



*Pacifica School District*  
**ELD**  
**Master Plan**

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# ***DISTRICT ENGLISH LEARNER PHILOSOPHY***

It is the belief of the Pacifica School District that English learner students deserve the opportunity to acquire linguistic competencies that native English speakers already possess when they enter school and to continue to develop these competencies throughout their life.

## ***GOALS & OBJECTIVES***

The major goal for English learners is to develop fluency in English and proficiency in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom. In a defined English Learner Program, each English learner (EL) student will achieve oral English language skills appropriate to his/her age and level of ability; each EL will achieve English reading, comprehension, and writing skills commensurate to those other students of similar age and ability. The defined program will be based on the California ELD Standards for English acquisition in the area of Language Arts; for other core curricular areas Specially Designed Academic Instruction in English (SDAIE) teaching methodology. The EL program will be followed until students are redesignated. Once redesignated students progress will be monitored for assurance of continued progress.

The EL program will be structured to provide for the development of positive self-esteem for EL students during the process of language acquisition.

## ***ELEMENTS***

The Pacifica School District English Learner Plan is organized into six elements that comprise a balanced English language acquisition program. These elements are:

- Coherence
- Effective English Learner Instructional Program for English Language Development and Core Curricular Subjects
- Assessment and Accountability
- Instructional Resources
- Professional Development
- School - Community Involvement

# ***COHERENCE***

## **CONTENT STATEMENT:**

The Pacifica School District, the Board of Trustees, and each school site will adopt and support the District process for English learners as defined in the District EL Master Plan in order to develop English skills that are comparable to those of other students of similar age and ability.

## **RECOMMENDATIONS:**

### **District:**

- Adopt the revised EL Master Plan (presented to board for approval March 2002)
- Adopt the California ELD Standards (Board Adopted November 2001)
- Support the District English Language Learner Advisory Committee (DELAC)
- Allocate resources to support the EL Program for instructional materials for ELD and core subjects
- Provide support for appropriate teacher certification and professional development

### **Site:**

- Reflect District ELD Master Plan in school level plan
- Incorporate ELD Standards in Language Arts Curriculum
- Apply SDAIE teaching methodology for EL students
- Designate an EL site teacher coordinator at school sites with 15 or more EL students
- Support English Learner Advisory Committee (ELAC) when 21 or more English learners are enrolled at the site

### **EL District Coordinator/Staff**

- Monitor implementation of the District ELD Master Plan at sites.
- Organize staff development programs to train and reinforce ELD standards and Specially Designed Academic Instruction in English (SDAIE)
- Oversee appropriate EL assessments

- Monitor EL student levels of instruction and redesignation processes
- Facilitate EL parent communication
- Provide regular reports to the Board of Trustees on EL student progress

# ***EFFECTIVE ELD CORE CURRICULAR INSTRUCTIONAL PROGRAM***

## **CONTENT STATEMENT**

All English learners will receive a defined program until redesignated. The English Language Development (ELD) instruction will be differentiated according to the level of each student's English proficiency. Ongoing assessment of the student's progress in English proficiency will take place including areas of listening, speaking, reading and writing. The ELD program will include an intervention component for students who are not meeting ELD and ELA standards.

## **RECOMMENDATIONS:**

### **District:**

- Allocate funds to support an EL district teacher/ coordinator with instructional aides
- Allocate resources to support an ELD standard based instructional program and resources for other core subjects
- Ensure that teachers providing services to EL students are appropriately certified and in-service programs are provided on ELD and SDAIE
- Purchase instructional materials to support ELD instruction and SDAIE
- Provide technology support for student data requirements

### **Site:**

- Ensure that each teacher providing instruction to EL students has the appropriate academic certification.
- Ensure that each English learner receives a program of instruction in English language on a daily basis, and that teachers are aware of the English proficiency levels of their students
- Insure that English language instruction is based on

### California ELD standards

- Insure that teachers utilize special instructional methodology (e.g.,SDAIE) for teaching the content of the core curriculum in English to EL students
- Evaluate effectiveness of EL instruction and activities as a part of site planning
- Develop safety nets that support the EL program, targeted to support students who are not meeting the standards and follow District EL Catch-Up Plan procedures.
- Maintain site based student EL records
- Provide opportunity for EL teachers and EL support staff to meet on a regular basis to discuss strategies for meeting the needs of EL students and provide support for one another
- Designate a site-based EL lead teacher for school sites with more than 15 EL students to assist with EL coordination between the school site and EL District staff

- **EL Program options are as follows:**

#### K-6 Instruction

##### Option 1:

K-5 EL students will receive a minimum of 30 minutes, an optimum of 45 minutes, of daily ELD instruction in a regular mainstream classroom from an appropriately certified teacher. English language mainstream classes are designed for English learners at "reasonable levels of fluency in English" in listening, speaking, reading, and writing. Instruction is in English and students who are not yet re-designated as "fluent English proficient" will receive instruction appropriate to their English proficiency levels. Instruction will be provided by an appropriately certified teacher, and an ELD aide may be provided to work with EL students on a push-in or pull-out basis.

##### Option 2:

K-5 EL students will be grouped according to proficiency levels to receive a minimum of 30 minutes an optimum of 45 minutes of ELD instruction on a daily basis in a structured English immersion program from an appropriately certified teacher.

Structured English Immersion classes are designed for students who are learning English and who are at "less than reasonable fluency in English" in listening, speaking, reading, and writing. Teachers will use special techniques and materials to help students understand the subjects being taught, where the instruction is overwhelmingly in English. Students will also receive daily English Language Development instruction based on their language needs. This differentiated instruction will be provide to EL students while non-EL students are being instructed in other aspects of language arts. Instructional aides will assist teachers on a push-in or pullout basis.

Core Subjects: EL students will be assigned to classrooms with appropriately certified teachers who will provide ELD instruction (as outlined above) and will teach core subjects other than ELD using SDAIE methodology

### 7 - 8 Instruction

English learners in grades 7 - 8 will participate in a minimum of one period of English Language Development instruction a day. (45 minutes). EL students will receive differentiated instruction according to their level of English proficiency. ELD instruction will take place in a designated (self-contained) ELD classroom taught by an appropriately certified teacher, assisted by ELD support staff or aide.

Core Subjects: EL students will be assigned to classrooms with appropriately certified teachers utilizing SDAIE metholology.

#### ELD Coordinator/Staff:

- Coordinate with site teachers to identify and assess EL learners
- Provide support for assessment, curricular, and teaching materials
- Schedule district instructional aides
- Maintain EL district student records
- File required EL reports with county and state

# ***ASSESSMENT AND ACCOUNTABILITY***

## **CONTENT STATEMENT**

A standards-based assessment system that includes multiple measures (CELDT, SAT 9, CAMS, ELD Standards Based Performance Based Indicators, the IDEA Proficiency Test (IPT), Individual EL Student Proficiency Level Progress Report, teacher Report Cards) will be used to initially identify and assess students' progress, improve student achievement, guide classroom instruction, and reclassify students from English learner status to that of fluent English proficient (FEP).

## **RECOMMENDATIONS:**

### **District:**

- Allocate resources for assessment of standards
- Provide on-going professional development for teachers
- Support assessment by appropriately certified personnel
- Monitor and support implementation of the ELD standards

### **Site:**

- Use multiple assessment measures
- Use assessment results to direct classroom instruction in order to improve student performance and determine progress through English proficiency levels
- Administer initial identification requirements (HLS - Home Language Survey) for new students who have a primary language other than English

### **EL Coordinator/Staff**

- Coordinate identification and assessment for the administration of the California English Language Development Test (CELDT) for all students who have a primary language other than English (within 30 school days of initial enrollment)
- Administer primary-language proficiency tests for English

learners, and/or comply with the state administrative waiver provisions (within 90 calendar days of enrollment)

Coordinate with school sites redesignation process for EL students who have met the criteria to be reclassified from LEP (limited English proficient) to FEP (fluent English proficient) status

- Notify EL students' parents of assessments, instructional programs, and reclassification.
  - Develop standards based assessments
  - Utilize assessment results to evaluate and improve ELD program
  - Evaluate effectiveness of adopted materials
  - Develop and oversee an intervention program that recognizes the need to close the gap between EL students and non-EL students: District Catch-Up Plan
- Coordinate and advise school sites of required assessments for ELL students

## ***PROFESSIONAL DEVELOPMENT***

### CONTENT STATEMENT:

Professional development is an essential component of a strong EL program.

### RECOMMENDATIONS:

#### District:

- Provide professional development focusing on the ELD standards
- Join with the San Mateo County Office of Education and other organizations, professionals, and/or universities to offer courses, which support teachers to acquire their CLAD/BCLAD and SB1969/395 certifications.  
Provide in-service training on ELD, and special instructional methodology (e.g. SDAIE)
- Maintain records that document training and courses that support appropriate EL teacher certification

#### Site:

- Notify and encourage teachers of EL teaching certificate needs and support them in the efforts to participate in appropriate certificate and staff development programs
- Provide scheduled time/opportunities for teachers and instructional aides to meet to discuss student concerns and ELD curriculum

#### ELD District Coordinator and teaching/support staff:

- Assist with the coordination and/or presentation of district in-service ELD and SDAIE training and
- Insure that professional development adheres to ELD standards and best practices

# ***PARENT, SCHOOL, COMMUNITY INVOLVEMENT***

## **CONTENT STATEMENT:**

To facilitate communication and understanding with the English learner community and to comply with state requirements, the district and school sites will organize English-learner advisory committees to assist and advise the administration and staff in the development of the district and site EL programs.

## **RECOMMENDATIONS:**

### **District:**

- Whenever 51 or more English learners are enrolled, the district will have a functioning district EL advisory committee (DELAC) that participates with the development of the district's EL program
- The meetings will be planned and directed by the DELAC membership and held on a regular basis during the school year and will comply with state mandates.

### **Site:**

- Whenever 21 or more English learners are enrolled at a school site, the site will have a functioning ELAC (English Learner Advisory Committee) that will function in coordination with the school site council and will comply with state mandates.

### **ELD District Coordinator and teaching/support staff:**

- \* Assist with the notification and organization of DELAC and ELAC committees

Help facilitate communication to the Pacifica public about the district and school EL committee meetings and progress.

## Pacifica School District

### **Redesignation Criteria for ELL Students**

Students must master the following criteria to be redesignated:

1. **Student Oral Language Observation Matrix (SOLOM)**  
Students must score at 4 or above in comprehension, fluency, pronunciation, and grammar and a score of 3 or above in vocabulary.
2. **California English Language Development (CELDT)**  
Students must score at a level of early advanced or advanced.
3. **California Standards Test, Language Arts**  
Students must score at a level of basic or higher.
4. **Additional Supplemental Information**  
Students must obtain grade level proficiency the previous year of redesignation using progress reports and teacher recommendation.

Redesignation follow-up occurs after 90 days and one academic year to assess student's progress.