



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Master Plan for English Learners

Santa Monica-Malibu Unified School  
District Master Plan for English Learners,  
Revised March 2021





## MASTER PLAN FOR ENGLISH LEARNERS

### Table of Contents

District Overview .....	3
Core Beliefs .....	4
Research Foundation .....	5
Identification .....	6
Current CDE Criteria for Initial Classification .....	8
SMMUSD Processes for the Initial Identification of English learners .....	9
Assessment.....	12
SMMUSD Processes for the ASSESSMENT of English learners.....	13
Instructional Programs and Placement.....	15
Program Options .....	16
Spanish Dual-Language Immersion (DLI): TK-Grade 12.....	16
Structured English Immersion (SEI): Elementary .....	16
Supplemental English Language Development Intervention Support: Elementary .....	17
Structured English Immersion (SEI): Secondary.....	17
Supplemental ELD Intervention Support: Secondary.....	18
SMMUSD Course Offerings for English learners: MIDDLE SCHOOL.....	19
SMMUSD Course Offerings for English learners: HIGH SCHOOL .....	20
Early Learning.....	21
Instructional Strategies .....	22
Progress Monitoring.....	22
Teacher Authorization and Staffing .....	23
Professional Learning .....	23
Newcomer Students.....	24
Family Partnerships.....	25
Special Education .....	26
504 Service Plans.....	27
Reclassification.....	28
SMMUSD Processes for the RECLASSIFICATION of English learners.....	29

Seal of Biliteracy and Immersion Medallion ..... 31  
Conclusion ..... 31  
APPENDIX ..... 32



## MASTER PLAN FOR ENGLISH LEARNERS

*Being bilingual has given me the strength to be who I am, while providing me with a window into the diverse community that surrounds me. It has opened my ears to voices from far-away lands, and given me a larger perspective of culture and my place within it.*

-Jade, 12<sup>th</sup> grade student

### District Overview

The Santa Monica-Malibu Unified School District (SMMUSD) is a seaside community serving approximately 10,000 students in Grades Pre-K through Grade 12. There are over forty languages spoken across the district, and around 7.9% of the district's students are English learners (EL).

SMMUSD's mission is *Extraordinary achievement for all while simultaneously closing the achievement gap*. Our goal is to equip graduates with the confidence, knowledge and skill necessary for college/career readiness and active civic participation. SMMUSD values multilingual proficiency in our students, and recognizes the critical importance linguistic diversity plays in the social and economic welfare of our state. To this end, SMMUSD strives to provide the highest level of support to our English learners to ensure students are well-prepared for the 21<sup>st</sup> Century workforce.

This document, the *Master Plan for English learners*, is intended to provide a clear and accessible roadmap for the education of SMMUSD's EL students. In this plan you will find:

- ❖ SMMUSD's core beliefs to promote English learner success
- ❖ Adopted procedures that guide the identification, placement, assessment, instruction and progress monitoring of English learners in SMMUSD
- ❖ Resources for families, students and staff

Our hope is that this *Master Plan for English learners* promotes clarity and cohesion across the district as we collectively seek to accelerate English learners' success.

## Core Beliefs

SMMUSD holds the following core beliefs:

1. ***The diverse languages and cultures English learners bring to their education are valued resources.*** Students' strengths and skills in their primary languages are assets to learning.
2. ***All SMMUSD students benefit from collaboration with peers from diverse cultures, races, and languages.*** Learning communities are enriched by the linguistic and cultural contributions of English learners.
3. ***All English learners have access to rigorous, standards-aligned instruction in content and English language development.*** This instruction occurs across *all* subject areas, *all* programs and *all* school sites.
4. ***Developing English learners' linguistic and academic proficiency is a shared responsibility of all educators.*** Everyone has a role to play in ensuring the achievement of SMMUSD's English learners.
5. ***English learners and their families are partners in the learning process.*** Strong family partnerships are foundational to student success.

*When students attempt to communicate with, listen to, and learn from peers who have experiences and perspectives different from their own, they expand their knowledge base and at the same time gain the necessary intercommunication skills that are essential to success in their higher education, business, civic, political and social lives.*

*-Newcomer Toolkit, U.S. Department of Education, 2016*

These core beliefs drive decision-making policies and practices for English learners. To help actualize these core beliefs, SMMUSD commits to:

- **Clearly understood and universally applied** processes for identification, assessment, placement, instruction, reclassification and progress monitoring of English learners
- **Transparency and collaboration with students and families regarding** identification, assessment, placement, instruction, reclassification and progress monitoring of English learners
- **Alignment of programs and services** to ensure continued rigorous learning as English learners transition across grade levels and school sites
- **Ongoing, research-based professional** development in English language development for staff
- **Systematized feedback loops** with built-in opportunities to improve practice

## Research Foundation

Research-based theory and practice provide the foundation for SMMUSD's EL programs. Key highlights from current research on English learners are listed below. This research is quoted directly from *California English learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English learners* published by the California State Department of Education, 2017.

The research findings below reinforce and expand on prior research in the field:

- English language proficiency development: (1) is a process that takes four to seven years for those entering with emerging English, (2) benefits from coherent and aligned instruction across that time period, and (3) can take place as an integrated process simultaneous with academic content learning in addition to designated ELD and the development of bilingualism/biliteracy.
- Bilingualism provides benefits from the capacity to communicate in more than one language, may enhance cognitive skills, and may improve academic outcomes.
- The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, accelerated students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.
- Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive social and language development. There is a great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities.

The current research evidence base also supports the need to attend to the following instructional factors:

- Explicit literacy instruction, especially in the early grades and with students not literate upon entry
- Peer-assisted and small-group learning opportunities
- Academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
- Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning
- Processes related to social-emotional development and identity formation

- *California English learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English learners*, California State Department of Education, 2017, pages 10-11.

## Identification

Accurate identification of English learners is foundational for ensuring appropriate placement and instruction. SMMUSD will take the following steps to support the proper identification of English learners:

- 1. Utilize the Home Language Survey (HLS) to determine next steps for assessment:** Upon initial enrollment in a California school, parents/guardians are asked to complete a **Home Language Survey** indicating which language the child first learned to speak and which language the child and family speak most frequently at home. Parents/guardians responses of any language other than English to **the first three questions** on the Home Language Survey identify the student as a possible English learner; the student is identified as “To Be Determined” (TBD) in the student information system. This includes responses of English/another language (e.g., English/Spanish, English/Japanese). Parents of students who are labeled TBD will be notified in writing of the need to administer a language proficiency assessment, the *Initial* English Language Proficiency Assessment of California (ELPAC). If parents feel that they completed the HLS in error, they may request a correction at the school site prior to the administration of the *Initial* ELPAC language assessment. The site administrator will provide a new HLS to the parent/guardian.
- 2. Verification of Initial Enrollment:** A student identified as “TBD” in the student information system will be cross-referenced in the state’s database (CALPADS) by the district’s Education Data Specialist to verify that the student does not already have an English Language Acquisition Status (ELAS) based on prior enrollment in another California school. An existing HLS takes precedence over any subsequently submitted documentation.
- 3. Administer the *Initial* English Language Proficiency Assessment of California (ELPAC)** to determine English proficiency level: The initial ELPAC must be administered to newly enrolled students in a California school within thirty calendar days of enrollment. Students who are identified as English learners must be assessed annually with the *Summative* ELPAC, beginning in the initial year of identification, until they are reclassified. Students whose disabilities prevent them from taking one or more parts of the initial ELPAC, must be assessed using an alternative assessment, such as the VCCALPS, to establish their initial language proficiency status.
- 4. Administer primary language evaluation (Spanish only) to supplement ELPAC results,** when available: Students whose parents/guardians respond on the HLS that Spanish is a primary language spoken at home will be given the IPT exam to determine Spanish language proficiency. The IPT is administered only once – when students first arrive to a SMMUSD school. If parents/guardians indicate on the HLS that a language other than Spanish is the primary language at home, the **SOLOM** will be used to evaluate home language proficiency.

5. **Review cumulative folders of newly enrolled students:** Site staff will request the cumulative folder from previous sites for any student who is transferring to SMMUSD from another school within the United States. Site staff will review folder for any additional information to assist in placement of student, however, identification information from outside of California cannot be used in place of a Home Language Survey and an Initial ELPAC score for determining English language acquisition status. Details in the cumulative folder from a California school related to ELAS, must be verified in CALPADS by the district’s Education Data Specialist prior to entering in the student information system.
  
6. **Use state guidelines to identify English learners:** Students new to SMMUSD and new to California public schools will be identified as either an English learner (EL) or as Initial Fluent English Proficient (IFEP) based on the Initial ELPAC score. The ELPAC scoring criteria for this identification is listed below.
  
7. **Inform parents/guardians regarding the English Language identification and assessment process:** Parents will receive an initial notification letter within 30 calendar days of the Initial ELPAC administration notifying parents of their child’s results and the English Language Acquisition Status, either IFEP or English Learner. This letter is generated automatically when the ELPAC scores are entered by the test examiners.

**Note to parents and staff:**

- Parents may correct the Home Language Survey if they feel it was completed in error prior to the administration of the Initial ELPAC administration. To request a new HLS, parents/guardians must contact a site administrator.
- Subsequent to the Initial ELPAC administration BUT prior to the administration of the Summative ELPAC in February, parents may also challenge the English language designation resulting from the Initial ELPAC score. Site administrators will work with Educational Services staff on criteria for review of a student’s English Language Acquisition Status.
- Teachers/staff may also challenge the English Learner (EL) status prior to the Summative ELPAC assessment if they believe the student is misidentified. Site administrators will work with Educational Services staff on criteria for review of a student’s English Language Acquisition Status.
- Once the Summative ELPAC has been administered to a student, the English Language Acquisition Status cannot be changed until a student is reclassified.



2020-21 CDE Criteria for Initial Classification

LEVEL	INITIAL ELPAC SCORE RANGE	DESCRIPTION
<b>Initial Fluent English Proficient (IFEP)</b>	<b>450 - 600</b>	Students at this level have <b>well developed</b> oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
<b>Intermediate <u>English Learner</u></b>	<b>370 - 449</b>	Students at this level have <b>somewhat to moderately developed</b> oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
<b>Novice <u>English Learner</u></b>	<b>150 - 369</b>	Students at this level have <b>minimally developed</b> oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

The chart below, *SMMUSD Processes for the Identification of English learners*, outlines the specific responsibilities, staffing and timeframes for the district assessment of English learners.

SMMUSD Processes for the Initial Identification of English learners								
<i>Accurate identification of English learners is foundational for ensuring appropriate placement, assessment and instruction. The identification of ELs in SMMUSD requires a team approach; collaboration and articulation regarding identification occurs between site office staff, elementary Literacy and Language Interventionists (LLIs), secondary EL Program Leads, and Educational Services staff.</i>								
WHO (District Staff)	DOES WHAT (Responsibilities or Actions Taken)	WHEN (Timeframe)						
<b>Site Office Staff</b>	<p>Site office staff helps determine previous enrollment in a California public school (TK-Grade 12) by:</p> <ul style="list-style-type: none"> <li>✓ Using the <i>HLS Overview Form</i> to review the HLS with parents</li> <li>✓ Distributing and having parents complete the first section of the <b>Home Language Survey</b> (HLS) including student’s name, age, grade, teacher, etc.</li> <li>✓ Pointing out to parents the first section on the HLS, specifically the following question: <i>Has your child been previously enrolled in a California public school?</i></li> </ul>	When a new student enrolls at the school site						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e2efda;">If...</th> <th style="background-color: #e2efda;">Then...</th> </tr> </thead> <tbody> <tr> <td> <b>Parent/guardian writes “yes”</b> indicating that the student <b><i>was previously enrolled</i></b> in a TK-Grade 12 California public school                 </td> <td> <ul style="list-style-type: none"> <li>• Parent/guardian <b><i>does not complete</i></b> the remainder of the HLS</li> <li>• Parent/guardian completes the first section only (e.g., name, age, grade, teacher) and submits the HLS to the site</li> <li>• Office staff inputs TBD in Illuminate</li> <li>• Office staff files HLS in students cumulative file folder</li> </ul> </td> </tr> <tr> <td> <b>Parent/guardian writes “no”</b> indicating that the student <b><i>was not previously enrolled</i></b> in a TK-Grade 12 California public school                 </td> <td> <ul style="list-style-type: none"> <li>• Parent/guardian <b><i>completes the full HLS</i></b></li> </ul> </td> </tr> </tbody> </table>		If...	Then...	<b>Parent/guardian writes “yes”</b> indicating that the student <b><i>was previously enrolled</i></b> in a TK-Grade 12 California public school	<ul style="list-style-type: none"> <li>• Parent/guardian <b><i>does not complete</i></b> the remainder of the HLS</li> <li>• Parent/guardian completes the first section only (e.g., name, age, grade, teacher) and submits the HLS to the site</li> <li>• Office staff inputs TBD in Illuminate</li> <li>• Office staff files HLS in students cumulative file folder</li> </ul>	<b>Parent/guardian writes “no”</b> indicating that the student <b><i>was not previously enrolled</i></b> in a TK-Grade 12 California public school	<ul style="list-style-type: none"> <li>• Parent/guardian <b><i>completes the full HLS</i></b></li> </ul>
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<p>If parent/guardian writes a response of a language other than English or combined with English (e.g., English/Spanish) on <b><i>any of the first three questions</i></b> on the HLS, the site office staff:</p> <ul style="list-style-type: none"> <li>✓ Distributes the <i>Home Language Survey (HLS)</i> and the <i>Fast Facts for Families of English Learners in SMMUSD</i> Sheet to parent/guardian</li> <li>✓ Distributes the SOLOM to parent/guardian to complete</li> <li>✓ Distributes the Initial ELPAC Assessment form to parent/guardian</li> </ul>								
<p>After parent/guardian has completed the HLS and the SOLOM, the site office staff:</p> <ul style="list-style-type: none"> <li>✓ Collects the HLS and SOLOM</li> <li>✓ Inputs into Illuminate the specific language (other than English) that parent/guardian wrote on the HLS</li> <li>✓ Inputs “To Be Determined” (TBD) into the Language Status section of Illuminate</li> <li>✓ Makes a copy of the HLS and gives it to the LLI (elementary) or EL Program Lead (secondary)</li> <li>✓ Files the original HLS and SOLOM in the student’s cumulative folder</li> </ul>								

## SMMUSD Processes for the Initial Identification of English learners

Accurate identification of English learners is foundational for ensuring appropriate placement, assessment and instruction. The identification of ELs in SMMUSD requires a team approach; collaboration and articulation regarding identification occurs between site office staff, elementary Literacy and Language Interventionists (LLIs), secondary EL Program Leads, and Educational Services staff.

WHO (District Staff)	DOES WHAT (Responsibilities or Actions Taken)	WHEN (Timeframe)
<b>Site Office Staff</b>	NOTE: Students who participated in a California public school TK program, should have already completed a HLS upon initial enrollment. If there is not a HLS in the child’s cumulative folder, parents must complete an HLS. If a student participated in a pre-school program, parents would <b>not</b> have previously completed an HLS and must complete an HLS upon enrollment for Kindergarten.	
	Site office staff will reach out to the Director of Assessment, Research and Evaluation with questions regarding the Identification of students	
<b>LLI (Elementary)</b>  <b>EL Program Lead (Secondary)</b>	Reviews the copy of the HLS (and SOLOM) provided by site office staff	Once local score reports arrive to sites after initial ELPAC testing
	Reviews the list of students who require <b>initial</b> assessment for English language proficiency (e.g., students who are <b>new to the USA</b> or <b>new to a California school</b> )	
	NOTE: Students who require initial assessment have a language status of To Be Determined (TBD) until English Language Acquisition Status is confirmed through Initial ELPAC assessment results	
	If the HLS indicates that the student requires assessment in Spanish language proficiency, then, the LLI/EL Program Lead submits a list of students who require assessment for Spanish language proficiency to the Director of Assessment, Research and Evaluation	
	NOTE: These students will also be on the list of students who require assessment on the ELPAC for English language proficiency	
	LLI/ELPL files each student’s local ELPAC score report in the student’s cumulative folder	
<b>LLI (Elementary)</b>  <b>EL Program Lead (Secondary)</b>	LLI/ELPL uses the Illuminate report generated by the Director of Assessment, Research and Evaluate to create a site-based list of all English learners (EL) new to the school site and distributes the list to classroom teachers (elementary), Literacy and Language Coaches (elementary and middle school), as well as site administrators (elementary and secondary)	
	LLI/ELPL, in collaboration with the site-based Literacy and Language Coach and/or classroom teachers, determine instructional supports and/or interventions needed for individual students	
<b>Director of Assessment, Research and Evaluation</b>	Oversees and manages the list of students across all sites who require assessment in both English language proficiency on the ELPAC as well as Spanish language proficiency on the IPT	Within 30 days for newly

### SMMUSD Processes for the Initial Identification of English learners

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WHO (District Staff)	DOES WHAT (Responsibilities or Actions Taken)	WHEN (Timeframe)
	Ensures that written notification of administration of initial ELPAC is provided to parents prior to start of administration, including for students who will be assessed prior to the start of school year (e.g., summer ELPAC assessments given at SAMOHI)	enrolled students
	Coordinates and oversees the Initial ELPAC Assessment Process (See the Assessment section for further details) and the verification of prior English Language Acquisition Status (ELAS) in CALPADS	
	Sends ELPAC score reports to Literacy & Language Interventionists (Elementary) and EL Program Leads (Secondary) at sites	
	Sends initial notification letter to parents with ELPAC results and EL Acquisition Status (IFEP or EL)	
	Reviews the ELPAC local score report and use the state-mandated criteria outlined on the <i>EL Identification Checklist</i> to determine if a student is identified as Initial Fluent English Proficient (IFEP) or English learner (EL)	
	Creates a report in Illuminate of all English Learners and shares report with LLIs/EL Program Leads, the Coordinator of Literacy and Language, and the Director of Curriculum and Instruction	

***NOTE: If a parent/guardian believes that the Home Language Survey was completed in error and requests a new Home Language Survey from the site, the school administrator must provide this new survey to parents/guardians.***

## Assessment

All English learners are required to be assessed annually on their English language proficiency with the English Language Proficiency Assessment of California (ELPAC). Students who are new to the school system are assessed on the *Initial* ELPAC within 30 days of entry into the district. Students who have been previously identified as English learners (ELs) in other states and/or school districts are assessed annually on the *Summative* ELPAC. Students new to the USA who speak Spanish will also be given an Initial Placement Test (IPT) in Spanish at the Elementary and Secondary levels.

The annual assessment of ELPAC involves a collaboration between Educational Services and individual school sites. In collaboration with each site's Testing Coordinator, the Director of Assessment, Research and Evaluation oversees a team of assessors to administer the ELPAC to each student who qualifies or may qualify as an English learner. The assessment yields a local score report, which will be filed in the student's cumulative folder. An official score report will be sent to parent with an official score report from the state regarding their child's ELPAC results.

English learners who receive Special Education services may require accommodations on the ELPAC and/or have language proficiency assessed through an alternate assessment as noted in each student's Individualized Education Plan (IEP). Students with 504 Service Plans may also require accommodations on the ELPAC as noted in students 504 Service Plans. Please see the sections entitled *Special Education and 504 Service Plans* for additional information.

The chart below, *SMMUSD Processes for the Assessment of English learners*, outlines the responsibilities, staffing and timeframes for the district assessment of English learners.

<b>SMMUSD Processes for the ASSESSMENT of English learners</b>		
<i>All English learners are required to be assessed annually on their English language proficiency with the English Language Proficiency Assessment of California (ELPAC). Students who are new to the school system are assessed within 30 days of entry into the district on the Initial ELPAC. Students who have been previously identified as English learners (ELs) are assessed annually with the Summative ELPAC beginning in the month of February.</i>		
<b>WHO (District Staff)</b>	<b>DOES WHAT (Responsibilities)</b>	<b>WHEN (Timeframe)</b>
<b>Director of Assessment, Research and Evaluation</b>	Generates and manages lists of English learners and students whose language status is To Be Determined (TBD) for Initial ELPAC assessment	Within 30 days of Enrollment (Initials) Feb.-May (Annuals)
	Notifies parents/guardians of ELPAC testing	
	Distributes lists of TBDs and ELs to be assessed to site Testing Coordinators	
	Coordinates, trains and oversees the ELPAC Assessment Team	
	Communicates with site Testing Coordinators regarding Initial and Summative ELPAC training, requirements and timeframes	
	Sends ELPAC score reports to Literacy & Language Interventionists (Elementary) and EL Program Leads (Secondary) at sites	
	Sends ELPAC score reports home to parents/guardians	
	Oversees training and assessment for ELPAC Assessment Team members who will administer ELPAC with accommodations for Special Education ELs as well as Special Education ELs who require an alternate assessment such as the VCALPS as noted in Individual Education Plans (IEPs)	
	Collaborates with Special Education Department staff to ensure that all Special Education ELs who have state testing accommodations listed in their IEPs receive these accommodations as needed on the Initial and/or Summative ELPAC	
	Creates a report in Illuminate of all English Learners and shares report with LLIs/EL Program Leads, the Coordinator of Literacy and Language, and the Director of Curriculum and Instruction	
<b>ELPAC Assessment Team</b>	Collaborate with site Testing Coordinators to assess students whose language status is To Be Determined (TBD) as well as English learners who require annual language assessment with the Summative ELPAC	Within 30 days of Enrollment (Initials) Feb.-May (Annuals)
	Organize and coordinate ELPAC materials	
	Score ELPAC assessments for TBDs and ELs	
<b>EL Program Lead (High School)</b>	Assesses and scores students new to the USA whose language status is TBD	
<b>Site Testing Coordinators</b>	Coordinate and schedule ELPAC assessment	During primary ELPAC assessment
	Communicate with site staff regarding assessment schedule and English learners to be tested	
	Review testing accommodations on Individual Education Plans (IEPs) for Special Education ELs and ELs who have 504 Service Plans	

### SMMUSD Processes for the ASSESSMENT of English learners

All English learners are required to be assessed annually on their English language proficiency with the English Language Proficiency Assessment of California (ELPAC). Students who are new to the school system are assessed within 30 days of entry into the district on the Initial ELPAC. Students who have been previously identified as English learners (ELs) are assessed annually with the Summative ELPAC beginning in the month of February.

WHO (District Staff)	DOES WHAT (Responsibilities)	WHEN (Timeframe)
<b>Site Testing Coordinators</b>	Determine appropriate staffing and structures to ensure testing accommodations are met for Special Education ELs and ELs with 504 Service Plans	windows in August-Sept. and February-May
<b>Literacy &amp; Language Interventionists EL Program Lead</b>	File ELPAC score reports in English learners' cumulative folders  LLI/ELPL uses the Illuminate report generated by the Director of Assessment, Research and Evaluate to create a site-based list of all English learners (EL) new to the school site and distributes the list to classroom teachers (elementary), Literacy and Language Coaches (elementary and middle school) as well as site administrators (elementary and secondary)	Once ELPAC assessment is complete and score reports have been sent to sites
<b>Special Education Certificated Staff</b>	Collaborates with site Testing Coordinators to assess Special Education EL students whose IEP requires an alternate assessment to the ELPAC and/or require accommodations on the Initial or Summative ELPAC  If indicated in a student's IEP, an alternate assessment to the ELPAC (such as VCALPS) may be given as part of a student's annual IEP assessment process	<b>Special Education Certificated Staff</b>

## Instructional Programs and Placement

Santa Monica Malibu Unified School District (SMMUSD) is committed to ensuring that all English learners attain high levels of proficiency in both English language and grade level content across subject areas. In all district programs, English learners have access to rigorous, standards-aligned instruction in content and English language development. English learners receive **integrated ELD** across all content areas and **designated ELD** during a protected time of the day. Academic content is taught in concert with English Language Development (ELD) standards.

To facilitate ELD instruction, English learners are clustered as much as possible in classrooms according to their English language proficiency levels. **Essential to students' academic success is ensuring that all English learners have a welcoming and supportive learning environment where language difference is celebrated, bilingualism is valued, ELD is taught throughout the day, and students of all language levels can thrive.**

*Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates.*

*-From California English learner Roadmap, CDE, 2018*

The following are core features across all instructional programs for English learners:

1. Educators hold high expectations for English learners
2. Classroom and school climates are affirming of students' linguistic and cultural differences, inclusive and safe
3. English learners are provided access to the full curriculum across all content areas and programs
4. Instruction is responsive to students' language needs and differentiated to maximize student learning
5. Integrated and designated ELD are taught each day; ELD is integrated throughout content areas
6. Home language is valued and, as often as possible, used as a foundation for learning experiences
7. Instructional materials used to support ELD are standards-based, rigorous and intellectually engaging; materials are aligned with students' language levels (Emerging, Expanding, Bridging) and are used to support both content and language development
8. English learner progress is monitored and timely feedback on performance is communicated to students and parents/guardians



## Program Options

SMMUSD has two program options to support English learners in attaining language and content proficiency: Structured English Immersion and Dual-language Immersion (Spanish). **In both programs, the needs of English learners are addressed in the classroom by the classroom teacher using research-based instructional strategies and standards-aligned program materials.**

SMMUSD recognizes that some students may require additional, supplemental support to attain English language proficiency. This supplemental intervention support is provided by certificated staff with expertise in **English Language Development (ELD)**. In cases where supplemental ELD is provided, support staff work in collaboration with classroom teachers to align content, review data, and monitor the progress of ELs. **Supplemental ELD does not take the place of integrated and designated ELD taught throughout the school day by the classroom teacher(s).**

A description of SMMUSD's core and supplemental programs is outlined below:

### Spanish Dual-Language Immersion (DLI): TK-Grade 12

Santa Monica Malibu Unified School District offers a Spanish **Dual-Language Immersion** program for TK-Grade 12 students. This language acquisition program provides language learning and academic instruction for students with the goals of high academic achievement, language proficiency in English and Spanish, and cross-cultural understanding. English learners receive integrated and designated English Language Development during a part of their instructional day within the Spanish Dual-Language Immersion program. Dual-Language Immersion is offered at the following sites: Edison Language Academy (Grades TK-5), John Adams Middle School (Grades 6-8), and Santa Monica High School (Grades 9-12). Additional information regarding the Dual-Language Immersion programs in SMMUSD can be found on each school's website.

### Structured English Immersion (SEI): Elementary

Students in Grades TK-5 participate in Structured English Immersion classrooms wherein integrated ELD is provided by the classroom teacher throughout the instructional day and across all content areas. Teachers build upon California Content Standards in ELA and California English Language Development (ELD) Standards to provide direct instruction and practice in English language development. Instruction is differentiated to accommodate students' diverse language levels as identified by state and local measures. **Designated ELD is also provided during a protected time of the day by the classroom teacher.** Teachers use research-based instructional strategies coupled with lessons and resources from board-approved instructional materials to provide direct instruction in both integrated and designated ELD throughout the instructional day. ELD Standards and resources are accessible to teachers on the ELA/ELD Curriculum Guides on the district website.

*Integrated and designated ELD signal that the academic uses of language are to be developed in every subject matter and classroom throughout the day, not just during the designated ELD time or stand-alone ELD class. It systematically signals that all educators, not just bilingual instructional and ELD staff, are responsible for English learners' linguistic and academic achievement.*

*-California English learner Roadmap, CDE, 2018*

### Supplemental English Language Development Intervention Support: Elementary

SMMUSD recognizes that some English learners may require additional, supplemental support to meet language and content standards. To this end, English learners in Grades 4 and 5 who are at risk for becoming **Long-Term English learners** (LTELS) may receive additional, supplemental language intervention support to accelerate their language and literacy achievement. This instruction is provided by site-based Literacy & Language Interventionists, certificated teachers with content expertise in language and literacy.

Students qualify for this supplemental support based on their performance on assessments measuring language proficiency (e.g., ELPAC) and literacy proficiency (e.g., CAASPP). Placement criteria for students who receive supplemental English is outlined on the **SMMUSD Elementary ELD Flowchart**.

Literacy and Language Interventionists provide direct instruction and practice on English language and academic language development using research-based instructional programs that are anchored in California ELA and ELD Standards.

SMMUSD also offers supplemental support to students who are new to the United States at the elementary level. Please see the section below entitled *Newcomer Students* for information regarding SMMUSD's support of elementary ELs new to the U.S.

The progress of English learners who participate in supplemental ELD classes is closely monitored. Classroom teachers and interventionists administer **formative and summative assessments** at regular intervals to track student progress. Students' placement in supplemental ELD intervention is evaluated three times yearly during data team meetings, and students are assessed for readiness to exit the language intervention program and/or continue with language support.

### Structured English Immersion (SEI): Secondary

SMMUSD secondary students participate in **Structured English Immersion** (SEI) classrooms wherein **integrated English Language Development is provided by classroom teachers throughout the instructional day across all content areas**. At the secondary level, integrated ELD may include developing academic language (e.g., vocabulary, syntax, grammar) to accelerate English language and achievement in core content areas. Designated ELD is taught by a certificated teacher during a protected time of the school day. Designated ELD may include direct instruction in English Language (e.g., how English works) as taught through core ELA content. Teachers use research-based instructional strategies and program materials that are aligned with CA State Standards. ELD Standards and resources are accessible to teachers on the ELA/ELD Curriculum Guides on the district website. At the middle school level, SMMUSD offers an extended school day at several sites to ensure a designated ELD period and access to an elective course.

Secondary students who are new to the United States and who are identified as being at the *Emerging* or *Early Expanding* level of English language proficiency participate in a specialized course designed to provide access to core ELA content while developing beginning language proficiency. This course combines ELA and ELD standards in a block format (e.g., two linked classes). Students who are new to the USA may participate in this course for up to one school year. SMMUSD prioritizes access to core content for all English learners; for this reason placement in a block class should not exceed one year. The block ELA/ELD course is offered at the following secondary sites: John Adams Middle School, Lincoln Middle School, Santa Monica High School. Malibu Middle School and Malibu High School also offer an ELA/ELD course to support students new to the United States.

The progress of English learners in the ELA/ELD classes is closely monitored, reviewed, and documented on the district's student information system to ensure students are progressing towards both language and content proficiency.

#### Supplemental ELD Intervention Support: Secondary

SMMUSD recognizes that some English learners may require additional, supplemental support to meet language and content standards. To this end, secondary English learners who require ELD intervention participate in ELD classes that focus on using core ELA content to teach ELD standards. In these supplemental ELD intervention classes, students receive direct instruction from certificated teachers with training in ELD content standards and instructional strategies. The content focuses on building academic language through listening, speaking, reading and writing tasks. The progress of English learners in the ELD intervention classes is closely monitored and reviewed to determine readiness to exit the intervention class and/or continue with language support.

The placement of students in supplemental ELD classes is differentiated according to students' language proficiency (as measured through ELPAC) and literacy proficiency (as measured through CAASPP, etc.). The charts below further outline the course offerings and placement criteria for English learners at the secondary level.

## SMMUSD Course Offerings for English learners: MIDDLE SCHOOL

English learners Placement Criteria*	Course Name	Placement Description	Instructional Materials
<p>ELs who are at the <i>Emerging or Early Expanding</i> language level and have...</p> <p>-scored Level 1 or Level 2(overall) on the Initial ELPAC</p> <p>-been enrolled in a US school for <i>less than one year</i></p>	<b>Language Arts I (Core ELA &amp; ELD)</b>	ELs receive standards-based instruction in ELA and ELD during a block period. ELD standards are taught in tandem with core ELA content using strategies and materials that support <i>Emerging</i> English learners.	<i>Inside (ELA)</i> <i>Inside the USA</i> (ELD)
<p>ELs who are at the <i>Emerging or Early Expanding</i> language level(s) and have...</p> <p>-scored Level 1 or Level 2 (overall) on the Initial or Summative ELPAC</p> <p>-scored a “1” on CAASPP ELA</p> <p>-been enrolled in a US school for <i>more than one year</i></p>	<b>Core Content Classes (Clustered)</b>	ELs are clustered by similar proficiency levels in core content areas and receive Integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.	<i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i>
	<b>Literacy Support I (Supplemental ELD )</b>	In addition to Integrated & Designated ELD in core classes, ELs receive supplemental, standards-based instruction that focuses on Academic Language Development. ELD content includes high-leverage academic vocabulary, syntax and grammar with structured opportunities for reading, writing and speaking application.	<i>English 3D (ELD)</i>
<p>ELs who are at the <i>Expanding or Early Bridging</i> language level(s) and have...</p> <p>-scored Level 3 or Level 4 (overall) on the Initial or Summative ELPAC</p> <p>-scored a “1” on CAASPP ELA</p> <p>-been enrolled in a US school for more than one year or are new to the US but scored Level 3 or Level 4 (overall) on the ELPAC</p>	<b>Core Content Classes (Clustered)</b>	ELs are clustered by similar proficiency levels in core content areas and receive Integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.	<i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i>
	<b>Literacy Support II** (Supplemental ELD)</b>	In addition to Integrated & Designated ELD in core classes, ELs receive standards-based instruction in Academic Language Development. This class is designed to use ELD standards to accelerate academic language proficiency in speaking, listening, reading and writing.	<i>English 3D (ELD)</i>
<p>ELs who are at the <i>Bridging</i> language level(s) and have...</p> <p>-scored Level 3 or Level 4 (overall) on the Initial or Summative ELPAC</p> <p>-scored a “2” on CAASPP ELA</p>	<b>Core Content Classes (Clustered) and Designated ELD</b>	<p>ELs are clustered by similar proficiency levels in core content areas and receive Integrated ELD throughout their instructional day. In addition, ELs receive Designated ELD during a protected time of the school day ELD in core English or Humanities class.</p> <p>*For the 2018-2019 school year, students in Grade 6 who fall into this category also receive supplemental support in Literacy Support II (see description above)</p>	<i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i>

## SMMUSD Course Offerings for English learners: HIGH SCHOOL

English learners Placement Criteria*	Course Name	Placement Description	Instructional Materials
<p>ELs who are at the <i>Emerging or Early Expanding</i> language level and have...</p> <p>-scored Level 1 or Level 2(overall) on the Initial ELPAC</p> <p>-been enrolled in a US school for <i>less than one year</i></p>	<p><b>ELD Beginning (Core ELA &amp; ELD)</b></p>	<p>ELs receive standards-based instruction in ELA and ELD during a block period. ELD standards are taught in tandem with core ELA content using strategies and materials that support <i>Emerging</i> English learners.</p>	<p><i>Edge (ELA)</i></p>
<p>ELs who are at the <i>Emerging or Early Expanding</i> language level(s) and have...</p> <p>-scored Level 1 or Level 2 (overall) on the Initial or Summative ELPAC</p> <p>-scored a “1” on CAASPP ELA</p> <p>-been enrolled in a US school for <i>more than one year</i></p>	<p><b>Core Content Classes (Clustered)</b></p>	<p>ELs are clustered by similar proficiency levels in core content areas and receive Integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.</p>	<p><i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i></p>
	<p><b>ELD Intermediate (Supplemental ELD)</b></p>	<p>In addition to Integrated &amp; Designated ELD in core classes, ELs receive supplemental, standards-based instruction that focuses on Academic Language Development. ELD content includes high-leverage academic vocabulary, syntax and grammar with structured opportunities for reading, writing and speaking application.</p>	<p><i>English 3D (ELD)</i></p>
<p>ELs who are at the <i>Expanding or Early Bridging</i> language level(s) and have...</p> <p>-scored Level 3 or Level 4 (overall) on the Initial or Summative ELPAC</p> <p>-scored a “1” on CAASPP ELA</p> <p>-been enrolled in a US school for more than one year or are new to the US but scored Level 3 or Level 4 (overall) on the ELPAC</p>	<p><b>Core Content Classes (Clustered)</b></p>	<p>ELs are clustered by similar proficiency levels in core content areas and receive Integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.</p>	<p><i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i></p>
	<p><b>Advanced Composition (Supplemental ELD)</b></p>	<p>In addition to Integrated &amp; Designated ELD in core classes, ELs receive standards-based instruction in Academic Language Development. This class is designed to use ELD standards to accelerate academic language proficiency in speaking, listening, reading and writing.</p>	<p><i>Perspectives (ELA &amp; ELD)</i></p>
<p>ELs who are at the <i>Bridging</i> language level(s) and have...</p> <p>-scored Level 3 or Level 4 (overall) on the Initial or Summative ELPAC</p> <p>-scored a “2” on CAASPP ELA</p>	<p><b>Core Content Classes (Clustered)</b></p>	<p>ELs are clustered by similar proficiency levels in core content areas and receive Integrated ELD throughout their instructional day and Designated ELD in core English or Humanities class.</p>	<p><i>Content-specific adopted texts and related instructional materials for core content and ELD (see school websites for more information)</i></p>

### **Additional Notes on Secondary Course Offerings**

\*SMMUSD recognizes that all English learners do not acquire language at the same rate. If a student that falls outside of the placement criteria listed above, site administrators consult with Educational Services for placement decisions. Site administrators document placement of students who fall outside the criteria listed above on the student's profile on Illuminate.

\*\*Literacy Support II classes are offered at John Adams Middle School and Lincoln Middle School based on enrollment and student need.

### **Early Learning**

SMMUSD recognizes the critical importance of English Language Development to our district's youngest English learners. Language is taught throughout the instructional day in our preschool and TK programs. Students engage in developmentally appropriate learning activities that promote rich language development. English learners are assessed at regular intervals on their English language progress using the Desired Results Developmental Profile (DRDP). This profile highlights a continuum of developmentally-appropriate English language skills for our Pre-K students. The results of the DRDP are shared with parents twice yearly. Professional learning is offered to teachers in strategies to support English language development and language acquisition at the preschool level.

SMMUSD also offers a Spanish Dual Language Immersion Preschool located at Edison Language Academy. This language acquisition program provides language learning and academic instruction for students with the goals of high academic achievement, language proficiency in English and Spanish, and cross-cultural understanding. Students in the Spanish Dual Language Immersion preschool are not guaranteed a space in Edison's TK program.

## Instructional Strategies

Instructional strategies to support English Language Development are anchored in research-based best practices and California State Standards in English Language Arts (ELA) and English Language Development (ELD). Instructional strategies provide rigorous and engaging learning opportunities for students. A primary focus of instructional strategies is to facilitate academic discourse (both in spoken and written form) and promote meaningful social interaction.

Examples of instructional strategies include:

- Direct instruction, modeling and practice with Academic Language Development (ALD) including vocabulary, syntax and grammar
- Structured, intentional partnering and grouping of students
- Anchor charts for core content
- Visuals and related media
- Total Physical Response (TPR)
- Graphic Organizers/Thinking maps
- Specially Designed Academic Instruction in English (SDAIE)

*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.*

*-California English learner Roadmap, California Department of Education, 2018*

## Progress Monitoring

Regular and documented progress monitoring is essential to ensuring that English Language Learners achieve language and academic grade-level proficiency and are eligible for reclassification. To this end, English learners are monitored regularly throughout the year through formative and summative assessments in language and literacy in their classrooms. **Every certificated teacher who has an English learner in class is responsible for monitoring and documenting EL progress on both local and district measures.** In addition, beginning in the 2018-2019 school year, designated site staff (e.g., EL Program Leads, advisors, site administrators) will record progress updates on English learners in the district's student information system at district-wide regular intervals. Data for each English learner that is documented in the student information system includes: annual ELPAC scores, annual CAASPP scores, tri-annual FastBridge scores (district assessments for Grades 1-6), 6-week grades across content areas (secondary only), and notes that record interventions, supplemental instruction and classroom records that chart student progress.

The academic progress of students who have been reclassified as Fluent English Proficient is monitored and documented twice yearly.

## Teacher Authorization and Staffing

Santa Monica Malibu Unified School District ensures that all teachers providing instruction to English learners are appropriately credentialed. Teachers who provide instruction to English learners are required to have either: A Cross-cultural Language and Academic Development (CLAD) certificate, a Bilingual, Cross-cultural Language and Academic Development (BCLAD) certificate, English Language Authorization or comparable credential. All certificated teachers in SMMUSD must be credentialed with CLAD or the equivalent.

## Professional Learning

Santa Monica Malibu Unified School District is committed to providing research-based professional learning (PL) opportunities of the highest caliber to site and district personnel on how to best support English learners. In SMMUSD professional learning may take different forms including: district-wide PL, site-based PL, individual peer coaching, learning walks, lesson study, and data-based site conversations in Professional Learning Communities (PLCs). The overarching goal of professional learning in SMMUSD is to ensure that all staff provide rigorous, research-based and standards-aligned instruction to English learners. Equally important is ensuring that district staff is equipped with strategies to promote a welcoming and supportive learning environment where ELs of all language proficiency levels can thrive. Examples of professional learning content that may be offered to district staff include the following:

- Deepening understanding of ELA/ELD Standards and the ELA/ELD Framework
- Strategies to support integrated ELD across core content areas (e.g., academic language frames, direct vocabulary instruction, anchor charts with visuals)
- Strategies to support designated ELD (e.g., syntax and grammar structures in English, contrastive language analysis)
- ELD within core adopted instructional materials
- Academic language across content areas
- Best practices to support Emerging English learners and students new to the USA
- Instruction to support English learners in Special Education
- Data-based decision-making on English learner placement in supplemental ELD classes
- Formative and summative assessments to monitor the progress of English learners
- Tools for progress-monitoring and supporting Reclassified English learners (RFEPS)



## Newcomer Students

Newcomer students are a vital part of our SMMUSD community. SMMUSD is committed to providing a safe, inclusive and welcoming learning environment for students and families who have newly immigrated to the USA. Newcomer students and families are welcomed to the school environment by site staff who provide information on accessing the school environment. Site staff meets with families to gather information to support the student's learning (e.g., previous learning experiences, academic strengths, areas of growth, family support needs).

*In schools, the very presence of immigrant students provides a rich opportunity for all students to expand their cultural knowledge and their capacity to participate fully in a multicultural democracy and engage with an increasingly interconnected world.*

-Newcomer Toolkit, U.S. Department of Education, 2016

Instruction for newcomer students reflects recommendations from the U.S. Department of Education's *Newcomer Toolkit* and the California English Language Development Standards which promotes drawing upon each student's linguistic strengths and skills as the foundation for new learning experiences. In order to build language, provide access to core content, and develop friendships with peers, instruction for newcomer ELs takes place in the Structured English Immersion (SEI) environment. Students receive integrated ELD throughout their instructional day and designated ELD that is differentiated by student's English proficiency level (e.g., Emerging, Expanding, Bridging).

SMMUSD also offers supplemental instructional support to recently arrived immigrant students to help students acclimate to their new language and culture. At the elementary level, this may include small group instruction during a protected time of the day. At the secondary level, newcomer ELs participate in a block ELA/ELD period to support emergent language development for up to one school year.

SMMUSD is committed to helping newcomer students build a foundation to achieve academic success and thrive socially and emotionally. This involves providing a welcoming environment, ensuring that academic programs are rigorous and differentiated for students' language levels, and providing social/emotional support and encouragement to students and families.

## Family Partnerships

SMMUSD values strong family partnerships and recognize that families are critical partners in the development of English Language acquisition. To this end, SMMUSD collaborates with families to ensure clear communication around the identification, assessment, instruction and reclassification of English learners. Community liaisons support students and families at school sites. In addition, every school site with twenty-one or more EL students must have a functioning English learner Advisory Committee (ELAC). ELAC promotes a meaningful connection with parents of English learner students (EL) at the school site. The purpose of the ELAC is to provide guidance and advice to the principal and staff about the needs of students who are learning English as a second language. The [ELAC Handbook](#) has additional information regarding ELAC implementation at school sites. School sites elect at least one ELAC member to serve on the District English learner Advisory Committee (DELAC).

*Being bilingual brings me closer to my family and helps me talk to the world.*  
-Sara Paula, 2<sup>nd</sup> grade student

SMMUSD provides supplemental ELD instruction to English learners who require additional support with language development. This instruction is intended to accelerate student learning. Parents have the right to opt their students out of supplemental programs to support English language development (e.g. extended school day programs). Parents who elect to opt-out their students from supplemental ELD support must meet with the school site administrator.

SMMUSD is committed to engaging in a partnership with families to ensure student success. Additional information on family partnership can be found in [SMMUSD's Family Engagement Framework](#).

## Special Education

SMMUSD general and Special Education staff collaborate to support English learners with disabilities. Like their general education peers, English learners with disabilities receive standards-based, intellectually engaging integrated and designated ELD during the instructional day. The key features of ELD instruction for Special Education ELs mirror those of their general education peers (see Instructional Programs section). Depending on a student's IEP goals, ELD is provided by either the Special Education or general education teacher. Instructional materials used to support ELD for Special Education students are research-based, standards-aligned, rigorous and reflective of strategies promoted in the California English Language Arts and English Language Development Framework. Progress monitoring and evaluation of EL students with disabilities is consistent with district progress monitoring expectations for EL students in general education. Support for EL students with disabilities also includes the following:

1. **Individual Education Plans (IEPs):** In developing IEPs, educators take into account the language development of English language learners. Educators ensure that IEPs reflect culturally and linguistically inclusive practices, and include goals that address integrated and designated ELD as needed to ensure EL students' linguistic success. Goals are aligned with California English Language Development Standards. In developing linguistically appropriate goals, IEP teams consult with at least one certificated staff member with specialization in standards-based ELD who can assist the IEP team in developing English language development goals as well as linguistic strategies and support to access core curriculum. If ELD goals are not included in an EL student's IEP because the student's disability does not affect the student's involvement and progress in this area, certificated staff will provide integrated and designated ELD during the instructional day.

*Educators recognize that there is no single EL profile and no one-size fits all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences.*

*-California English learner Roadmap, California Department of Education, 2018*

2. **Testing Accommodations:** English learners with disabilities receive testing accommodations as needed on state and district language assessments such as the ELPAC. Testing accommodations for ELPAC are documented in each student's IEP. Special education teachers communicate with site Testing Coordinators to ensure that students receive accommodations documented on IEPs for state and district language testing. In the event that a student's qualifying disability requires an alternate assessment to the ELPAC (such as for students who qualify for the CAA), certificated staff will collaborate with the Testing Coordinator and Educational Services Staff to facilitate the alternate assessment for the student.
3. **Alternate Reclassification:** SMMUSD recognizes that students with disabilities may require alternate means of reclassification. To this end, the district has established **alternate reclassification criteria** to support EL students with qualifying disabilities. Students with disabilities are evaluated for reclassification based on language and academic progress in areas that are not associated with the qualifying disability.

## 504 Service Plans

English learners with 504 Service Plans may require accommodations to support English language development and/or testing accommodations on the ELPAC or other district language measures.

1. **504 Service Plans:** In developing 504 Services Plans educators take into account the language development of English language learners, and any accommodations needed to access instruction (including integrated or designated ELD) during the school day. The 504 team consults with at least one certificated staff member with specialization in standards-based ELD who can assist the IEP team in determining the student's English language development needs and ELD strategies to access core curriculum.
2. **Testing Accommodations:** English learners with 504 Service plans may require testing accommodations on language assessments such as the ELPAC. Testing accommodations for ELPAC are documented in each student's 504 Service Plan. Teachers of record communicate with site Testing Coordinators to ensure that students receive accommodations documented on 504 Service Plans for state and district language testing.
3. **Alternate Reclassification:** SMMUSD recognizes that students with 504 Service Plans may require alternate means of reclassification. To this end, the district has established alternate reclassification criteria to support EL students with qualifying disabilities under 504 Service Plans. Students with an IEP are evaluated for reclassification based on language and academic progress in areas that are not associated with the qualifying disability. An **alternate reclassification form** is used to document the reclassification of English Learners with disabilities.

## Reclassification

Students initially identified as English learners (ELs) are reclassified as **Fluent English Proficient (RFEP)** when they meet criteria set forth by the state and district. The four reclassification criteria identified by the California Department of Education are: assessment of English language proficiency, performance on state and/or district academic assessments, teacher evaluation of curriculum mastery, and parent opinion and consultation. SMMUSD has developed guidelines that align with the state recommendations. These guidelines are: an overall score of 4 on the most recent Summative ELPAC, a score of Meets Standards or Exceeds Standards on the English Language Arts section of the California Assessment of Student Performance and Progress (CAASPP), teacher recommendation on the Teacher Input Form, and parent opinion. Reclassification recommendations are determined by a team of administrator(s), staff and parents on site and reviewed by the Director of Curriculum and Instruction. The district provides a **reclassification form** to guide the reclassification process.

*Being bilingual makes my brain smarter and helps me make friends.*  
-Marcos, 4<sup>th</sup> grade student

Parents have a legal right to participate in the reclassification process. Sites will make every reasonable attempt to contact parents for consultation and recommendation in the process.

Reclassification takes place multiple times per year during identified progress monitoring windows. Educational services distributes forms to school sites for students who are potentially eligible for reclassification. The forms are prepopulated with all state and district data required for reclassification. It is the responsibility of the site administrator at each school to initiate the reclassification process.

Students in Special Education or who have a 504 Service Plan may qualify for alternate reclassification. See the Special Education and 504 Service Plan sections below for additional information.

After a student is reclassified, his/her academic progress will be monitored for up to four years. Progress monitoring for RFEPs will be done at each school site and documented on the Student Information System.

The chart below, *SMMUSD Processes for the Reclassification of English learners*, outlines the responsibilities, staffing and timeframes for the district assessment of English learners.

SMMUSD Processes for the RECLASSIFICATION of English learners				
<i>English learners who meet district criteria are eligible for reclassification. Criteria for reclassification includes: a score of Level 4 on the English Language Proficiency Assessment (ELPAC), meeting standards on state/district academic assessments; teacher evaluation, and parent opinion and consultation. Reclassification recommendations are determined by a team of administrator(s), staff and parents on site and reviewed by the Director of Curriculum and Instruction.</i>				
WHO (District Staff)	DOES WHAT (Responsibilities OR ACTIONS TAKEN)	WHEN (Timeframe)		
<b>Director of Assessment, Research and Evaluation</b>	Generates and manages lists of English learners who are eligible to be reclassified	Lists generated and distributed once official ELPAC and CAASPP scores are received		
<b>Assistant Superintendent, Educational Services</b>	Distributes lists of reclassification candidates to site administrators and/or EL Program Leads at sites	Lists distributed once official ELPAC and CAASPP scores are received		
	Oversees the regular progress monitoring of English learners and students who have been reclassified RFEPS	August-June		
	Reviews reclassification forms from sites; signs and returns forms			
<b>Site Administrator</b>  (with support from Literacy and Language Interventionist, EL Program Lead, Literacy and Language Coach, and Special Education certificated staff for alternate reclassification candidates)	Reviews achievement data of EL reclassification candidates	During identified progress monitoring windows		
	Determines if alternate reclassification is an option for EL students with disabilities or ELs with a 504 Service Plan			
	Gathers and reviews Teacher Input Forms from staff who work with eligible students			
	Schedules team meeting with parents/guardians and relevant staff regarding reclassification for eligible students			
	Facilitates reclassification meeting ( <b>Note: All reclassification meetings must be facilitated by a site administrator</b> )			
		<b>If...</b>	<b>Then...</b>	
	The team determines that the student <b>DOES</b> reclassify	Celebrates with students, staff and families	After reclassification meetings in identified windows	
		Identifies and documents next steps for monitoring the student		
		Documents meeting outcomes on the Student Profile in Illuminate		
		Sends reclassification form to Director of Curriculum and Instruction in Educational Services		
The team determines that the student <b>DOES NOT</b> reclassify	Identifies and documents supports needed to promote reclassification, including creating a learning plan for language acquisition	After reclassification meetings in identified windows		

**SMMUSD Processes for the RECLASSIFICATION of English learners**

*English learners who meet district criteria are eligible for reclassification. Criteria for reclassification includes: a score of Level 4 on the English Language Proficiency Assessment (ELPAC), meeting standards on state/district academic assessments; teacher evaluation, and parent opinion and consultation. Reclassification recommendations are determined by a team of administrator(s), staff and parents on site and reviewed by the Director of Curriculum and Instruction.*

<b>WHO (District Staff)</b>	<b>DOES WHAT (Responsibilities OR ACTIONS TAKEN)</b>		<b>WHEN (Timeframe)</b>
<b>Site Administrator</b>		Continues to monitor the student; ensures classroom-based instructional supports are in place	After reclassification meetings in identified windows
		Documents meeting outcomes on the Student Profile in Illuminate	
		Sends reclassification form to Director of Curriculum and Instruction in Educational Services	
<b>LLI (Elementary)</b>  <b>EL Program Lead (Secondary)</b>	Files reclassification forms in students’ cumulative folders once they have been reviewed by Director of Curriculum and Instruction and/or Coordinator of Literacy and Language  Monitors the progress of students who have reclassified as well as who did not reclassify		Within 10 days of receiving reclassification forms from the Director of Curriculum and Instruction and/or Coordinator of Literacy and Language

## Seal of Biliteracy and Immersion Medallion

The Santa Monica-Malibu Unified School District honors the academic achievement and proficiency in English and one or more languages of graduating high school seniors. These accomplishments help to give evidence of a student's readiness for career and college, and for engagement as a global citizen. There are two ways we recognize and celebrate our students' biliteracy skills and achievement: The **SMMUSD Immersion Medallion and the California State Seal of Biliteracy**.

### **SMMUSD Immersion Medallion Requirements:**

SMMUSD recognizes the Immersion students' commitment to the PreK-12 Immersion program. Students who have taken Immersion courses are held to the same high level of academic rigor as students in non-Immersion classes. The content, scope, sequence, and standards of Immersion courses are the same as their course counterparts. Immersion courses however, have the additional rigor of Spanish language development integrated into the instructional experience. Qualifying students will receive the Immersion Medallion to wear during the high school graduation ceremony.

### **CA State Seal of Biliteracy**

The State of California provides recognition to high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Qualifying student will receive the award and the State Seal of Biliteracy (SSB) insignia affixed to their diploma.

*NOTE: To receive recognition through the Immersion Medallion and/or the State Seal of Biliteracy, students must submit an application during the Spring semester of the Senior year.*

## Conclusion

The SMMUSD *Master Plan for English Learners* provides a clear and cohesive roadmap to guide the education of English learners in all of our district's schools. It is our goal that stakeholders across the organization utilize this document to understand their roles and responsibilities in ensuring English learners' success. Alignment of practices and collective responsibility will help prepare our English learners for college readiness, career success, and active civic participation.



# APPENDIX

