff development to all administrators, teachers, and staff. This coordinated staff development will prepare and empower educators with the instructional skills, leadership skills, and cultural proficiency required to work effectively with our English Learners.

### **Ch.8: Funding**

The Master Plan for English Learners will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to:

1. SRCS Board Policies
2. SRCS LCAP Goals
3. Title I, Title II, and Title III Plans
4. Single Plans for Student Achievement
5. Federal Program Monitoring (FPM) corrective actions
6. Other relevant federal, state, and local directives

The Master Plan for English Learners is a guide to assist all schools in providing every identified student an instructional program that includes daily English Language Development, both Integrated and Designated, access to the core curriculum, and promotion of multicultural proficiency. The Master Plan for English Learners demonstrates a collaborative effort among all departments to effectively serve these students. It also demonstrates our commitment to collaborate with all members of our extended learning community: employees, parents, students, and community partners because together we can devise compelling and powerful programs for our English Learners.

.