

English Learner Master Plan

Corning Union High School District

2023-24

PURPOSE STATEMENTS & GOALS SUMMARY

The purpose of this program is for English Learners (ELs) to develop fluency in speaking, listening, reading, and writing English, to promote cross-cultural understanding, and to provide equal opportunity for academic achievement. This purpose includes academic instruction using the primary language only when necessary. Regular education classes and staff are included in the MASTER PLAN to ensure the commitment of all personnel to provide the best possible educational services for English Learner students. EL students will have equal access to the curriculum provided for all students. These students will make normal progress through the curriculum, experience success and will sustain adequate social-emotional and behavioral adjustments. The fundamental goal of the program is that EL students will successfully learn English and be in a position to graduate from CUHS with a high school diploma. Where that is not feasible due to age or other factors, we will provide language and life skills as the next best alternative.

At Corning Union High School we also want to ensure that English learners fully and meaningfully access and participate in a twenty-first century education through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop other proficiencies in various pursuits. The guiding documents of our program rest in the California English Learner Roadmap and the California ELD Standards.

We affirm, welcome, and respond to a diverse range of English Learner strengths, needs, and identities. We prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global society. We value diversity and bilingualism as a meaningful asset of a thriving Corning community.

Section One: Assets-Oriented and Needs-Responsive Schools

CUHS is responsive to different EL strengths, needs, and identities and supports the social-emotional health and development of English learners. Our programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

We believe:

- A. The **languages and cultures** English learners bring to their education are **assets** for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.
- B. Recognizing that there is no universal EL profile and that no one-size-fits-all approach works for all English learners, our programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning/foundation levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education).
- C. The **school climate** and campus are affirming, inclusive, and safe.
- D. Our school values and builds strong **family and school partnerships**.
- E. We have developed a collaborative framework for identifying English learners with disabilities and use valid assessment practices. We have developed appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers,

thus leveraging expertise specific to English learners. The IEP addresses academic goals that consider student language development, as called for in state and national policy recommendations.

1. PARENT NOTIFICATION: Parents of all assessed students will annually be given written notification, in the primary language, of the results of their student's English language assessment (ELPAC). They will be given the opportunity to refuse the placement of their child in a Designated English Language Development program.

2. PARENTAL INVOLVEMENT: The District supports the involvement of all parents of English Learners in the educational process of their children. Research continues to show evidence of benefits that parent involvement brings to the academic achievement of students. The DELAC Coordinator is also responsible to facilitate the **District English Learner Advisory Committee (DELAC)** at CUHSD. Composition requirements, elections, major tasks, and training must meet state requirements. The DELACs role is to review and advise on three tasks:

- a. The development of a Master Plan for English Learners which includes the school's EL needs assessment
- b. Identify ways to make parents aware of the importance of regular school attendance for learning
- c. Provide information to parents about the culture of school, the process of language learning, the resources available to them and their students, and the general operation of CUHS in this community.

3. SPECIAL NEEDS: EL students shall be provided with fair and equal access to special services such as: Special Education, Title I, Alternative Education, after-school programs, and extracurricular activities. There are a growing number of EL students who also have an IEP who may need specific programs or accommodations to make their language learning experience the most beneficial and effective. Considerations are also made for the appropriate testing to be done for any students who have both learning and language-skill deficits. We have a number of bilingual para-educators who work in our Special Education department every day to assist any students who may need both language and learning-capacity support.

Section Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages, namely Spanish.

We believe:

- A. Language development occurs in and through subject matter learning and is **integrated** across the curriculum, including integrated ELD and designated content-based ELD (per the ELA/ELD Framework pages 891–892).
- B. Students are provided a rigorous, **intellectually rich, standards-based curriculum** with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.
- C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same **high expectations** for English learners as for all students in each of the content areas.
- D. English learners are provided **access to the full curriculum** along with the provision of appropriate EL supports and services.
- E. Students' **home language** is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.
- F. Rigorous **instructional materials** support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

- G. English learners are provided choices of research-based language support and development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.

PLACEMENT OF STUDENTS

Designated ELD Program: Qualified, eligible EL students will be placed into a Designated English Language Development course. When the student’s language designation is “EL” on the Initial ELPAC score, he/she is recommended to be placed into a Designated ELD classroom for the amount of time necessary until student progress demonstrates movement to a higher-level course, placement into a mainstream English course, and/or reclassification occurs. CUHS currently has three levels of designated English language development (ELD): Level 1 Emerging, Level 2 Expanding, and Level 3 Bridging. Students who are placed into the emerging level course will be provided two periods of direct, designated language instruction and practice. The students who are placed into the expanding and bridging level ELD courses are provided one period of direct, designated instruction, but are also given a mainstream English course in English 1, English 2, English 3, or English 4 Non-Fiction/English 4 in order to accelerate English language instruction and learning for those making such transitions.

Integrated ELD Instruction: In addition to the designated courses targeting specific ELD levels, students in the emerging or possibly the lower expanding level of designated ELD will also be provided with a bilingual paraeducator where feasible to help with content and language development through target-language and first-language assistance. EL students will be intentionally distributed into various content-areas of math, science, social science and appropriate elective courses. The bilingual para-educators are expected to promote English language learning through limited direct translation of teacher talk or material provided. Content teachers and bilingual para-educators will work together collaboratively to provide the most effective instruction that prioritizes language learning through the use of the course content. All Expanding and Bridging level ELD students will not be provided bilingual para-educators in content courses, but will be directly supported by their content-area teachers with some additional support through their expanding or bridging level instructors in ELD. This approach, therefore, effectively allows for academic content subjects to serve as the building blocks for genuine content academic language learning.

English Learner Mainstream Instruction: The teachers in the English Department are committed to supporting any ELD Expanding or Bridging students. They will also provide support to any EL students who have not yet been formally reclassified. These long-term English learners (LTELs) will also be supported and challenged by the mainstream ELA teachers to help move them to greater English proficiency, such that they will score a 4 on the ELPAC and accomplish the other requirements for reclassification. The counselors will also be responsible to monitor their respective reclassified students following re-designation. A specific bilingual, ELD counselor will monitor all Emerging, Expanding and Bridging level students until they progress out of the “Bridging” level at which time they will be monitored by the counselor to whom their names correspond.

Section Three: System Conditions That Support Effectiveness

Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners. CUHS has many teachers and support staff who are all bilingual.

We believe:

- A. **Leaders** establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals —over and above compliance identified in the EL Master Plan and District English Learner Advisory Committee (DELAC) regulations.
- B. The school system invests **adequate resources** to support the conditions required to address EL needs.
- C. A **system of culturally and linguistically valid and reliable assessment** supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

- D. **Capacity building** occurs at all levels of the system, including **leadership development** to understand and address the needs of English learners. **Professional learning** and **collaboration time** are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a **recruitment and development pipeline** of educators skilled in addressing the needs of English learners, including bilingual teachers.

1. INITIAL IDENTIFICATION: Registration in the Corning Union High School District will include the completion of the state mandated Home Language Survey. If the answer to any of the first three questions on the Home Language Survey is a language other than English, the student will be referred for English language assessment (initial ELPAC) within 30 days of enrollment. (E.C. 62002)

2. ASSESSMENT OF STUDENTS: Students with a language other than English as indicated on the Home Language Survey in grades 9-12 will be tested by a designated staff member who administers the initial English Language Proficiency Assessments for California (ELPAC) and consults with the EL Coordinator, the ELD Counselor and the ELD instructors for best placement. Based on test results, parent conversations, and staff consultations, students will receive a language designation for placement, instruction, and further assessment.

An ELD student folder shall be maintained for each EL student by the counseling department. This EL folder shall be established as soon 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. The following items will be placed in the EL folder:

- A copy of the Home Language Survey
- A copy of testing results from all initial and annual summative assessments (ELPAC, etc.)
- Copies of parent notification letters
- Other pertinent information related to the student's background, experiences, language progress up to the point of reclassification, along with the completed reclassification form & verification data (form created)

3. PROGRESS EVALUATION: The progress of English Learners will be measured by means of the following assessment instruments when appropriate:

- Grades 9-12: Initial and Summative ELPAC results
- The Mainstream English Language Reading Assessment scores (Star Renaissance grade-level or raw score)
- A writing sample in the ELD or mainstream English course scored against the English department rubric
- Other Academic Performance indicators such as student grades, GPAs, internal course assessments, and advancement to higher level designated courses, etc. will be used to further evaluate the progress of EL students. The administrative team will also review these results in consultation with members of the EL team.

4. APPROACHES & INSTRUCTIONAL DELIVERY MODELS for ELD Grades 9-12: Schools implement an instructional approach in accordance with legal requirements. School sites choose one or more approaches which best meet the needs of the student population as defined below. A variety of effective language acquisition strategies and scaffolding are used in all classrooms across the campus. Our teachers at the Emerging and Expanding levels of instruction are creating materials, activities, assignments and assessments from multiple sources using effective language-acquisition strategies and approaches to build ELD student language and literacy skills. Our teachers identify meaningful, effective, appropriate types of text that expose our students to a variety of topics and ideas that are interesting to students and facilitate motivation in language learning. The Emerging ELD curriculum is deeply anchored in teacher-created materials and activities while integrating the "Get Ready" curriculum by Vista publishers. Of course, our teacher-created materials and instruction for all three levels is grounded in the California English Learner Roadmap and the California ELD Standards. All three levels heavily promote student talk to lay the groundwork for more in-depth reading and writing in English. Schools generally employ a variety of models in serving the needs of the EL population. Three main models are identified below:

A. REGULAR MAINSTREAM CLASSROOM MODEL: Any current or former ELD students participating in a regular, mainstream classroom program receive common-core, literacy-based teaching techniques that are beneficial not only to former ELL students, but also to all students. These various CCSS strategies are intended to provide equal access to the core curriculum and to be supportive of additional integrated language development inside the various content-area courses. A variety of mainstream teachers receive training in effective language-development

strategies to be used through their content materials, activities, assignments and assessments. In this model, mainstream teachers are charged with the task of helping build language skills on a daily basis and no other separate, designated time is allotted to student learning of the English language. Activities and assignments that promote cross-cultural understanding in addition to language learning are provided.

B. INTEGRATED CONTENT AREA CLASSROOM MODEL (9-12 Core Content Classes): An integrated content class consists of mainstream students and randomly distributed ELD students who are acquiring English proficiency and need the support to access the core curriculum and prevent academic failure. ELD students are provided with equal access to the core curriculum through the integrated instruction of the content-area classroom teachers and/or through the academic and language support of bilingual para-educators strategically placed to assist emerging and low-expanding level students with exposure to English and the fundamental content of the course. The content area class curriculum is made accessible through different teacher instructional strategies and practices employing effective universal instruction. Many schools do not use bilingual para-educators to assist content teachers. Others provide bilingual para-educators in content-area classrooms to assist teachers with content and language learning. Content teachers along with para-educators receive additional training and practice in providing language support to EL students within their respective content courses such as science, social science, math and various other elective courses.

C. DESIGNATED ELD MODEL (9-12 English Language Specific at Appropriate Levels): Specialized ELD programs focus on developing speaking, listening, reading, writing and language skills for EL students who are in the beginning stages of English Language acquisition based on their respective placement into an Emerging, Expanding, or Bridging level ELD course. Bilingual paraprofessionals are also made available when possible to support the second-language acquisition process inside the designated classroom, especially for the emerging ELD students.

Corning Union High School employs both a designated and an integrated content model in our regular master schedule of courses. We offer three levels of designated instruction and our core curriculum content-area teachers blend language-building activities and assignments into the process of students learning content on a regular basis. All of our other elective course teachers integrate literacy and language-building activities and assignments into their curriculum and instruction. CUHS is most committed to the Designated ELD Model with elements of the Integrated Content-area Classroom Model to supplement what happens in the designated classroom. More collaboration between the designated and integrated teachers is a constant, ongoing work in progress which is necessary to facilitate and make meaningful and effective the efforts of both types of teachers working with the same ELD students.

Additional Instructional Support

Grades 9-12 ELs who are not meeting content standards are provided additional academic support in order to improve academic achievement. This support is provided in the appropriate language according to program placement. We believe that all ELD students should be taking a Spanish course for Spanish-speakers in order to support a more rapid transition and transference of language skills into English. Additional tutoring for academic success is available not only through regular content-area classrooms and bilingual para-educators, but also through the Academic Support Time (AST) program and the after-school STARS program through the use of bilingual tutors. Targeting the students who are no longer in a designated ELD class, but have not been reclassified because they have not met all of the criteria for re-designation, are also a significant concern for our school (LTELs). Our English teachers, many of our integrated content teachers, our EL coordinator and coach, our counselors, and our admin team are committed to building schoolwide efforts to structure an effective EL program that meets the needs of our second language learners.

5. STAFFING AND PROFESSIONAL GROWTH: State and Federal laws require that all teaching personnel assigned to provide instruction to ELD students be qualified to provide the appropriate instructional services using CLAD credential training, bilingual skills, and other ELD language-acquisition approaches. The CUHS staff participates in a variety of EL professional learning through our own expert staff as well as through such resources as EL Rise, CABE, MCAP, Seidnitz Education, & other TCDE offerings, etc.

A. STAFFING:

1. ELD and content-area classes will be taught by **teachers** who possess a bilingual credential, a CLAD certificate, or have been trained in accordance with SB1969 or SB 395. California-credentialed teachers now receive their EL certifications embedded within the courses they take to become credentialed. Our designated ELD teachers are certified in language acquisition.
2. **Bilingual Para-Educators** support the content-area classrooms with first-language and target-language assistance to not only learn content, but also to build literacy and language skills through the content being learned.
3. The three **counselors** take responsibility for the EL students according to their last names. Each counselor targets and follows up on all ELL students to ensure they are staying on track and meeting the expectations to learn language and content and ultimately earn their diplomas. One **bilingual counselor** focuses on all of the Emerging ELD students as part of her caseload.
4. The **EL Coordinator & Coach** not only teaches three ELD courses, but also engages with teachers on campus to develop their skills in working with ELL students in their classes. This person is directly involved in monitoring and following up with all aspects of the EL program in cooperation with the **associate principal** who has oversight of the EL Program.

B. TRAINING:

The State requires teachers of ELD students to meet specific credential requirements. These include skills in language acquisition methodology, knowledge of the culture of the students that they teach, and strategies for making content accessible to all levels of ELL students. Teachers now entering the profession from California colleges and universities receive the appropriate EL training which is embedded in the credentials they earn and expects teachers to integrate language development into their curriculum and instruction. Additional training for current teachers is available through our own staff, through various county office or subject-specific professional development opportunities, as well as through a local ELD consultant who advises us on an as-needed basis. All teachers are provided with on-going training opportunities that include, but are not limited to, the following:

- Strategies to assist students in the development of reading, writing, listening, speaking and language growth
- CABE Conferences & Workshops along with Cross-cultural understanding PD
- English language development teaching methodologies (ELD)
- Sheltered instruction using strategically designed lessons
- Bilingual cross-cultural teaching methodology
- Workshop sessions with EL teachers on site
- Knowledge-building of the State ELD Standards & the EL Roadmap
- Integration of AVID strategies and consistent classroom practices that positively support English learners

Section Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments. We support students through reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, and multilingual, twenty-first century world.

We believe:

- A. EL educational approaches and programs are designed for continuity, **alignment, and articulation** across grade levels and system segments.
- B. Schools plan schedules and resources to **provide extra time** in school (as needed) and build partnerships with after-school and other entities to provide additional support for English learners, to accommodate the extra challenges they face in learning English and accessing/mastering all academic subject matter.
- C. EL educational approaches and programs are designed to be **coherent** across schools within districts, across initiatives, and across the state.

1. Assisting Students in Recovering Academic Deficits: State and Federal regulations require that an intervention plan be implemented to assist English Learners while they are acquiring English. The District-developed intervention plan must be implemented to assist English Learners to recover academic

deficits incurred while learning English. Schools must utilize a variety of extended learning opportunities to provide additional support. At CUHS, the extended learning opportunities will include one or more of the following: before school/after school programs, extended day activities, summer school, and night school using strategies that facilitate student acquisition of the necessary credits required for graduation. CUHS will ensure that all EL students have access to the programs and services needed to earn a high school diploma while learning English. We have counselors dedicated to direct responsibility for all EL students at CUHS. We have a staff member who serves as the EL Coordinator & Coach to help direct the programs and services provided to EL students. Additionally, we have a staff member who plans and implements the DELAC meetings for parents with the help of student and parent volunteers.

2. Reclassification: Students will be considered for reclassification when they are achieving at or above the state and local recommended guidelines for reclassification. CUHS has established a set of reclassification criteria to meet the goals of our EL Program and overall instructional expectations. Teacher and administrator recommendations and parent consultation and notification are necessary for reclassification to be conducted with English Learners. Reclassified students will be monitored to ensure that they are making adequate academic progress throughout their entire high school career once reclassified. These potential students will be considered Redesignated Fluent English Proficient (RFEP) once the initial criteria is met to trigger the process by meeting the first criterion below. Then, the STAR reading test and the English writing rubric are administered at various intervals throughout the school year to all those students who scored a 4 on the ELPAC. The EL Coordinator/Coach works with all English teachers to accomplish this process. Potential reclassified students will be given multiple opportunities to meet the requirements in a given academic year.

- **English Language Proficiency Levels:** Overall proficiency level total of 4 on the summative English Language Proficiency Assessment for California (ELPAC). The scores for the areas of listening, speaking, reading, and writing are recorded and provide a profile of each student, but the total overall ELPAC result is what matters for reclassification. There is one administration per year.
- **Basic Skills Proficiency Levels (grades 9-12)** A minimum grade-level score of 5.0 on the Renaissance Learning STAR Reading Test. Several administrations may be necessary.
- **English Teacher Evaluation** based on students' writing skill level against the English Department rubric (4 pts. minimum on 8-pt. writing rubric; 6/12 or 8/16). Several administrations may be necessary.
- **Parent/Guardian Consultation & Notification** (conversations among the EL Team and the English teachers of the students).

3. Reclassification Team: The EL Reclassification Team will consist of the EL Coordinator, the counselors, a designated site administrator, and the English teachers. The EL Coordinator will review EL students' progress and recommend reclassification or other necessary options as required to maintain or improve the students' academic progress. The reclassification team facilitated by the EL Coordinator will: 1) Monitor a follow-up plan for each reclassified student; 2) Review each reclassified student's progress using the six-week grade reports as needed; & 3) Document and make recommendations for support, intervention or class/grade placement as needed.

EL Master Plan Updated & Approved at June Board Meeting of 2023 (June 15, 2023)