

Master Plan for English Learners



Central Union School District
Lemoore, CA

Approved by the

Central Union School District Board of Trustees

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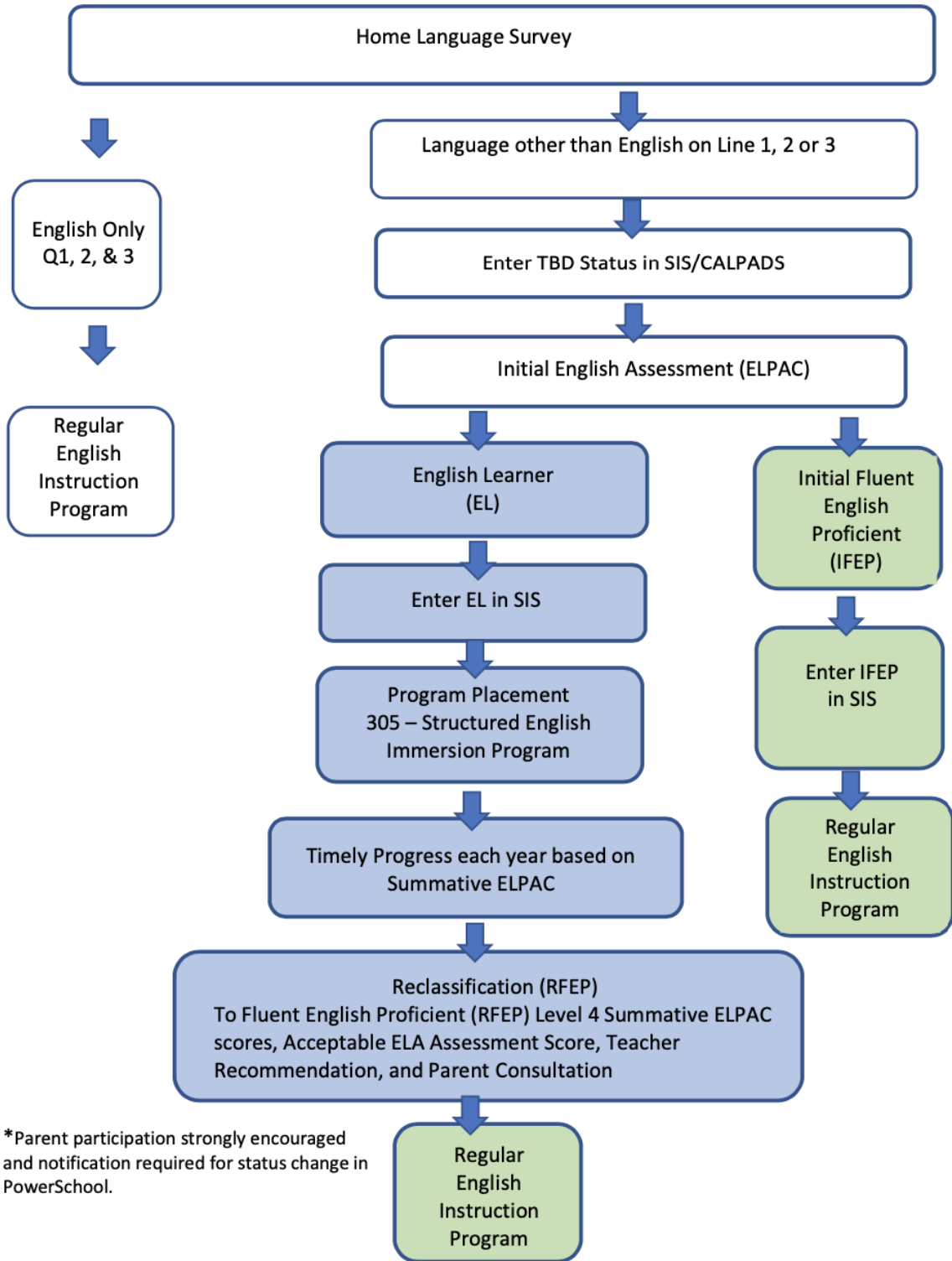
The Central Union Elementary School District Master Plan for English Learners was developed through the dedicated effort and collaboration of the EL Master Plan Committee and District English Learner Advisory Committee.

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

English Learner Flow Chart Identification to Reclassification



*Parent participation strongly encouraged and notification required for status change in PowerSchool.

Home Language Survey

At the time of enrollment, California public schools are required to determine the language(s) spoken at home by each student (California Education Code 52164, et al.). In order to gather this information, all parents/legal guardians are required to complete, sign, and date a [Home Language Survey \(HLS\)](#) for each of their school-aged children when they enroll them in a California public school district for the first time. The HLS is used to determine the primary language (questions 1-3) of the student. The fourth question of the HLS indicates the primary language the adults speak in the home (home language). It provides information for schools to consider when sending home written or oral communications in that language. The HLS and is kept on file for each student in the student's cumulative folder and/or the electronic student data system. The HLS is available in English and Spanish.

If any of the first three responses on the HLS indicate a language other than English, the student is eligible for initial assessment. The parent/guardian is notified in writing prior to administration. The student is assessed with the English Language Proficiency Assessment for California (ELPAC) Initial Assessment (IA) and the parent/guardian is provided written notification of results within 30 calendar days of the first day of California enrollment.

For students who are transferring from another California school district, the first HLS completed by the parent at the time of initial enrollment in a California school district will be the valid one. The student's English Language Acquisition Status (ELAS) information is available in the California Longitudinal Pupil Achievement Data System (CALPADS) and is provided to the site administrator by Educational Services. CALPADS is checked for all new enrollees prior to completion of a HLS.

English Language Proficiency Assessment of California (ELPAC)

The State-approved instruments used for language assessment are the ELPAC Initial Assessment (IA) and ELPAC Summative Assessment (SA). As of July 2020, ELPAC IA and SA are computer-based assessments. The writing portion for K-2 remains a paper-pencil assessment. (See Parent Guides to Understanding [Initial ELPAC](#) or [Summative ELPAC](#))

Both assessments include questions about Listening, Speaking, Reading, and Writing. For Kindergarten and Grade 1, the entire assessment is administered individually, one-on-one. Grade 2 writing may be given in small groups, while all other portions are administered individually. In grades 3-8, the listening, reading, and writing portions of the test are administered as group tests, but speaking is administered individually.

ELPAC IA is a screener and will determine whether the student will be classified as Initial Fluent English Proficient (IFEP) or as English Learner (EL). The ELPAC IA will only be given to the student one time for initial classification.

ELPAC SA measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school. It is given each spring to students who have been identified as English Learners. Parents and students have access to view and take ELPAC Practice test at <https://www.elpac.org/resources/online-practice-and-training-test/>.

The assessment may only be administered by District-qualified and trained test examiners who report to the Site ELPAC Administrator. Site administrators are supported by and report any concerns to the District's ELPAC Coordinator.

The initial and summative assessments contain Universal Tools, Designated Supports, and Accommodations. Embedded resources are those that are part of the online test administration system. Non-embedded resources are provided outside of the system. Universal Tools are available to all students. Designated supports are available for use by any student for whom the need has been indicated by a team of educators working with the parent/guardian and student (when appropriate) through the Student Student Team (SST) process. Accommodations are available only to students receiving special education services or covered under Section 504 Plans. All accessibility resources are listed and described in the CDE [California Assessment Accessibility Resource Matrix](#).

Students Receiving Special Education Services or Covered Under Section 504 Plans

Students receiving special education services or covered under Section 504 Plans participate in the assessment process to the extent described in their Individual Education Plan (IEP) or a 504 plan. The California Assessment Accessibility Resources Matrix displays the universal tools, designated supports, and accommodations allowed as part of the ELPAC. The appropriate use of universal tools, designated supports, and accommodations on the ELPAC test is restricted to only those identified in this document.

Parent Notification

Parents of students who are candidates for ELPAC Initial Assessment (IA) will receive the following parent/guardian notifications within 30 calendar days:

- Initial ELPAC parent notification of testing and based on their classification one of the following:
- Notification for Initial Fluent English Proficient (IFEP) and IA results - not qualifying for EL Services.
- Notification for English Language Learner (ELL) and IA results - qualifying for EL Services

Parents of English Language Learners receive the following parent/guardian notifications:

Annual Notification Identified ELs will receive the parent/guardian notification of EL Services continuation after their ELPAC SA results are received from the State. Finally, student candidates that meet State Reclassification Criteria will receive the parent/guardian notification indicating they will exit the program.

The following are the parent/guardian notification letters:

- Initial ELPAC parent notification of testing
- Notification of Not-Qualifying for EL Services for Initial Fluent English Proficient (IFEP)
- Notification of Qualifying EL Program Placement for students identified as English Learners (EL)
- Notification of English Language Program Continuation for active ELs who have not yet reached proficiency in English
- Notification of English Language Program Exit for candidates who met State reclassification requirements

Instructional Setting and Placement

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents/guardians of 30 students or more per school or the parents/guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]; *EC* Section 310[a]).

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062).

Although schools have an obligation to serve all EL students, parents/guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. Contact the District Curriculum Coordinator for English Language Learners for questions. If parents/guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Language Acquisition Programs Offered

LEAs (*Local Educational Agencies - Districts*) are required to offer, at a minimum, a Structured English Immersion program option (*EC* Section 305[a][2]). CUSD offers the following language acquisition programs:

Structured English Immersion Program: A language acquisition program for EL students in which all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Chapter 2: Instructional Programs

Instructional Setting and Placement Notification

In the first 30 calendar days after a child enrolls for the first time in a California school, the Initial ELPAC will be administered when appropriate, based on the Home Language Survey (HLS). At initial enrollment and after Initial ELPAC has been administered and locally scored, parents will be notified in writing of instructional setting and placement and the student's classification status. Students will be classified as either Initial Fluent English Proficient (IFEP) or English Learner (EL). If the student is identified as an English Learner, s/he will be enrolled in the English Learner Program with all classroom instruction in English. For students in Special Education, the Individual Education Program (IEP) team determines the placement of each Special Education student with the understanding that English Language Development (ELD) is part of the student's instructional program.

Instructional Settings

Structured English Immersion (SEI) classes:

The goal of this program is the acquisition of English language skills so that EL students can succeed at levels consistent with their native English speaking peers. All instruction in an SEI program is in English. Teachers have specialized training in meeting the needs of EL students.

Program Requirements:

- Parents must be notified of the instructional setting and placement of their child in SEI.
- Core instruction in language arts, math, science, and social science is taught in English using District-adopted materials. Instruction includes Integrated ELD approaches and strategies at the student's English acquisition level. Primary language support may be provided, if available, in order to support comprehension of core content.
- All EL students receive Designated ELD instruction targeting their English language proficiency level focused on ELD standards in the domains of listening, speaking, reading, and writing. Instruction is provided using District-adopted curriculum or approved supplemental materials that emphasize the ELD Standards.

Staffing:

- All teachers must be appropriately certified. State certification requirements are monitored by the Human Resources Department working with staff to ensure current requirements are met.

Materials:

- District-adopted Designated ELD materials are Wonders (TK to 5) and Collections (6-8).
- Supplemental ELD Standard-based materials must be approved by the Educational Services Department.
- District adopted materials to be used for all core subjects.

Comprehensive English Language Development (ELD)

The 2012 State-adopted ELD Standards established an ELA/ELD framework for teachers to follow as they facilitate students' English language development necessary to meet grade-level standards in English language arts and content areas. The standards describe what students should know and be able to do at each level of English proficiency. By the time students are ready for reclassification, they are expected to meet the same rigorous grade-level standards as their average native English-speaking peers, with light scaffolding support. English Language Development is a part of each English learner's instructional day. Each day includes protected time for Designated ELD and is geared toward each student's language proficiency level. Teachers may combine or divide students into groups within their classrooms or with other teachers in order to best address the language proficiency needs of students. Integrated ELD is also provided to support EL students' access to core content.

This focused Designated ELD time occurs as a daily segment of the instructional day to students at all proficiency levels. The curriculum is based on the California English Language Development Standards, and the following instructional materials: Wonders (TK-5) and Collections (6-8).

In order to determine students' annual progress in English, each English Learner is assessed annually with the Computer-based Summative ELPAC (ELPAC SA). Additional assessments include, but are not limited to, the following: ELD curriculum, District Interim Assessments in ELA and Math, iReady Reading & Math Assessments, and teacher formative assessments. English Language Development progress is communicated on report cards every trimester for each English Learner.

Access to Core Content Instruction

All students must have access to their grade-level core curriculum. Instructional programs for ELs are designed to promote the acquisition of high levels of English language proficiency, as well as to provide access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through:

- Designated and Integrated ELD Instruction

- Integration of Academic Language Development across all content areas
- Scaffolding approaches to provide light, moderate, and substantial support
- Research-based instructional strategies
- Systematic Language Approach across the English Proficiency Levels
- Primary language support (when available as needed)

Academic instruction through English is scaffolded to meet students' levels of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum. Students are expected to master the ELD standards and ultimately meet grade-level standards in the core academic subject areas. EL students' progress toward meeting ELD standards and grade-level standards is determined by using multiple measures.

When students are unable to meet interim expectations in academic content, students shall be referred for academic intervention support. The intervention will directly target the identified academic need. Delivery of the intervention shall be monitored, documented, and discussed with parents. The effectiveness of the intervention will be based on student performance through ongoing formative and summative assessments. The academic interventions available at each site will vary based on available programs and resources.

English Learners in Special Education

IEP teams will ensure that each English Learner receives appropriate Designated ELD services to develop English proficiency and equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and or programs responsible for providing each instructional service.

Chapter 3: Monitoring and Reclassification

Monitoring Student Progress

Students are monitored annually based on District-adopted assessments, State-mandated assessments, and teacher evaluation. The assessments are administered to determine English language proficiency and evaluate students' academic performance. Assessment results are maintained in electronic form in the District's Data Systems, the student's EL file, and the student cumulative folder (CUM). Curriculum-based assessments in ELD, English Language Arts, and Math will be given when appropriate within the trimester or term.

State-mandated tests are given to all students based on their current grade level requirements. The Summative English Language Proficiency Assessment for California (ELPAC) is given to all English Learner students in Transitional Kindergarten through Grade 8. The California Assessment of Student Performance and Progress (CAASPP) is given to all students in grades 3 through 8, regardless of language acquisition status. Both assessments are administered every spring. One exception is that an EL student who has been in the United States for fewer than 12 months would be exempted from the ELA portion of CAASPP. Alternative assessments may be given to students based on their Individualized Education Plans (IEPs). The California Alternate Assessment (CAA) may be administered if specified in the IEP. In addition, the Alternate English Language Proficiency Assessment for California (Alternate ELPAC) may be administered for students with severe learning disabilities if specified in the IEP.

Use of Data for Instructional Planning

Teachers use the curriculum-embedded assessments to analyze student progress on a regular basis and to plan appropriate scaffolds (light, moderate, substantial) for instruction. Teachers use formative assessments to identify areas of improvement and areas of need. Students' grades, teacher recommendations, and the results of standardized tests are used in planning strategic and intensive interventions, including, but not limited to, assigning them to appropriate instructional schedules. Students who meet or exceed grade-level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced instructional groups.

Ongoing monitoring of student progress:

- Grade level and or department teams meet to examine student data, determine short-term goals, and plan instruction accordingly. These meetings may include assignment of ELs to appropriate supplemental support.

Reclassification

Central Union Elementary District recognizes the importance of reclassification and has established criteria and processes to fully address this procedure.

California Education Code (EC) Section 313 requires that each English Learner who demonstrates English language proficiency and can participate effectively in a curriculum designed for pupils of the same age, whose native language is English, be considered for Reclassification.

Reclassification Criteria

The State Board of Education's Reclassification Guidelines serve as the foundation for the District's reclassification criteria. This drives the development of Board Policy and Administrative Regulations for English Learners (BP/AR 6174).

Readiness for Reclassification is determined through the following [criteria](#):

1. Objective assessment of the student's English language proficiency with an ELPAC overall score of a Level 4, Well Developed.
2. Core content achievement as measured by state and district assessments that show whether the student is performing at or near grade level.
 - Grades TK-2 iReady Overall Reading on grade level
 - Grades 3-8 CAASPP ELA Overall proficiency level in the upper half of the Nearing Standard band.
3. Teacher evaluation of the student's classroom performance
4. Parent consultation and opinion

Reclassification Process

Reclassification is the culmination of the student's participation in the program for English Learners. Reclassifications of K-2 students based on current Summative ELPAC scores are conducted following administrations of iReady Reading. Reclassifications of 3rd - 8th grade students are regularly conducted after Summative ELPAC and CAASPP scores are received. For students meeting RFEP Criteria 1 and 2, the teachers then complete the Teacher Evaluation of Academic Performance and evaluate the student's performance in order to make a recommendation to reclassify the candidate. Consultation with the student's parents will be done by at least one of the following: 1) personal conference or 2) by telephone.

A certificated teacher, site administrator, and parent must review and sign the [Reclassification form](#). Copies of the signed documentation must be placed in the student's RFEP folder, and scanned to Educational Services.

Provisions for Special Education Students

The reclassification process used for general education students is also used for students with IEPs. "For students dually identified, their disability, as determined by the IEP team and not English Language proficiency, should not preclude them from meeting the district reclassification requirements." *California Department of Education ELPAC Information Guide*.

- The IEP Case manager gathers and reviews the student's performance data
- The IEP case manager consults with the district EL Administrator
- The IEP team, with an EL Administrator in attendance, reviews the student's data including the student's identifying information, recent test scores, disability and the impact of that disability has had on the student's English language acquisition.
- The IEP team compares the student's assessment of English language proficiency and performance in basic skills to the reclassification criteria using the Reclassification form, ELPAC Information Guide, and California Practitioner's Guide for Educating English Learners with Disabilities.
- The IEP team determines the student's failure to meet the criteria is primarily due to the student's disability and not due to a lack of English proficiency.
- The IEP team determines if Reclassification is appropriate. If so, the team recommends the student for reclassification.

Monitoring of Reclassified Students

Local Education Agencies (LEA) are required to progress-monitor students for a minimum period of four years following reclassification. The site administration, teachers, and the English Learner Coordinator supervise the process of monitoring of reclassified students.

School staff will use the State and or District assessment results, report card grades, and teacher input to monitor the progress of Reclassified Fluent English Proficient (RFEP) students. Students are monitored each trimester. All core teachers give feedback about student progress in class and indicate whether the student is in need of further intervention.

There will be a follow-up meeting with parents/guardians and students, if appropriate, who need additional support to determine their progress towards English Proficiency, meeting grade-level standards, and/or graduation. Appropriate interventions will be determined as needed. This [monitoring of RFEP students](#) is recorded and filed in each RFEP folder.

CHAPTER 4: Staffing and Professional Development

Teacher Equity

Under the management of the Human Resources department, the Central Union Elementary School District takes an active role in the staffing of authorized personnel for all English Learner programs and makes it a priority to hire credentialed teachers, when possible.

- Teachers providing instruction to English Learners shall be authorized to provide appropriate core content and language instruction
- Teachers providing instruction in ELD shall possess the appropriate authorization to provide language instruction during this designated time

The Central Union Elementary School District does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, gender identity, mental or physical disability, sex orientation, or any other basis protected by federal, state or local law, ordinance or regulation, in its educational program(s) or employment. No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made.

Professional Development

The Educational Services Department and site administration work jointly to provide ongoing professional learning opportunities for all teachers and support staff working with ELs. Due to the unique needs of each site these are differentiated as needed. The goals of these trainings are to help educators acquire and strengthen specific skills needed to work with ELs, to deliver comprehensible core content instruction, to meet District curriculum expectations, to follow District processes, and to provide services for ELs.

Staff development opportunities include, but are not limited to, the following:

- English language acquisition conceptual knowledge
- ELD Standards in tandem with the Common Core State Standards
- Designated & Integrated ELD
- Differentiated Instruction (including light, moderate, and substantial scaffolding)
- Academic language development
- ELD scaffolds, strategies, and techniques

Staff development opportunities occur throughout the school year. They focus on the District goals and key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards, and assessment. These opportunities are provided through on-site training, District in-services, educational conferences, and site staff meetings.

Monitoring of Professional Development and Support

Participant training attendance is monitored through sign-in forms collected and filed at each school site or District Office. Site training attendance is kept on file at each school site and reported to Educational Services by corresponding administrators.

CHAPTER 5: Family and Community Engagement

Parent and Family Engagement is integral to student success. Through family engagement, Central Union Elementary School District (CUESD) strives to make every family feel part of our academic community. Every EL student is offered the opportunity to acquire the English language as rapidly as possible and the support to thrive academically. Research shows that the more families are engaged in their child's education, the more the child will flourish academically and socially.

Our goal is that parents of English Learners at all schools in the district will participate meaningfully in the education of their children. Parent engagement activities are developed at each school to meet the unique needs of the families they serve. Parent advisory committees are one way that we invite parents to be an educated, active part in their child's education.

Sites provide staff development to all school staff on how to work with parents, including communication skills, respect, and sensitivity to cultural backgrounds, needs, and concerns. Schools encourage parents to volunteer if possible and provide information on how they can effectively participate in the school.

Interpretation and translation services are made available as needed to support parent/family engagement (examples: Parent Teacher Conferences, advisory committee meetings, Student Success Team Meetings, ...)

The following will define the goals of CUESD committees and the Ed. Code and Regulations to which we adhere.

EL Parent Advisory Committees Goals, Policy, Procedures, and Ed. Code

The goals of the Parent Advisory Committees are to promote positive collaboration between parents, schools, and the District. Through such committees, Central Union Elementary School District:

- Includes parents and community members in the decision-making, planning, and evaluation of programs for ELs
- Develops a working partnership between parents and the schools to provide equal education access for all students
- Promotes open communication with parents, community members, and the District

Central Union Elementary School District provides training and materials in the home language of the parent members of advisory committees, pursuant to Title III and EC section 51101.1(b)(3).

English Learner Advisory Committee (ELAC)

Pursuant to California Education Code, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a), California Code of Regulations, Title 5, Section 11308 (b), (c), and (d), 20 United States Code Section 6312 (g)(4) each school with 21 or more ELs must establish a school-level English Language Advisory Committee (ELAC). Parents/Guardians of ELs elect parent members to the school committee. All parents of ELs will be provided the opportunity to vote for committee members. Parents of ELs not employed by the District must constitute a majority of the committee. Each school-level advisory committee shall elect at least one representative to the District English Learner Advisory Committee (DELAC).

The site ELAC committee advises the principal and School Site Council (SSC) on development of the School Plan for Student Achievement, which impacts education services for ELs. Pursuant to the above Ed. Code, the ELAC must certify that it has provided guidance to the SSC regarding the Single Plan prior to its formal approval. A minimum of four meetings are required in a school year. The purpose of ELAC meetings is to inform parents in order to assist them in understanding the school system and its programs.

ELAC meeting topics include but are not limited to the following:

- 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 School Plan for Student Achievement.
- 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).
- Results of the ELPAC and other data

District English Learner Advisory Committee (DELAC)

Pursuant to California Education Code, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a), California Code of Regulations, Title 5, sections 11308 (b) and (d), and 20 United States Code Section 6312 (g)(4) Central Union Elementary School District, having more than 51 ELs, must establish a District English Learner Advisory Committee (DELAC). The minimum required meetings in a school year is four. Parents and or guardians of ELs who are not employed by the District shall constitute a majority of the committee. The percentage of parents of ELs on the DELAC must be at least the same as that of ELs in the District. Each school ELAC shall have the opportunity to elect at least one parent member to the District English Learner Advisory Committee.

Responsibilities of DELAC

Advise the local school board on the following:

- Development of a District Master Plan for Education Programs and Services for English Learners. The District Master Plan will take into consideration the school site plans.
- Conducting a district-wide needs assessment on a school-by-school basis.
- Establishment of district programs, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents/guardians.
- If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

The District/school administration shall:

- Notify parents/guardians of all ELs of the opportunity to elect ELAC members and or participate as a member
- Establish a functioning ELAC/DELAC
- Plan and provide training in consultation with ELAC/DELAC members
- Publicly announce ELAC/DELAC meetings at least 72 hours in advance with agenda Posted.

CHAPTER 6: Funding

Local Control Funding Formula (LCFF)/Supplemental Funds

The District provides base general funds that support highly qualified first instruction for all students. For English Learners, additional supplemental funds are used to focus on the District goals of increasing language acquisition and academic achievement. In addition, resources are available to provide each English Learner with learning opportunities in an appropriate program, including ELD and core curriculum.

The additional District support focused on the English Learners may include, but is not limited to:

- Staff Professional Learning for instructing ELs
- Supplementary materials for ELs
- District English Learner Advisory Committee (DELAC)
- English Learner Advisory Committee (ELAC)
- Bilingual paraprofessionals (direct student services)
- Parent Engagement Programs
- Extended learning (before or after-school tutoring)

Federal Funds

Title III Limited English Proficient (LEP)

(English Language Acquisition, Language Enhancement, and Academic Achievement Act)

Student program funds are federal funds provided for programs and services for ELs.

The following are allowable uses of funds for supplementary language services in support of District goals for English Learner achievement:

- ELD supplemental instruction
- Evidence-based professional learning for teachers and support staff
- Parent Engagement Programs

In addition, Title III LEP student program funds may be used for:

- Upgrading program objectives and instructional strategies
- Identifying and improving curricula, materials, and assessments
- Providing tutorials for academic proficiency
- Acquiring or developing educational technology
- Providing community participation programs, including family literacy and parent outreach
- Administering programs, including any indirect costs (limited to two percent of subgrant)
- Providing instruction and instructional support services related to English language development and academic progress in the core curricula in a manner that allows ELs to meet grade level and graduation requirements
- Providing supplementary development opportunities to school staff assigned to ELs
- Supporting other related English Learner program activities

Title I Part A is a federal fund provided for supplementary programs and services for identified

students (targeted assistance) or school-wide programs (SWP). Stratford School is the only school in the district receiving Title I funds. Stratford Title I funds are appropriately used to promote the English and academic achievement of ELs through instructional support activities, intervention programs, and parent education as determined at each school site.

Categorical funds may be used to supplement general funds as follows:

- Assessment of student progress
- Opportunities for staff to review data
- ELD, academic areas, and primary language assessments
- Staff development to accomplish EL goals
- Administrators, teachers, facilitators, and paraprofessionals
- Conference registration, release time
- Primary language support
- Staff, materials, training

- Translation/interpretation support
- Supplemental instruction for EL (English Learners) students beyond core curriculum
- Specialized or targeted interventions
- Field-trips to support learning goals
- Before-and-after-school and summer programs
- Materials, staff, equipment, software
- Transportation to participate in supplemental instruction
- Parent involvement
- Training and advisory committees
- Staff, supplies, conference registration
- Childcare support and refreshments for meetings
- Translation support

Supplemental Funds **may not** be used to supplant general funds in the following

ways:

- Regular teacher or other regular staff salaries
- Staff materials, furniture, equipment, etc.
- Supplies intended for all students and not specific to EL goals
- Technology hardware and software that is already supplied/available to all students