

GOLETA UNION SCHOOL DISTRICT



MASTER PLAN FOR MULTILINGUAL LEARNERS (MLs)

DELAC Approved: April 11, 2023
Board Approved: September 13, 2023

GOLETA UNION SCHOOL DISTRICT (GUSD) MASTER PLAN FOR MULTILINGUAL LEARNERS (MLs)

Special Acknowledgment

Special thanks to our GUSD families who contributed to this plan through their participation in the Winter 2023 site needs assessments and those who served as parent and site representatives on English Language Advisory Committees (ELACs) and District Advisory English Language Committee (DELAC) providing ongoing feedback to improve our English Language Development Programs and dissemination of information to our parent communities across the district.

Tremendous thanks to our district teachers, support staff, and site leaders who continue to refine their practices to create optimal learning experiences, monitor the progress of our multilingual students and help guide them to meet reclassification criteria as English proficient students before they leave Goleta Union. Input from parents, staff, site leaders and district leaders with support of DELAC board members help and Santa Barbara County of Education consultation has helped our district develop this multiyear document to promote the success of our students in our everchanging education landscape. Special appreciation to the following people who directly contributed to this document.

District English Language Advisory Committee (DELAC)

Brandon School Elizabeth Higuera	El Camino School Ben Jarvis	Ellwood School Eryn Van Homer	Hollister School Elsa Garcia
Isla Vista Eujin Um	La Patera Guadalupe Guerrero	Isla Vista Principal Lorena Reyes	Board Member Ethan Bertrand
Board Member Rich Mayer	El Camino School Substitute Heidi Ortiz	District Translator Sylvia Sifuentes	Director Kim Bruzzese

GUSD Site Leadership

Brandon School Sheryl Miller	El Camino School Lorena Chavez	Ellwood School Ned Schoenwetter
Foothill School Felicia Roggero	Hollister School Kristina Munoz	Isla Vista School Lorena Reyes
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District Directors and Coordinators

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Santa Barbara County Education Office (SBCEO) Consultation

Director of Literacy & Language Support Dr. Carlos Pagán
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GUSD Board of Trustees

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Message from the Superintendent

The Goleta Union School District values diversity in our schools and community. GUSD strives to provide equitable resources and experiences for each child and family we serve. We work to eliminate prejudice and bias among our students and staff. With the support of dedicated educators, our students will reach high levels of achievement regardless of a child's demographics. Multi-language learners are celebrated!

We are confident in our effort to ensure that every multi-language learner demonstrates robust growth in their speaking, reading, and writing achievement. Student learning is supported by differentiated instruction of consistent, integrated, and enriched curriculum. Substantial and measurable growth of each student is supported by consistent, valid, and reliable formative and summative assessments. All multi-language learners will demonstrate proficiency and growth. This comprehensive master plan describes the specific programs and approaches that support these expectations. Finally, we value and affirm a child's identity, home language, and cultural heritage. While students master English, we expect students to hold their own primary language in high-regard.

Diana Galindo-Roybal, Ed.D.
Superintendent
Goleta Union School District

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MASTER PLAN DEVELOPMENT PROCESS

Goleta Union School District is proud to provide the 2023 Master Plan for Multilingual Learners (ML) and acknowledges that this document is not static and will continue to be revised in upcoming years as our programs and knowledge base expands.

This document was a collaborative effort beginning in the fall of 2020 incorporating different surveys, observation and assessment data, input from DELAC and ELD Committee members, site and district leaders, ELD/MTSS Teacher on Special Assignment (TOSA), Instructional Services Director and Assistant Superintendent and support from SBCEO's Literacy and Language, Curriculum and Instruction Division.

The ML Plan can be used as a quick reference guide to help school sites, parent community members, and the District, to efficiently locate the requirements and best practices around a specific area of inquiry, such as "Reclassification" or "Instructional Programs" as well as review current district data to better understand the success rates and areas of growth for our GUSD MLs.

The current version of our 2023 Master Plan reflects data from the 2022 Winter Site Parent Needs Assessment, student assessment data from the 2022 California Dashboard reflecting Spring 2022 Summative English Language Proficiency Assessments for California (ELPAC) data and California Assessment of Student Performance and Progress (CAASPP), as well as data used for ongoing progress monitoring through use of STAR360 and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Similarly, GUSD's Local Control and Accountability Plan (LCAP) seeks input from staff and educational partners throughout the year as a means to provide actions to measure our growth over time of our multilingual learners. The different parts of this document have been updated to reflect current practices for the 2022-2023 school year through input from DELAC, site and district leadership and consultation with SBCEO through site professional development learning and support of English Language Development (ELD).

Our current instructional programs continue to acknowledge the cultural and linguistic assets our students and families bring to the GUSD community as our understanding of diversity, equity and inclusion (DEI) grows and challenges us to embrace and create a sense of belonging for all of our staff and families. We strive to ensure that our school sites and district office provide climates that are safe, affirming, and inclusive as we aspire to lead intentionally by listening to our students and families in order to learn more about their assets through increased parent engagement efforts.

As part of our commitment to our diversity, equity and inclusion (DEI) efforts, Goleta Union School District acknowledges that our schools and district office are located on Indigenous land. In recognizing the traditional custodians of the land, we share recognition to educate and pay respect for the Chumash people, the history and culture of the community, and all Native

Americans as America's First Peoples. We pay respect to the Chumash Elders past, present and future for they hold the memories, the traditions, and the culture of this area, which has become a place of learning for people from all over the world.

We continue to keep in mind that our Multilingual Learners (MLs) are a diverse group and therefore there is no single profile that will work for all multilingual learners. Instruction must be responsive to different student characteristics and experiences with an emphasis on cultivating a culturally and linguistically responsive learning environment. GUSD will continue to develop and strengthen our ability to provide optimal learning opportunities that are accessible and rigorous. Additionally, as a district, we acknowledge that across GUSD we have 28 different languages spoken in the homes of our students. With this knowledge we strive to help students make connections to their home languages and support efforts to preserve and sustain their first languages, while adding English. This is important and necessary for our students to maintain positive and healthy relationships with their nuclear and extended families as well as within their communities.

We recognize the value of multilingualism and continue to add grade levels each year to our El Camino Dual Language Immersion (DLI) program, where the target language is Spanish. The program is designed to develop and nurture bilingualism and biliteracy in Spanish and English, as well as promoting a love of multiculturalism.

“Our ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a space for learning.”

Culturally Responsive Teaching and the Brain,
Zaretta Hammond, 2015

“Teachers can incorporate culturally responsive instruction by building on background knowledge and experiences gained in the home and community to promote the development of academic English, as well as to promote a positive self-image in students and respect for different cultures and languages.”

2014 ELA/ELD Framework

GOLETA UNION SCHOOL DISTRICT (GUSD) MISSION STATEMENT

The mission of GUSD is to identify and provide programs, services, and resources for the benefit of students, families, feeder and neighboring school districts, agencies, and the community at large.

GUSD Mission Statement:

The mission of GUSD is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world. We envision our efforts directly affecting our Multilingual Language Learners by reducing the disparity in levels of achievement between student demographic groups.

Vision

Powerful Instruction
Purposeful Individualization
Productive Partnerships

Positive Evidence of Student Growth

High Quality Public Education is the greatest hope for our future.
The Goleta Union School District strives to be the best example of that hope.

GUSD affirms and welcomes a diverse range of Multilingual Learner (ML) strengths, needs, and identities and strives to give our students and families a sense of belonging when they enter our schools.

POSITION STATEMENT

GUSD Multilingual Learner (ML) Position Statement:

The intent of GUSD's Master Plan for ML is to support the full implementation of educational services for Multilingual Learners (MLs) beginning in our preschool education to grade six, emphasizing diversity, equity, inclusion, and overall achievement. We believe that GUSD's main purpose is to enhance the quality of life through a commitment to high-quality education.

The purpose of Goleta Union's ML program for students enrolled is to:

1. Develop the listening, speaking, reading, writing and comprehension skills in English for those students whose primary language is other than English.
2. Enhance students' self-esteem.
3. Promote cross-cultural understanding.
4. Provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary.

This plan will operate under the four guiding principles of the California English Learner Roadmap, which are:

1. Assets oriented and needs-responsive schools
2. Intellectual quality of instruction and meaningful access
3. System conditions that support effectiveness
4. Alignment and articulation within and across systems

The Goleta Union ML Master Plan is in place to ensure a commitment from all personnel to provide the best possible educational services for Multilingual Learner (ML) students and aligned to the California EL Roadmap SBE Policy, which states:

1. The passage of the California Education for a Global Economy Initiative (CA Ed.G.E. Initiative), Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC) sections 300, 305–306, 310–311, 320, 335.
2. The implementation of the State content standards and curriculum frameworks featuring evidence-based practices and exemplary services for Multilingual Language Learners as described in the SBE adopted documents.
3. The implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP).
4. Changes to the elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

This year marks year two of GUSD's three-year LCAP Plan. The plan allocates State funds to improve educational outcomes for all students, with special emphasis on students with high needs, specifically: students learning English as an additional language (21%), students from low-income households (35%), students who are foster youth and those students who are experiencing homelessness.

Our plan currently has four goals:

Goal 1: English Language Development (ELD) - Broad Goal

Goal 2: Social-emotional, behavior – Broad Goal

Goal 3: Attendance – Focus Goal

Goal 4: English Language Arts (ELA) and Math – Maintenance of Progress Goal

As GUSD anticipates to continue with the same four goals, the next steps within the actions tied to those goals are modified and updated annually as input is provided from staff and educational partners each year and helps guide our LCAP development.

ELD Goal #1: All students learning English as an additional language (or MLs) will increase their overall English proficiency and academic achievement.

Reason Why GUSD Developed this Goal:

Although 51.3% of students learning English demonstrated progress on the ELPAC assessment, which is a level "medium" on the most recent CA Dashboard (2019), another 48.7% of students learning English as an additional language are not yet demonstrating adequate progress towards proficiency. Additionally, some students learning English are noted to have achieved a level 4 of achievement on the ELPAC, but do not yet meet the minimum reading criteria to be considered for reclassification to fully English proficient (RFEP).

LCAP Goal Actions:

1.1 Monitor Progress of Language Learners: Use of ELLevation to monitor English learner progress and grade level Professional Learning Teams (PLT).

1.2 Language Instruction: Leadership and teachers review and utilize ELPAC data to inform instructional planning for designated and integrated ELD, identify essential learning standards, strategies, assessments in ELD. Dr. Carlos Pagán with the Santa Barbara County Office of Education is supporting our six, Title I schools (Brandon, El Camino, Ellwood, Hollister, Isla Vista, and La Patera) with professional development focused on language development.

1.3 Family/Student Access to School: Ensure equitable access to school information for families through parent education workshops, translation/interpretation, and school-home communication. Further elaboration is provided in Part II.

1.4 Review and Update Master Plan for Students Learning an Additional Language: The Director of Instructional Services will work with principals, the District's English Language Advisory Committee (DELAC) and with site English Learner Advisory Committees (ELAC) to

review, update, and provide the district's Master Plan for students learning English as an additional language.

1.5 Dual Language Immersion (DLI) Program 2022-2023 will be the third year of this program, serving students in transitional kindergarten through second grade. Each subsequent year will add an additional grade level. Students will utilize the Spanish version of the curriculum and assessments adopted by GUSD, along with the SOLOM formative language assessment. Professional learning support for the DLI program will be contracted with the Santa Barbara County Office of Education (SBCEO). Efforts are in progress to increase the classroom and site libraries with Spanish language reading materials.

Seven of GUSD's nine schools include an ELD goal on their School Plan for Student Achievement (SPSA) that they monitor growth of their MLs throughout the year and approve through their school site council (SSC) and consultation with English Learner Advisory Committees(ELACs).

PART I: IDENTIFICATION OF ENGLISH PROFICIENCY

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students who have been identified as English learners. State and federal law requires districts administer a state test of ELP to eligible students in transitional kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessment for California (ELPAC) as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

1. One for the initial identification of students as Multilingual Learners (MLs).
2. One for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Initial ELPAC Assessment

The Home Language Survey (HLS) is to be completed by a parent or guardian when the student initially enrolls in a California school. If applicable, Goleta Union instructional services staff collects the HLS and assessment information from the student's previous program. The following steps are used to identify Initial ELPAC eligible students upon receipt of the HLS:

1. HLS identifies a language other than English or American Sign Language.
2. Student has not previously been tested with the English Language Proficiency Assessments of California (ELPAC)
 1. Student does not already have an English Language Acquisition Score (ELAS) of Multilingual Learner (ML), Initial Fluent English Proficient (IFEP), or Reclassified as Fluent English Proficient (RFEP) in California Longitudinal Pupil Achievement Data System (CALPADS).
 2. Student has no scores for the ELPAC in CALPADS and in the Local Scoring Tool (LST) for Initial ELPAC scores.
 3. Student's cumulative file does not contain ELPAC scores.

The Initial ELPAC is given to students in grades TK–12 whose primary language is not English to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will be eligible to take the Alternative ELPAC, as noted in their individualized education plan.

The Initial ELPAC is currently a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times is available on the ELPAC website at <http://www.ELPAC.org>

The Initial ELPAC administration window is open from July 1 through June 30.

The Initial ELPAC measures the ELP in the four domains of listening, speaking, reading, and writing; and is used to identify students as being either fluent in English (IFEP) or as a English Learner (Intermediate or Novice). It is administered only once during a student's time in the California public school system and locally scored results are a student's official score. The following definitions apply:

Initial Fluent English Proficient (IFEP)

Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Intermediate English Learner

Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of Multilingual Language Learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas.

Novice English Learner

Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Goleta Union School District's Initial ELPAC Assessment Process

Upon a student's first enrollment in Goleta Union, staff will:

1. Review the home language survey (HLS) embedded in the online enrollment process, if this is the students' first California enrollment. If the HLS indicates English as the primary/native language, the student is classified as English Only (EO) and the process stops. If the HLS indicates a language other than English as the primary/native language, the student is classified as To Be Determined (TBD) and the student must take the Initial ELPAC - if they have never taken it before.
2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered within the first 30 days of school or enrollment once the school year starts.
3. Administer the Initial ELPAC by a trained ELPAC test examiner.
4. Use the Local Scoring Tool (LST) to produce the official score.
5. Submit a classification of English Learner (EL) or Initial Fluent English Proficient (IFEP) into Synergy, the student information system (SIS) which automatically feeds CALPADS.

6. Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.
7. Conduct a classification review if requested. Notify the parent/guardian of results.

The Summative ELPAC must be administered every spring until the student is Reclassified as Fluent English Proficient (i.e., RFEP). If the student is classified as IFEP, the ELPAC administration process stops.

Goleta Union School District Summative ELPAC Assessment Process:

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as an English Learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the support they need to do well in school.

The Summative ELPAC Assessment is given only to students in grades TK–12 who have been identified as Multilingual Learners. These students will take the assessment every year until they are reclassified as Fluent English Proficient (RFEP). Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take the Alternate ELPAC as noted in their individualized education plan.

The Summative ELPAC is a Computer Based Assessment (CBA) administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grade 2, all domains are administered individually with the exception of the written test which can be administered in groups. In grades 3–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.ELPAC.org>.

The Summative ELPAC administration window is open from February 1 through May 31.

For additional information visit the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.

Summative ELPAC Level Descriptions

Level 1

MLs at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.

Level 2

MLs at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 3

MLs at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 4

MLs at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate in less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

Table 1: ELPAC Performance level Descriptors & ELD Standards Proficiency levels

ELPAC	ELD Standards
level 1	Emerging
level 2	Expanding -low
	Expanding -mid
level 3	Expanding -upper
	Bridge -low
level 4	Bridge-upper

While California’s English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging) the Summative ELPAC Assessment measures the four levels listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing and listening.

GUSD students receive ELD instruction and services based upon their Summative ELPAC Assessment proficiency level.

ML Student Folders within Student Cumulative Files

An ML folder within the student cumulative file is maintained for each ML. An ML folder is established as initial testing is completed. The purpose of the folder is to assist the teacher, parent, school, and district administrators with program placement and development, student monitoring, and reclassification in addition to access to district database resources (ELLevation, Schoolzilla, Synergy, site data team meetings and grade level PLT progress monitoring practices). The following items are placed in the ML folder within the student’s cumulative file:

- Assessment results from all Initial and Annual ELPAC assessments (when available)
- At the time of reclassification, the reclassification form will be placed in each student folder

PART II: PLACEMENT OF STUDENTS

All Goleta Union ML students will have full access to the types of high quality curriculum and instruction called for by the California State Standards for ELA/Literacy and other State Board of Education (SBE) adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade may request a language acquisition program that is designed to provide language instruction. The school shall be required to offer such a program to the extent possible. Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (LCAP).

Although schools have an obligation to serve all ML students, parents or guardians of MLs have a right to decline or opt their children out of a school's ELD program or particular ELD services within an ELD program by submitting a dated letter making this request to the school office each year. If parents or guardians opt their student out of a school's ELD program or services, the student retains their status as English learners until they are reclassified. Parents or guardians may not opt their student out of the annual Summative ELPAC.

Designated ELD

Designated English Language Development (ELD) will be provided as protected time during the regular school day for all ML students. Designated ELD is when teachers provide lessons for MLs to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. The California ELD Standards (adopted 2012) drive the instruction during the Designated ELD period, with support from the students' specific California State content standards for each of their specific topics. ELD Instruction delivered by a highly qualified teacher that focuses directly on teaching about the English language, using the four domains of reading, writing, listening, and speaking. The primary focus is explicit English instruction based on the student's current level of English proficiency. The curriculum teaches academic vocabulary needed to access grade-level content. Instruction usually takes place in English with little to no use of the student's primary language. (See Part III of this document for additional information)

Designated ELD strives to engage EL students in meaningful interactions with their peers, promoting oral academic language and high levels of engagement. Grade level groupings are arranged initially at the end of the school year after ELPAC scores are received and reviewed in the fall taking into account the students' Summative ELPAC and CAASPP scores (grades 4-6), local assessment data when appropriate and appropriate staffing considerations. Grade level teams determine which teachers will teach designated ELD and whether or not it will be rotated among teachers throughout the year. Student placement is intentional in providing students with optimal learning opportunities to interact with peers, grade level curriculum and texts to specifically expose students to learning about how English works.

Grade level rosters reflect student groupings, ELPAC proficiency levels, and which teacher is responsible for teaching which level. Rosters remain fluid as students are reclassified when criteria is met throughout the year. A sample roster can be viewed as **Appendix F**. It is the intent to reclassify each GUSD ML by the time they leave sixth grade.

Integrated ELD

All Goleta Union ML students receive Integrated ELD instruction, with the focus on their specific California State Content Standards and support from the California ELD Standards. Integrated ELD serves identified ML students in English only by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English language development instruction with subject matter instruction that focuses not only on learning English as an additional language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. (See Part III of this document for additional information)

Structured English Immersion (SEI) Program

All GUSD students have access to a structured language immersion program. Structured English Immersion students who score at less than reasonable fluency are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught English Language Development (ELD) and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

Dual Language Immersion (DLI) Program

Families interested in applying for El Camino School's DLI program are encouraged to attend a parent information night in February and March to learn more about the program and enrollment process. The school continues to add an additional grade level each year with DLI classes currently in grades TK through grade two and third grade being added in the 2023-2024 school year.

The DLI Program is a language acquisition program for MLs that provide instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have desire greater literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade once all grade levels have been established in the year 2026-2027. English only students can also submit applications to register for a spot in El Camino's DLI program.

Transfer of Students

When students transfer in or out of Goleta Union Programs:

- All relevant data regarding the student's ML assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school.
- Students newly entering the program will have the relevant assessment, academic progress, and placement information entered into the student data system.
- When the site receives the student information packet from the former school/program, the record will be reviewed by the receiving staff and/or site principal to check for any relevant data pertaining to ML status and/or services provided in the former program.

Parent Engagement: Communication and Increased Access to School

Parents receive an annual written explanation, in English and Spanish, of the district's Structured English Immersion (SEI) programs for Multilingual Learners and Dual Language Immersion (DLI) program, along with parent notifications for assessment results and notification of upcoming Initial ELPAC and Summative ELPAC administration windows.

Parents are informed annually of reclassification criteria as part of the annual notification, but are also provided information during fall parent-teacher conferences by their child's homeroom teacher. Additional information to create greater access and information to families prior to spring conferences are also shared with ML families via Friday Folders and ParentSquare.

Site ELACs also discuss reclassification among other topics and distribute information and resources to help inform parents of important test administrations, tools to help their child succeed in school, and access to staff and supports. Input regarding each site's needs assessment is sought out each fall prior to the survey going out each December. Needs Assessment are sent out both electronically via ParentSquare as well as in a hard copy form in the Friday Folder to increase participation rates. In the 2022-2023 school year, each site had a minimum 60% participation rate on the Needs Assessment. Results of the parent responses can be viewed in **Appendix C**. Results of the Needs Assessment are shared at each sites' ELAC meetings as well as at the district level.

Parent resources to help parents understand both ELPAC and Smarter Balanced Assessment (SBAC) test results are also shared throughout the year and part of DELAC's responsibility to gather feedback and input.

District interpreters and community liaisons work together with school sites to ensure adequate interpretation is made available to families who require it for parent conferences and school site parent meetings. GUSD board meeting interpretation is now available in Spanish at all meetings.

Through GUSD's DEI work, increased accessibility and interpretation efforts across the district has been a focus, particularly in the 2022-2023 school year. Current GUSD staff members who are bilingual have access to district training and a district handbook to help build capacity across school sites and increase translation and interpretation support. Similarly, important information

about upcoming meetings, school or district events, test administrations are shared through a variety of means, including ParentSquare postings, alerts, Friday Folder notifications, and direct communication from community liaisons or school staff.

PART III: INSTRUCTIONAL PROGRAMS

All ML students enrolled in GUSD programs are served in English mainstream or Structured English Immersion (SEI) classrooms with required supports, including support in their primary language, as needed when possible. Designated and Integrated English language development (ELD) is provided in both SEI and DLI programs. In the 2020-2021 school year, a Dual Language Immersion (DLI) Program was first offered on the El Camino Elementary campus beginning with a kindergarten roll out in year one and adding additional grade levels in subsequent years. Currently, a DLI TK and a second grade DLI cohort was started in the 2022-23 school year.

Integrated and Designated ELD

- Designated ELD instruction is a protected time during the regular school day when teachers provide lessons for MLs to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker.
- Designated ELD is provided daily for a minimum of 30 minutes and does not occur when tier 1 or core instruction of essential standards is taking place.
- Integrated ELD instruction is provided throughout the day and can provide additional scaffolding and vocabulary support throughout the school day.
- Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for MLs to learn the content and academic language used in each lesson.

English Language Development (ELD)

- ELD instruction appropriate to the English proficiency level of each ML is scheduled during the regular school day and can be identified on each site's master schedule as a protected time.
- ELD is provided by an authorized, credentialed teacher.
- ELD classes consist of students at the same level, or blended levels as necessary according to ELPAC test results and site determination.
- Grade levels develop designated ELD group rosters that are shared across the site and with district leadership. Groups remain fluid as students are reclassified or groups need adjusting to account for new MLs.
- Activities that promote cross-cultural understanding and the development of a positive self- image are encouraged.
- English Only (EO) students may not be placed in ELD groups during designated ELD instruction. EO students are placed in an ELA intervention class if language support is needed.
- Designated ELD lessons are based on 1.) ELD standards, and/or 2.) ELPAC preparation and practice.
- Master site schedules reflect daily, grade level protected Designated ELD time as seen on a site sample listed as **Appendix G** as well as a sample, individual class schedule showing Designated ELD outside core instruction time as **Appendix H**.

Integrated ELD continues to be an ongoing focus as increased awareness grows amongst our school sites. Attention to gifted education and the importance of differentiation strategies for all students continues to be an ever-present theme with depth and complexity and the use of independent study approaches keeps the need for engagement practices to be ongoing. The district's Differentiation Teacher on Special Assignment (TOSA) alongside the Director of Instructional Services continues to seek ways to remind teachers and principals to emphasize increasing vocabulary acquisition, visual supports, the use of sentence frames, collaborative partner routines, structured language practice and maintaining purposeful learning tasks with peers whenever possible. Continued supports throughout math and ELA instruction in particular also are discussed regularly during staff meetings and grade level PLC times. The below listed strategies address both Designated and Integrated ELD support and are tied to English Language Development goals within schools SPSA and GUSD's LCAP document. Through informal observations and teacher-driven formative assessments, educators monitor EL progress year around.

Additionally, within our instructional services department, the Differentiation TOSA and Assistant Superintendent of Instructional Services work closely with our intervention specialists and Learning Center Intervention Teachers to develop effective differentiation strategies and to closely monitor the progress of intervention students and maximize effective tools and resources to optimize intervention efforts. Specifically in addressing our ELs needs through the Multi-Tiered Systems of Support (MTSS) and Professional Learning Communities (PLC) practices across our sites, teachers at all grade levels are implement strategies throughout the school day, such as: Sandra Kaplan's depth and complexity model, grade level universal themes, and independent study projects. Grade level professional development across all grades was completed in 2019-2020, and is now provided each year any new-to-GUSD or new-to-a-grade level teachers. This practice has strengthened our ability to meet all of our students' needs and has created a greater awareness of students' academic and social-emotional needs, prior to being identified in third grade by the Cognitive Abilities Test (CogAT). The Differentiation TOSA also provides Gifted Education parent information nights open to the entire district providing information and strategies for parents to use at home as well as accelerated math support training to teachers and volunteer parents from each of the school sites.

Dual Language Immersion

Specific information about El Camino's Dual Language Immersion Program can be found in the DLI Plan on the GUSD website GUSD.us under the Parent section.

The Dual Language Immersion Program at El Camino promotes bilingualism and biliteracy (English plus target language) and positive cross-cultural attitude and behavior.

The 90:10 Model: The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages generally in grades four through six.

El Camino's Instructional Model		
Grade	Spanish	English
TK-1st	90%	10%
2nd	80%	20%
*3rd	70%	30%
*4th	55%	45%
*5th-6th	50%	50%

*Grade levels to be added in subsequent years.

English Language Development Curriculum

The California ELD Standards (2012) guide the ELD curriculum for MLs. Based on the ELD standards GUSD uses the current state adopted curriculum materials in both designated and integrated ELD with the opportunity to use supplementary materials when appropriate.

GUSD provides MLs with instruction using materials deemed appropriate and specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively. The state-adopted McGraw-Hill Wonders ELA/ELD curriculum in grades TK through sixth grade is available with ELD support. Maravillas is the ELA/ELD curriculum used in El Camino's DLI Program currently in grades TK through two.

In 2021-2022 school year, an ELD committee of GUSD teachers reviewed and recommended ELD essential standards to share with school site staff. Similar to the process of identifying essential standards for ELA, mathematics, and writing, common formative assessments (CFAs) will be designed to monitor student progress across sites and facilitate professional learning team (PLT) conversations across sites to ensure the success of our MLs.

ELD teachers use the ELD lessons from the state-adopted, Wonders ELA curriculum alongside teaching strategies, best practices, and resources from the Santa Barbara County Education Office (SBCEO) as part of a Memorandum of Understanding (MOU). Materials were distributed to teachers in the fall of 2021 and again in the fall of 2022. Site and district leadership attended a training in August 2021 and were provided sample lessons to take back to staff throughout the school year.

With the design of a new district website, GUSD staff have access to the SBCEO ELD materials electronically as well as unit lessons currently be designed by the two Title I schools in year two partnership with a SBCEO consultant. The four remaining Title I schools will begin this work next year and be able to upload their work for teacher usage throughout the year.

Principal Survey

In a principal survey provided during the winter of 2021 the following areas were described as strengths for their ELD instruction:

- Adopted curriculum being used
- Lesson Design
- Student Engagement, particularly with use of oral language
- Need for Academic Language Instruction
- Commitment of 30 minutes, daily protected time
- Use of sentence frames, total physical response strategies

Areas of Growth were indicated as:

- Grade levels not wanting to switch students by proficiency level
- More oral language development needed
- Need for more intentional ELD lesson planning
- “I can” statements posted and utilized to guide essential learning
- Need for more rigor
- Reliance on Wonders ELD workbook and not requiring more student conversations

Principals identified grade levels for site visits in which teacher feedback was shared with teachers and the ELD Teacher on Special Assignment (TOSA) at the time. **47** site observations were completed and then summaries of visits were shared at district leadership meetings. Pictures of classroom practices and resources were taken and shared as part of an activity with principals to identify “best practices” to be on the lookout for during their informal and formal observations.

The following best practices were observed and highlighted during Designated ELD site visits:

1. Observance of ELD standards or ELPAC preparation
2. Oral Language Development - Students were conversing with peers
3. Academic Language was being address
4. Success Criteria or “I can” statements were stated and/or posted during lesson
5. Evidence of Wonders curriculum and/or SBCEO ELD resources being used during lesson

This information led to increasing the SBCEO consultation from two schools to four in the 2022-2023 school year and a focus on instructional practices, lesson design, and best practices in ELPAC preparation and assessment data analysis. Site schedules and student rosters were reviewed in the fall to ensure consistency and appropriate groupings for optimal learning opportunities. Language objectives, structured language practices and ELPAC vocabulary word and strategies were emphasized during classroom observations.

PART IV: STAFFING AND PROFESSIONAL GROWTH

Staffing

All teaching personnel assigned to provide instruction to Multilingual Learners are qualified to provide the appropriate instructional services. Designated ELD is provided by grade level teachers.

Professional Learning

In addition to providing appropriately certificated teachers, GUSD provides learning opportunities that result in further developing the skills of personnel to provide appropriate instructional services to MLs.

Beginning in the 2021-2022 school year with a MOU with SBCEO, Dr. Carlos Pagan, Director of Literacy and Language Support, Curriculum and Instruction, provided professional development to GUSD leaders in August 2021, highlighting successful strategies and resources to support Designated ELD.

The Ellwood and Hollister School sites were selected to work with Dr. Pagán to expand upon these strategies and facilitate staff conversations to improve instructional practices. Ongoing conversations about observations and best practices were continued at both the school site and district level. Dr. Pagán also continued to support the El Camino School as the Dual Language Immersion (DLI) continues to add staff and grade levels each year.

Beginning in the fall of 2022, Brandon, Isla Vista, La Patera, and El Camino School sites were added as year one support schools with Ellwood and Hollister School sites entering a year two support model.

Materials that were provided for each GUSD teacher included:

- Grade level ELPAC vocabulary cards
- The GO TO Strategies Booklet: Scaffolding Options for Teachers of English Language Learners
- ELD Grade level Standards Cards
- English Learner Toolkit of Strategies
- Routines for Accountable Academic Resource (RAAD) Booklet
- ELPAC Task Type Scope and Sequence
- Access to released ELPAC Practice and Training Tests

Sample lessons from the above resources were modeled and shared with leaders during leadership meetings, ELPAC teacher trainings, new teacher onboarding, and during staff meetings and PLT meetings with the Title I schools.

Administrators, teachers, and others continue to be provided on-going training opportunities that include, but are not limited to, the following:

- ELD teaching methodology
- Designated ELD lesson planning
- Essential ELD standards
- ELPAC assessment data analysis
- Student engagement strategies

PART V: RECLASSIFICATION AND PROGRESS MONITORING

Reclassification Criteria

The reclassification criteria is set forth in California *Education Code (EC)* Section 313 and Title 5 California Code of Regulations (*5 CCR*) Section 11303. GUSD will use the following four criteria as defined by Education Code to establish reclassification policies and procedures:

1. Assessment of English Language Proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC. GUSD will use ELPAC Overall Performance Level (PL) 4 for this reclassification criteria; **and**
2. Teacher evaluation, including, but not limited to, a review of the student's academic standing being near to on grade level across ELA subject area, **and**
3. Parent opinion and consultation; **and**
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. Goleta Union will use Level 3 (Proficient) on the California Assessment of Student Performance and Progress (CAASPP) ELA exam **or** nearing grade level performance on the STAR 360 diagnostic tool for this reclassification criteria.

Specifically, students in grades 4-6 with two, ELA STAR 360 scores at or above the 40th percentile meet the reclassification criteria. Students in grades 1-3 with two, ELA STAR 360 scores at or above the 50th percentile will meet the reclassification criteria.

Students with an IEP or 504 in which their disability prevents them from receiving a score of 4 on the Summative ELPAC can be reclassified through the IEP process upon prior consultation with the Special Education Coordinator and Instructional Services Director. Principals and special education teachers are walked through the process and Santa Barbara County Special Education Local Plan Area (SELPA) paperwork each fall.

The California Department of Education (CDE) developed the Alternate English Language Proficiency Assessments for California, or Alternate ELPAC. The purpose of the Alternate ELPAC:

- The Summative Alternate ELPAC will provide information on student annual progress toward ELP and support decisions for students to be redesignated fluent English proficient (RFEP).
- Beginning in the 2022-2023, the Initial Alternate ELPAC provided information to determine a student's initial classification as an EL or as Initial Fluent English Proficient (IFEP).

The Alternate ELPAC is aligned to the English language development connectors and are linked to the 2012 California English Language Development Standards. Beginning this year, the Alternate ELPAC has replaced all locally determined alternate assessments and provides a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities.

- Have IEP teams identify MLs with the most significant cognitive disabilities to take the Alternate ELPAC statewide field test.
- No longer use locally determined alternate ELP assessments for summative purposes.

Appendix A illustrates the Reclassification criteria flow chart that is reviewed and updated annually by DELAC members and GUSD leadership. The reclassification flow chart is provided to each ML parent/guardian at the fall parent-teacher conference and is reviewed annually as a required ELAC topic.

Reclassification of MLs with special needs has been reviewed and guidance and procedures provided to IEP teams for students who are unable to obtain the required “4” due to their disability. IEP teams with collaboration and consultation with the Coordinator of Special Education and the Director of Instructional Services process reclassify before leaving GUSD. More on this topic is explained **Part VII**.

Progress Monitoring:

Progress Monitoring of Reclassified English Proficient (RFEP) Students:

MLs who are reclassified as English proficient are required by the State to be monitored for four years. Teachers monitor progress of RFEP students two times each year. Monitoring of RFEP students ensures academic success is continued and is reviewed by site principals and the instructional services director. GUSD’s ELLevation tool facilitates a regularly scheduled monitoring cycle that allows for teacher input and electronic submission and storage of this information.

Progress Monitoring of Multilingual Students:

A multi-tiered system of support (MTSS) is designed to assist students experiencing difficulty in their academic learning. Tier Two interventions are provided by the classroom teacher four to five days a week with a more intensive, Tier Three intervention being provided by a learning center support staff member five days a week. Neither of these intervention times are provided during core instruction times where grade level essential standards are being taught. Decisions regarding placement in these programs are a site, collaborative process built around the Professional Learning Community (PLC) structure, embracing Response to Intervention (RTI) and use of MTSS structures established with attention to ongoing data collection and a belief that students can learn. Classroom schedules reflect: common core instruction, Tier Two and Tier Three intervention times as well as daily Designated ELD times.

Students requiring Tier Two and Tier Three intervention have been identified through the following benchmark assessments: STAR 360 Reading (Grades 1-6), STAR 360 Early Literacy (Grades K-Fall 1), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Assessments.

Beyond the four benchmark assessments, students requiring this level of intervention are monitored monthly for growth. Percentile rankings of 5% or less in STAR Reading help identify students with the greatest need requiring Tier Three intervention support. Students who fall in the 15th percentile and below in the STAR Reading are recommended for Tier Two intervention support.

A district wide intervention effort across the district with the help of ongoing progress monitoring and data analysis by the principal, teacher, intervention support staff, Learning Center, Director of Instructional Services, and Asst. Superintendent of Instructional Services,

assists MLs in performing at and above grade level. GUSD utilizes a professional learning community (PLC) and data team meetings to provide on-going monitoring and support to ensure all students receive the assistance they need.

Additionally, each school has a minimum of four data team meetings throughout the year where students not making adequate progress and remain below grade level are discussed and progress reviewed within a team of teachers, intervention support staff and principals. Effectiveness of current intervention strategies and whether further action is warranted is reviewed during the meeting. Student Success Team (SST) meetings are oftentimes scheduled or revisited involving parents if student progress is lacking and further information or assessment is being considered. SST meetings are also scheduled throughout the year with parent participation.

An EL monitoring form is used twice a year to monitor the ongoing progress of GUSD EL learners. Forms are distributed automatically to homeroom teachers through ELlevation resource and reviewed by site principals and Instructional Services Director. A sample can be seen as **Appendix D**.

District/site administrators and teachers monitor ML students' classroom work in a variety of ways depending on the teacher's instructional practices. Formally, student progress is monitored using one or more of the following for benchmark assessments in addition to summative assessments:

- ELPAC Testing
- STAR Reading and Math (Grades 1-6)
- STAR Early Literacy (Grades K - 1st grade)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- ELlevation - ML database helps build capacity of teachers, manage compliance and creates access to assessment data
- Schoolzilla - data information system allowing multiple data points easy access in an interactive dashboard system
- Smarter Balanced formative assessments
- Classroom performance-based assessments and common formative assessments (CFAs)
- Trimester Report Card Grades
- ML Cumulative Folders

Throughout the year STAR 360 Reading and Early Literacy benchmark assessments are shared with site leaders with patterns and trends across sites being further investigated with individual MLs who are performing at the minimal level of achievement being reviewed by district staff and shared during principal meetings. Action plans to support individual MLs requiring intervention are discussed among school site teams.

Overall performance of ML students on state assessments in comparison to their English only counterparts can be viewed at **Appendix B**. Benchmark assessment data is also highlighted to show the number of ML students receiving Tier Three intervention support. GUSD's ongoing commitment to individualize student learning to meet each students' needs requires the PLC process to operate at an optimal level on each school site and is why it remains to be a main focus for our district professional development focus for the past six years.

For the 2022-2023 school year, three, site ELPAC examiners/tutors were placed on the three Title I schools, El Camino, Isla Vista, and La Patera, with the largest ML populations. Long Term ELs (LTELs) and ELs At-Risk of becoming LTELs were identified and provided with 10-15 minute 1:1 ELPAC test preparation and/or STAR 360 support with the plan to increase success on the Summative ELPAC and their ability to meet reclassification criteria. Long-term English learner (LTEL)” refers to English learner (EL) students who have been enrolled in a U.S. school for six years or more and have not been reclassified as fluent English proficient.

Across the district, 40 students were identified as LTELs in grade six and 123 students are At Risk of becoming a LTEL in grades 4-6. These three tutors were provided test preparation materials to work regularly with a portion of these students attending three out of the six Title I schools and then remain on site to administer both Initial and Summative ELPAC assessments throughout the year.

PART VI: ENGLISH LEARNER PARENT ADVISORY COMMITTEES

English Learner Parent Advisory Committees (ELAC):

Goleta Union will establish a site-level English Learner Advisory Committee (ELAC) for each school site with the district, comprised of parents, staff, and community members designated to advise district officials on ML programs and services.

Requirement

Each California public school with 21 or more Multilingual Language Learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for ML 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 Multilingual Language Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Composition Requirements

Parents or guardians of MLs shall constitute the majority membership (51 percent or more) of the committee.

Trainings

GUSD sites will provide ELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

District English Learner Advisory Committee (DELAC):

Goleta Union will establish a district-level Multilingual Language Learner Advisory Committee (DELAC) comprised of parents, staff, and community members designated to advise district officials on Multilingual Learner programs and services.

Responsibilities

The Goleta Union DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for MLs. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.

3. Establishment of district program, goals, and objectives for programs and services for MLs.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. The Goleta Union 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).

Composition Requirements

Parents or guardians of MLs shall constitute the majority membership (51 percent or more) of the committee.

Trainings

Goleta Union will provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

GUSD's commitment to ensure parent engagement is actively pursued at each of its nine school sites throughout the school year can be seen through this year's goal of a minimum 60% participation rate on each site's Needs Assessment. This is the first year GUSD, with support from community liaisons, site leadership and office staff, that GUSD has been able to reach this level of participation. Principals reviewed a summary of the results at an ELAC meeting this winter/spring. The Director of Instructional Services also shared district trends and patterns at the April DELAC meeting.

A summary of the district results can be viewed in **Appendix C**.

PART VII: MULTILINGUAL LEARNERS WITH SPECIAL NEEDS

ML students shall be provided with fair and equal access to special services (i.e., Special Education, Title I, Career and Alternative Education Services, and extracurricular activities). All instructional personnel are responsible for referring an ML student through the locally adopted referral process if a disability is suspected. Parents or guardians may request an assessment in writing.

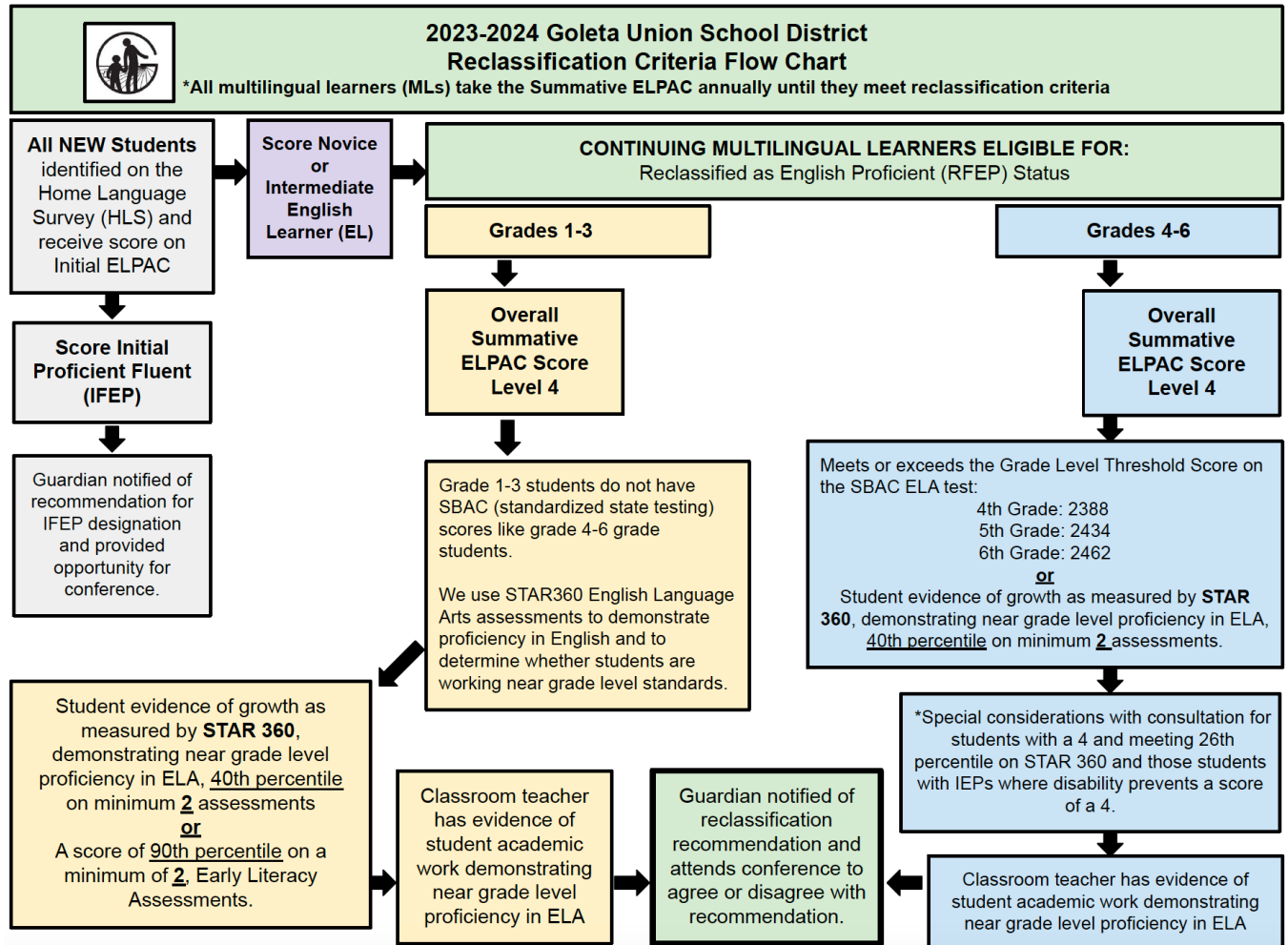
IEP or Section 504 teams must determine which services are appropriate for MLs, based on their particular disabilities and level of English Proficiency. MLs with IEPs or 504 Plans must also receive ELD instruction and have ELA/ELD goals as part of their plan. If appropriate, designated supports or accommodations for ELPAC and CAASPP testing should be listed and discussed within the IEP meeting. Those MLs with intensive disabilities can be eligible to take the Alternate ELPAC and CAA assessments through the IEP process. Parents are part of the team's conversation when discussing state testing and appropriate test accommodations.

Pupil Services in coordination with Instructional Services meet with Special Education teachers and case managers to determine steps to reclassify MLs with exceptional needs who have not achieved a score of 4 on the Summative ELPAC. Through the IEP process in collaboration with Instructional Services, IEP teams review progress on ELD goals, ELPAC accommodations and designated supports, and determine whether the student's disability is preventing success on the Summative ELPAC therefore limiting the ability to score a 4. Case managers can recommend that a ML with an IEP or 504 Plan be reclassified through an IEP meeting.

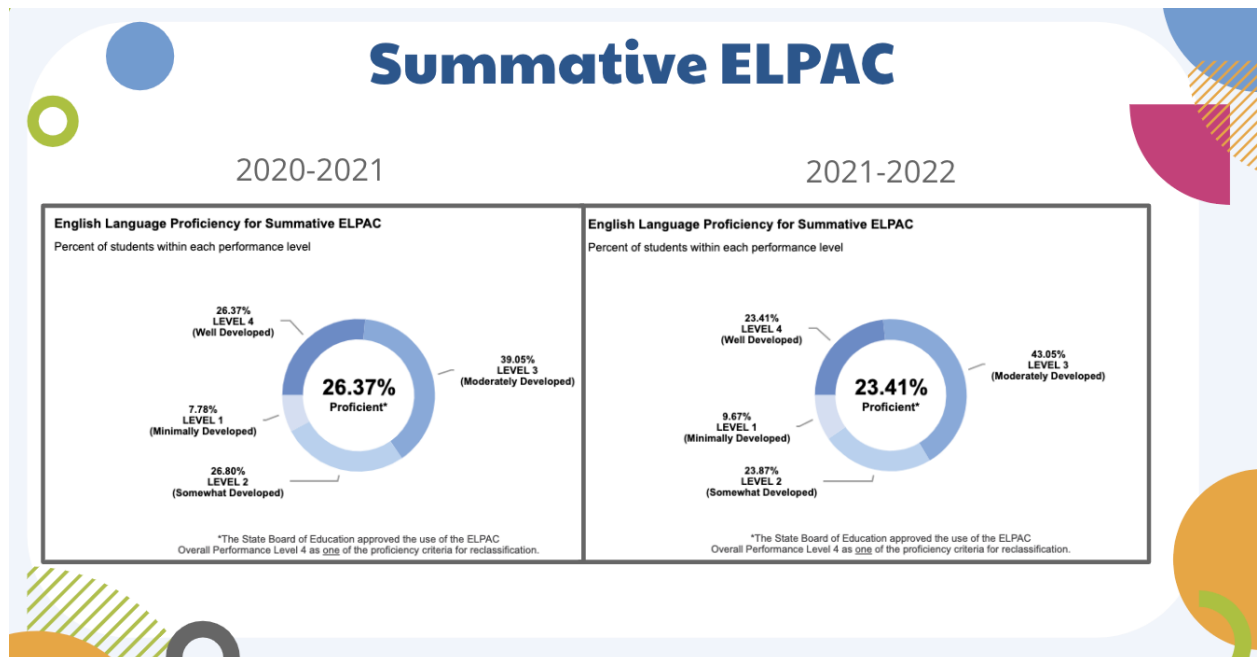
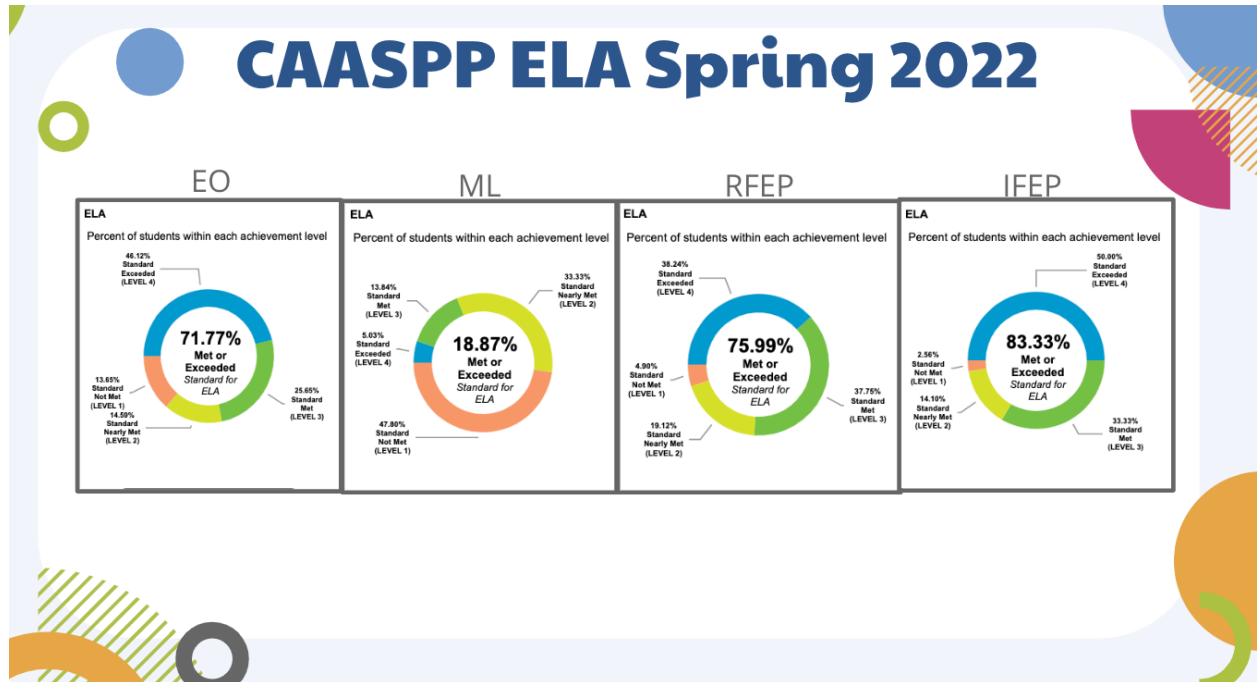
Reference to "The California Practitioners' Guide for Educating English Learners with Disabilities" is used to provide guidance to our special education leaders and educators.

Beginning in the 2021-2022, students with our most intensive disabilities were administered the Alternate Summative ELPAC and in 2022-2023, the Initial Alternate ELPAC was available for administration. It is with every intention that GUSD review the progress of our MLs with special needs and support their individual English language proficiency needs to every extent possible.

Appendix A: 2023-2024 RECLASSIFICATION CRITERIA FLOW CHART



APPENDIX B: DISTRICT MULTILINGUAL LEARNER DATA



Progress Monitoring: Number of MLs versus total number of students receiving Tier 3 Intervention for Cycle 2:

MLs Receiving T3

Cycle 2 of Tier 3 Intervention



Total Students in T3

Tier 3



2022 CA DASHBOARD Reflecting Growth for Summative ELPAC 2022:

English Learner Progress Indicator

Additional information on English learners in grades kindergarten through grade 12 who made progress towards English proficiency.



Student Population

Explore information about this district's student population.



Ethnicity (All Enrolled Students)

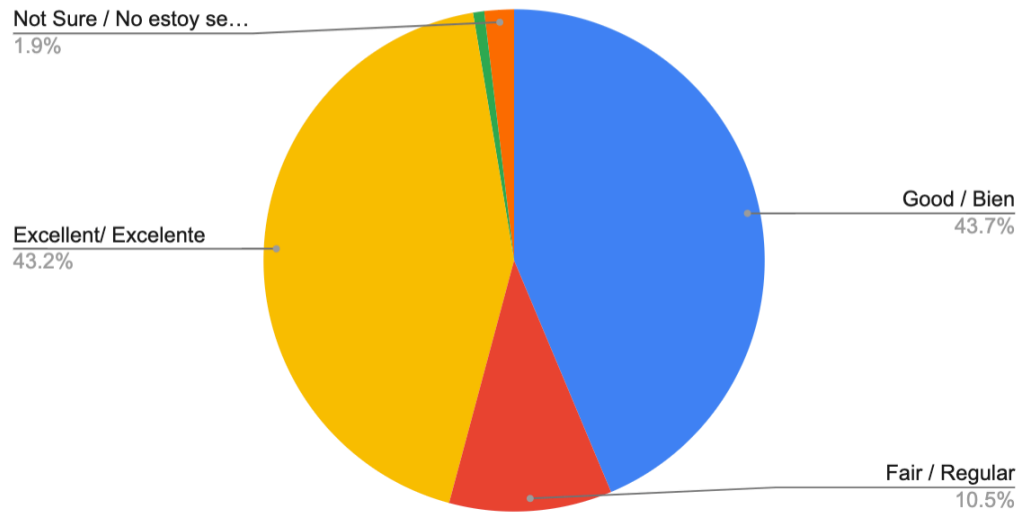


- 00.15% — American Indian or Alaska Native
- 05.36% — Asian
- 00.64% — Black or African American
- 07.74% — Two or More Races
- 00.70% — Filipino
- 46.07% — Hispanic or Latino
- 00.06% — Native Hawaiian or Other Pacific Islander
- 37.92% — White

APPENDIX C: SUMMARY OF DISTRICT NEEDS ASSESSMENT SURVEY RESULTS

Graph 1:

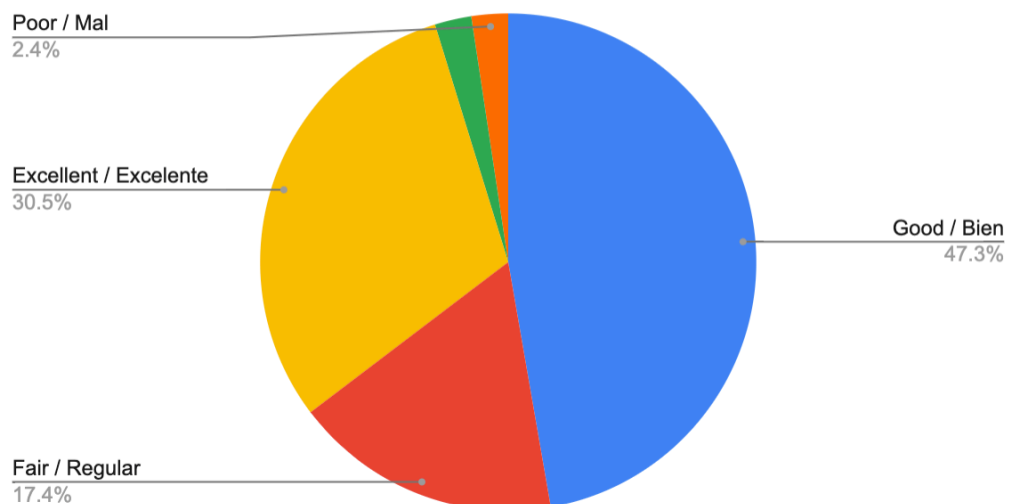
Count of How well is your child learning English at school? / ¿Cómo le va a su estudiante aprendiendo inglés en la escuela...



86.9% of ML parents reported their child was learning English at an “Excellent” or “Good” level.

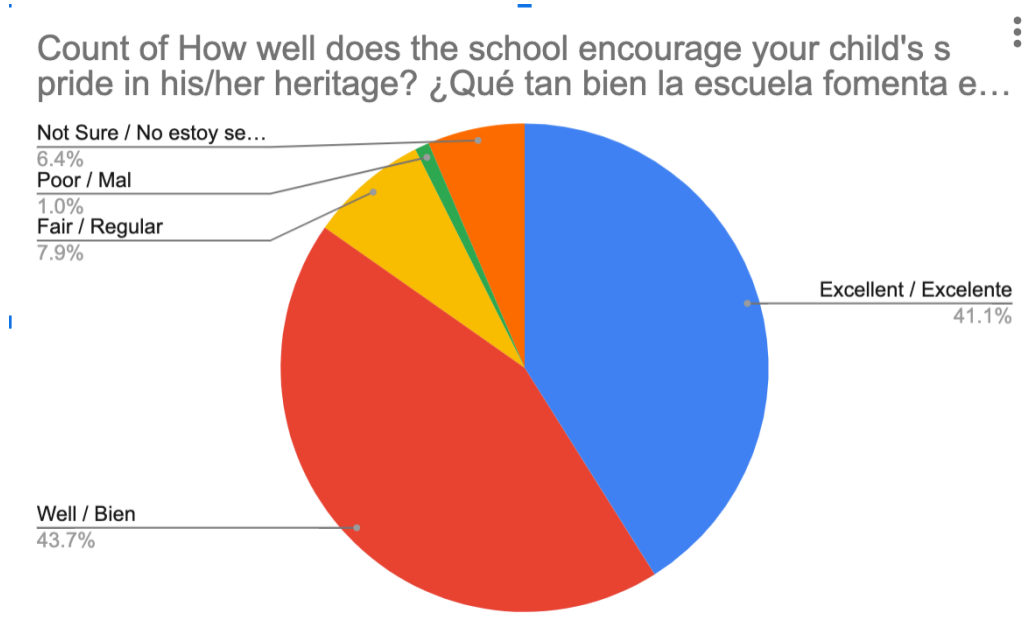
Graph 2:

Count of How well is your child learning academic subjects at school, such as math, reading and science? / ¿Qué tan bien...



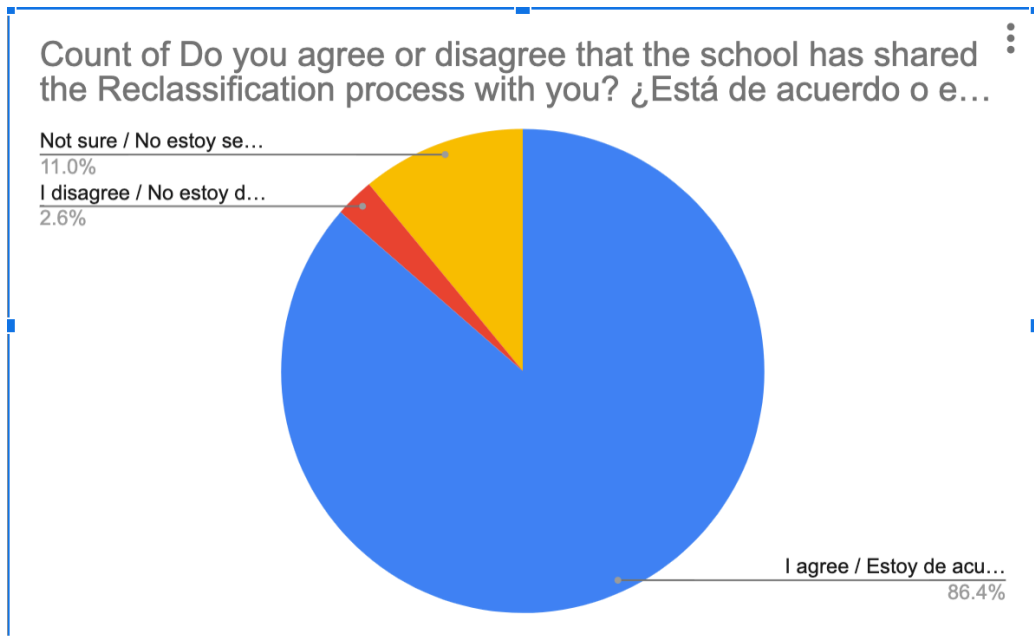
77.8% of ML parents reported their child was learning academic subjects at an “Excellent” or “Good” level.

Graph 3:



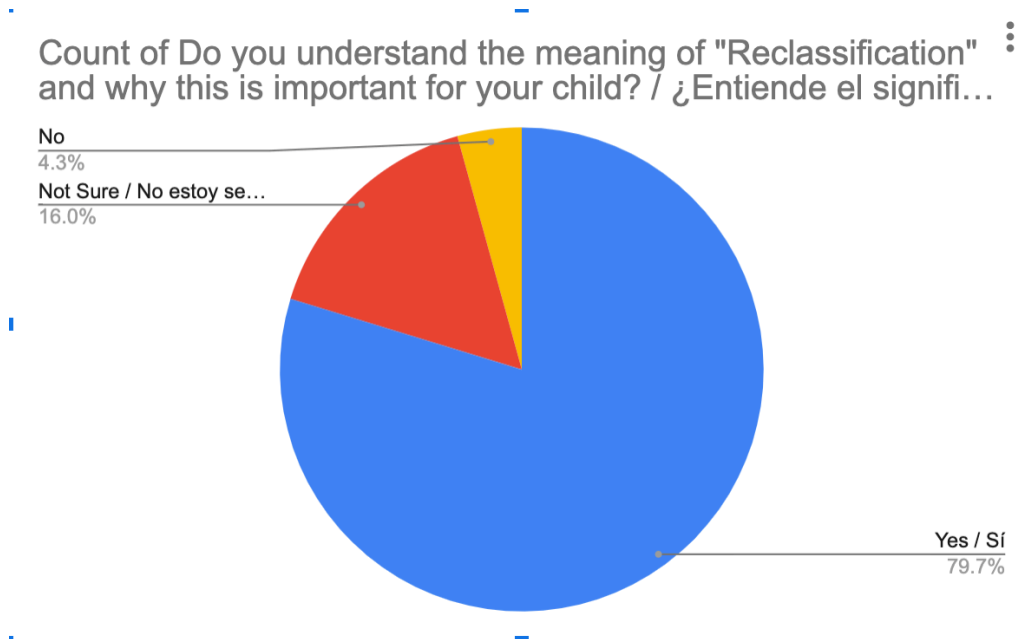
84.8% of ML parents reported their child's school was encouraging child's pride in their family's heritage. This is reflective of our district's Diversity Equity and Inclusion (DEI) focus this year on creating more welcoming campuses for our families and staff.

Graph 4:



86.4% of ML parents reported having the Reclassification process shared with them. Each school ELAC covered this topic and sent home copies of the reclassification criteria at the fall Parent-Teacher conferences.

Graph 5:



79.7% of ML parents reported understanding the meaning and importance of Reclassification. It continues to be a focus to help families better understand this process and ways to help support their child in school. GUSD's goal is to reclassify each ML student before they leave our district.

APPENDIX D: SAMPLE EL MONITORING FORM

[alt sample] EL Progress Monitoring

EL Progress Monitoring • 2/10/2023
 Student #: _____
 Student: , ;

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is subject to occasional progress monitoring from the ELL department. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name		Last Name		Local ID	
Student #		Grade Level		School	
Enrolled in US		Entered EL			

Monitoring Questions

1. Does the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support?	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
2. Are any adjustments or interventions needed to better support the student?	
<input type="checkbox"/>	No
<input type="checkbox"/>	Yes
3. What is the basis for your recommendation? (Select all that apply)	
<input type="checkbox"/>	Language proficiency scores
<input type="checkbox"/>	Academic performance data
<input type="checkbox"/>	Grades
<input type="checkbox"/>	Writing samples that demonstrate proficiency and performance in English
<input type="checkbox"/>	Portfolio of Student Work
<input type="checkbox"/>	Other
4. If needed, which adjustments or interventions would you recommend?	

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

Select one	
<input type="checkbox"/>	Adequate Progress - Student is making adequate progress.
<input type="checkbox"/>	Additional Supports Needed - Student is not making adequate academic progress. Intervention strategies are necessary.

Signatures

Subject: _____ Date: _____

APPENDIX E: SAMPLE ELECTRONIC HOME LANGUAGE SURVEY (HLS)

GOLETA UNION SCHOOL DISTRICT Home Language Survey / Encuesta Sobre el Idioma Hablado en Casa

Name of Student / Nombre del Estudiante: Last / Apellido	First / Nombre	Middle	Date of Birth / Fecha de Nacimiento	Grade / Grado
School / Escuela		Teacher / Maestro(a)		Date / Fecha

The California Education Code requires schools to determine the primary language of each student enrolled. In order to accomplish this, we ask that you answer the questions below. If your child uses or understands a language other than English, additional testing may be administered as required by law. You are encouraged to speak to your child's teacher or the school principal if you have any questions about this survey or any additional testing.

This information is essential to us in order to provide meaningful instruction to your child. Please complete one (1) survey for each child and return it to your child's teacher.

Thank you for your help.

El código escolar de California exige que las escuelas determinen la lengua materna de cada estudiante matriculado. Para poder llevarlo a cabo, le pedimos que conteste las preguntas que le hacemos a continuación. Si su hijo/a usa o entiende otra lengua diferente al inglés, se le dará una prueba de acuerdo a la ley. Si Ud. tuviera alguna pregunta sobre esta encuesta o la prueba que se le va a dar, quisiéramos que hablara con el/la maestro/a, ó el/la director/a de la escuela de su hijo/a.

Esta información nos es de suma importancia para darle a su hijo/a un programa de enseñanza apropiado. Por favor llene una encuesta por cada uno de los hijos que tenga matriculado y devuélvelo a el/la maestro de su hijo/a.

Gracias por su ayuda.

- 1. Which language did your child learn when he or she first began to talk?**

¿Cuál idioma aprendió su hijo/a cuando empezó a hablar?

- 2. Which language does your child most frequently use at home?**

¿Cuál idioma usa con más frecuencia su hijo/a en casa?

- 3. Which language do you (parent or guardian) use most frequently to speak to your child?**

¿Cuál idioma usa Ud. más cuando le habla a su hijo/a?

- 4. Which language is most often spoken by adults in the home?**

¿Cuál es el idioma que usan más los adultos en casa?

APPENDIX F: SAMPLE GRADE LEVEL DESIGNATED ELD ROSTER

GRADE 3:				
Support: Francisca				
EO	EO	Bridging	Expanding	Emerging/ Expanding
		3	2/3	1-2
Lucchi	Ribet	Melendez	Escobar	Pabon
ST(R)	BA (M)	JE	AJ* (M)	RV(R)
AC (L)	NN (P)	MZ	RA(R)	DX- IA (P)
MA(R)	RF (M)	OH	PJ (L)	DK (M)
AM(R)	MG (M)	EA (L)	JV (P)	*VA (R)
SB (R)	CT (M)	ME	RJ(R)	LS(M)
CE(R)	AP (R)	MP	JM (L)	*MD (R)
RE (L)	DT (M)	KVe (L)	GD (L)	SK (L)
EG (L)	HD (P)	TA (L)		PR (R)
GB (L) (IFEP)	EG (P)	GG		
GR (M)	CJ(P)			
HM	HK (L) (IFEP)			
HM(R)	DL (L) (IFEP)			
HM(L)	BH (P)			
JL *	MH* (P)			
KL(M)	RG) (R)			
BK *	OJ(R)			
LM (L)	VT (R)			
ML (M)	NN (P)			
VE* (M)	TC(R)			

APPENDIX G: SAMPLE MASTER SCHEDULE REFLECTING PROTECTED DESIGNATED ELD TIME

	TK	K	1ST	2ND	3RD	4TH	5TH	6TH
8:15								
8:30			One teacher has art Tues at 8:20		TARGET TIME 8:30 - 9:00		LITERACY TIME 8:30 - 9:00	8:20 - 9:05 SPECIALISTS
8:45			Quintero					
9:00			LITERACY TIME 9:10 - 9:40	TARGET TIME 9:10 - 9:40		9:15 - 10:00 SPECIALISTS		
9:15					ELD/ALD 9:30-10:00			
9:30	RECESS 9:20-9:40	RECESS 9:20-9:40		RECESS 9:40-10:00			TARGET TIME	
9:45			9:40-10:00 RECESS					
10:00		10:00-10:30 SPECIALISTS			RECESS 10:00-10:20	RECESS 10:00-10:20	9:50 - 10:20	
10:15		KA Art/STEAM/Library			10:30- 11:15 SPECIALISTS	LITERACY TIME 10:20 - 10:50	RECESS 10:20-10:40	RECESS 10:20-10:40
10:30							ELD/ALD 10:40 - 11:10	
10:45		10:40-11:10 KC Art/STEAM/Library	TARGET TIME 10:50 - 11:20	LITERACY TIME				
11:00								
11:15	LUNCH 11:15 - 12:00	LUNCH 11:15 - 12:00	LUNCH 11:30- 12:15	11:00 - 11:30 LUNCH	LITERACY TIME 11:30 - 12:00	TARGET TIME 11:30 - 12:00	11:25 - 12:10 SPECIALISTS	
11:30								
11:45								
12:00		12:00-12:30 KB -Art/STEAM/Library	ELD/ALD 12:15-12:45	ELD/ALD 12:30 - 1:00	12:00-12:45	12:00-12:45		ELD/ALD 12:00 - 12:30
12:15		TARGET TIME 12:35 - 1:05					LUNCH 12:30-1:15	LUNCH 12:30-1:15
12:30	12:45-1:15 SPECIALISTS			1:00 - 1:45 SPECIALISTS		ELD/ALD 1:15 - 1:45		
12:45	Art/STEAM/Library							TARGET TIME 1:15 - 1:45
1:00								
1:15	DISMISSAL	DISMISSAL						LITERACY TIME 1:45 - 2:15(No Th&Fri.)
1:30			1:50-2:00 RECESS 2 - 2:45 SPECIALISTS	1:50-2:00 RECESS	2:00-2:10 RECESS			
1:50								
2:00								
2:15								
2:30								

ELD Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:13 AM	Enter School Bell	Enter School Bell	Enter School Bell	Enter School Bell	Enter School Bell
8:15 AM	School Begins Bell	School Begins Bell	School Begins Bell	School Begins Bell	School Begins Bell
8:30-9:15 AM					
9:30-9:50 AM					
9:50-10:10 AM					
9:55-10:30 AM					
10:05-10:35 AM	ELD-6th Grade	ELD-6th Grade	ELD-6th Grade	ELD-6th Grade	ELD-6th Grade
10:30-11:15 AM					
11:15-12 PM					
12:15-12:45	ELD- K	ELD- K	ELD- K	ELD- K	ELD- K
12:30-1 PM	ELD-1st Grade	ELD-1st Grade	ELD-1st Grade	ELD-1st Grade	ELD-1st Grade
1:00-1:30 PM	ELD-4th Grade	ELD-4th Grade	ELD-4th Grade	ELD-4th Grade	ELD-4th Grade
1:30 PM	K dismissal	K dismissal	K dismissal	K dismissal	K dismissal
1:20-1:50 PM	ELD-2nd Grade	ELD-2nd Grade	ELD-2nd Grade	ELD-2nd Grade	ELD-2nd Grade
1:20-1:50	ELD-3rd Grade	ELD-3rd Grade	ELD-3rd Grade	ELD-3rd Grade	ELD-3rd Grade
1:30-2 PM	ELD-5th Grade	ELD-5th Grade	ELD-5th Grade	Dismissal Bell at 1:55 pm	ELD-5th Grade
2:50 pm	Dismissal Bell at 2:50 pm - All School				Dismissal Bell at 2:50 pm - All School

APPENDIX H: SAMPLE CLASS SCHEDULE REFLECTING PROTECTED DESIGNATED ELD TIME

2nd Grade SAMPLE								
	Monday	Tuesday	Wednesday	Thursday	Friday			
8:15-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting			
8:30 - 9:30	ELA	ELA	ELA	ELA	ELA			
9:30-10:00	Designated ELD/ALD	Designated ELD/ALD	Designated ELD/ALD	Designated ELD/ALD	Designated ELD/ALD	CORE - Required DAILY		
10:00 - 10:20	Recess	Recess	Recess	Recess	Recess	Math 60-75 min		
10:20-11:30	Math	Math	Math	Math	Math	Designated ELD 30 min		
11:30 - 12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Science 2x wkly		
12:15 - 12:55	WIN (1X30 min rotations)	WIN	WIN	WIN	WIN	Second Step 1x wkly		
12:55-1:15	ELA	ELA	ELA	ELA	ELA			
1:15 - 2:00	Library	Art	PE	STEAM	PE			
2:00 - 2:10 pm	Mini Recess	Mini Recess	Mini Recess		Mini Recess			
2:10 - 2:50	SS/Science. (~4 week blocks)	SS/Science. (~4 week blocks)	SS/Science. (~4 week blocks)		Second Step			
	**WIN: "What I Need"							

4th Grade Sample	8:20-8:40	8:40-9:40	9:40-10:25	10:45-11:45	11:45-12:15	1:00-2:00	2:00-2:20	2:25-2:50
Monday	Do Now (Writing)	Math	PE	ELA	ELD/ALD	Learning Teams	Science	
Tuesday	Do Now (Writing)	Math	Library	ELA	ELD/ALD	Learning Teams	Social Studies	Writing
Wednesday	Do Now (Writing)	Math	PE	ELA	ELD/ALD	Learning Teams	Science	
Thursday	Do Now (Writing)	Math	STEAM	ELA	ELD/ALD	Learning Teams		
Friday	Do Now (Writing)	ELA	Art	Math	ELD/ALD	Learning Teams	Social Studies	Second Step/PE