



COTATI-ROHNERT PARK
UNIFIED SCHOOL DISTRICT

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

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Vision

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages (California EL Roadmap Policy, 2017).

Mission

California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California (California EL Roadmap Policy, 2017).

The Principles

The principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. 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.

Principle 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.

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the 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.

Principle 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, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to 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, multilingual, twenty-first century world.

<https://www.cde.ca.gov/sp/el/rm/>

<https://www.cde.ca.gov/sp/el/rm/principles.asp>

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

CHAPTER 1

IDENTIFICATION, PLACEMENT, PARENT NOTIFICATION and RECLASSIFICATION

Definitions

English Learner (EL)	
Student whose first language is not English and who is in the process of acquiring fluency in social and academic English.	
Recently Enrolled EL	English learner (EL) who has been enrolled in U.S. schools for 3 years or less and may or may not be a newcomer student. For example ALL kindergarten ELs are recently enrolled ELs, but not all are newcomers
Progressing EL	An English learner who has been enrolled in US Schools at least 3 years but not more than 6 years, and is demonstrating adequate progress in language and academic development.
Long-Term EL (LTEL)	A student who has been classified as an EL for more than 6 years.
EL at Risk of Becoming an LTEL	An EL who has been enrolled in US Schools more than 3 years but not more than 6 years, and is not demonstrating adequate progress.
Newcomers:	Newcomers were not born in the U.S. and they have been in U.S. schools for 1 full school year or less. Newcomers should receive the most intensive support in years 1 and 2, but should be monitored for up to four years. Generally, TK, K and 1st grade students who are also newcomers will not receive specialized newcomer services, but rather targeted instruction within their regular classroom.

Students with Interrupted Formal Education (SIFE):	Immigrant students who come from a home in which a language other than English is spoken and 1) entered a United States school after the second grade; 2) have had at least two years less schooling than their peers; 3) function at least two years below expected grade level in reading and mathematics; and 4) may be pre-literate in their first language.
Refugee/Asylee	Students who have been forced to leave their country in order to escape war, persecution, or natural disaster. Refugees generally have special visas to enter the country. Asylees apply for visas, once in the U.S.
Unaccompanied Immigrant Youth:	Unaccompanied immigrant youth are children who cross the U.S. border without parents or guardians and are apprehended by immigration officials. Once unaccompanied immigrant youth are released to a sponsor, their sponsor is required to enroll them in U.S. schools.

ENGLISH ONLY (EO):	INITIALLY FLUENT ENGLISH PROFICIENT (IFEP):
A student whose only home language is English	A student who, upon enrollment in U.S. schools, is proficient in English along with another language identified in their Home Language Survey

RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP):

A former EL student who has met the criteria to be “reclassified” as fluent English proficient.

Recently Proficient RFEP	An RFEP student who was redesignated less than or equal to 4 years ago. RFEPs need monitoring to ensure they don’t stagnate or regress.
Long-term Proficient RFEP	An RFEP student who was redesignated more than 4 years ago.

Home Language Survey

Task List

Principal	<ul style="list-style-type: none"> Ensures that the Home Language Survey (HLS) is completed upon <i>initial</i> enrollment as required by state and federal law
School Office Manager	<ul style="list-style-type: none"> Prepares translated copies of HLS for <i>initial</i> enrollment Assists with explanation regarding purpose and uses of HLS Verifies that all questions have been answered for each student Enters accurate HLS data into Student Information System Arranges for interpreters Provides copy of the original HLS to EL Site Contact for “TBD” students Requests EL records from previous districts
EL Site Contact	<ul style="list-style-type: none"> Assists with explanation regarding purpose and uses of HLS Checks accuracy & completion of HLS to determine testing needs Checks accuracy & updates online EL records in Student Information System Collaborates with office manager and bilingual liaison to locate previous EL records & original HLS** from previous districts
Site Bilingual Liaison	<ul style="list-style-type: none"> Assists with registration (e.g., HLS station at kinder registration) Assists with explanation regarding purpose and uses of HLS Collaborates with office manager and EL Services to locate previous EL records & original HLS** from previous districts
EL Services Department	<ul style="list-style-type: none"> Provides assistance to school sites and answers questions regarding HLS Check TOMS/CALPADS for test scores and EL records, as needed

CRPUSD Procedures

The parent of each student new to the district shall complete and sign a Home Language Survey (HLS) at the time of enrollment. If needed, the HLS is available in languages other than English. Copies are available in the school office. Please contact the Assistant Superintendent if additional copies are needed.

The HLS consists of the following four questions:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

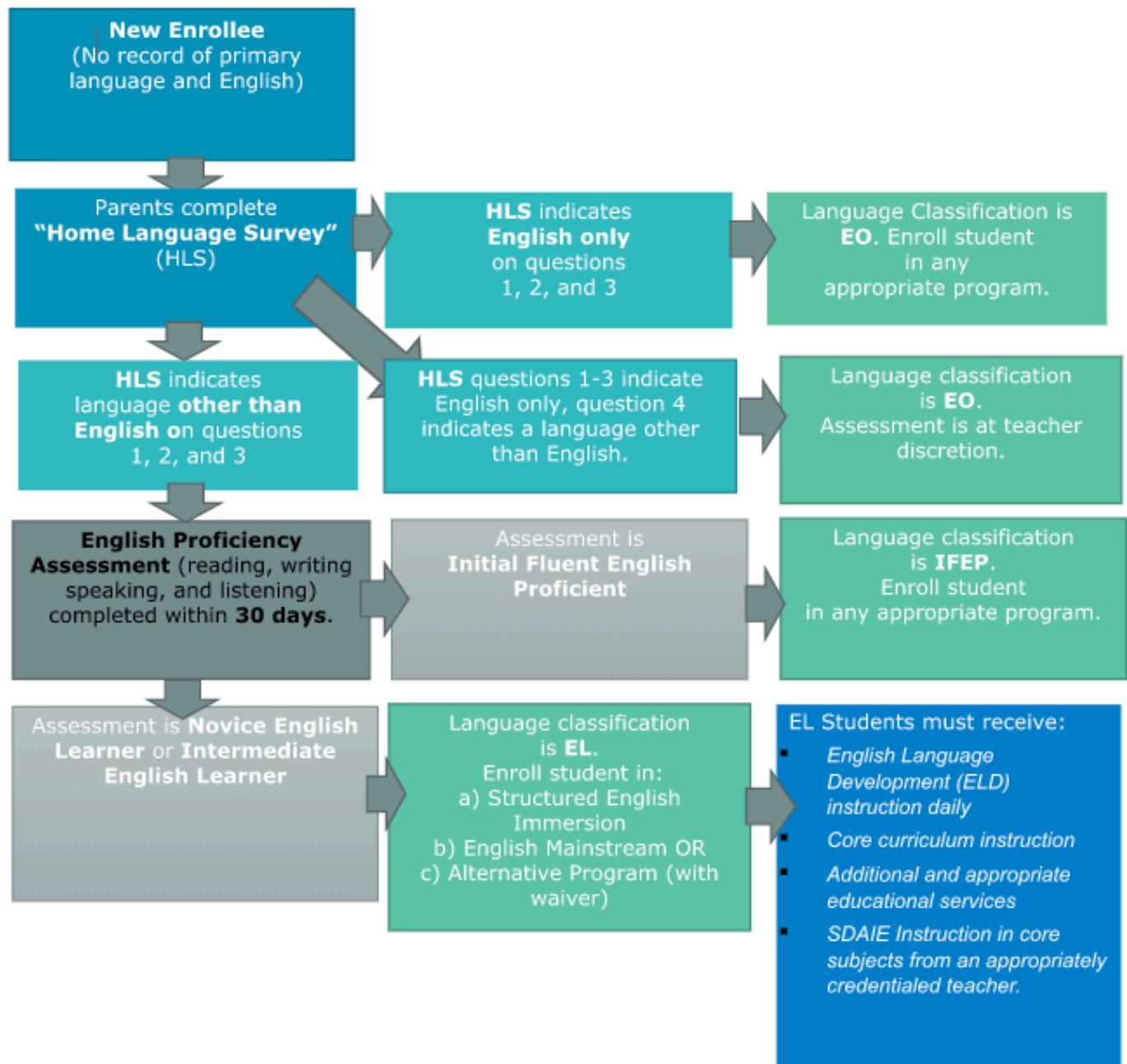
All four HLS questions must be answered, and the HLS form must be signed by parent/guardian. The document becomes a permanent part of the student’s cumulative record (CUM). The first, or **initial**, HLS (e.g., TK or K) for a student supersedes any other HLS forms completed at later times. Therefore, the answers provided on the **initial HLS**** are documented permanently in the Student Information System, CALPADS, and the student’s Cumulative File.

In order to determine a student’s home language status, follow the guidelines below:

ALL English on HLS questions #1-3	→ mark “EO”	The student is considered English Only (EO). Office manager will update the student's language classification on the Student Information System. The initial HLS shall be added to the student’s CUM folder and the student is placed in the district’s general education program.
At least one response other than English on HLS questions #1-3	→ mark “TBD”	The student is designated as having a primary language other than English and the assessment process begins. A copy of the initial HLS shall be provided to the EL Site Contact. The HLS is placed in the student’s CUM folder. The EL Site Contact will notify the parents/guardians, in writing, before administering the Initial ELPAC. The assessment process must take place within 30 calendar days of enrollment. EL Site Contact will update student’s language classification (TBD→ IFEP or EL). They will also add language test dates and results in the Student Information System. Student will be placed in the appropriate educational program based on the results of initial language testing.
A language other than English on question #4 only	→ mark “EO”	The student is considered English Only (EO) and placed in the district’s general program. The language spoken most often <i>by the adults at home</i> does not determine the native language proficiency of the student.

**Once home language determination is made, it does not need to be redetermined unless the results are disputed by the parent or guardian. If the HLS is completed in error, the parent/guardian may make a request to change it. However, once the student is assessed with the state’s current English language proficiency assessment and is identified as an English learner, changing the HLS will not change the student’s identification. A student’s English learner status will change only when reclassification criteria are met. Parents cannot “opt out” of the ELPAC because English language proficiency assessment is both a federal and state requirement.

INITIAL IDENTIFICATION, ASSESSMENT, AND PLACEMENT FLOWCHART



Initial English Proficiency Test

Principal	<ul style="list-style-type: none"> Ensures that initial assessments are completed with the site coordinator <u>within 30 calendar days</u> of student enrollment
EL Site Contact	<ul style="list-style-type: none"> Attends trainings for ELPAC administration & signs affidavit Ensures that all parents of students who are taking the Initial ELPAC have received Parent Notification Letters before administration Organizes & ensures security of test materials Oversees test administration Provides timely updates & test results to all stakeholders
Community Liaison	<ul style="list-style-type: none"> Assist with parent/guardian correspondence needs
Education Services and EL Coordinator	<ul style="list-style-type: none"> Provides training, materials, technical assistance, support, & data collection Ensures that Students with Disabilities receive accommodations and designated supports, in accordance with the student's IEP or Section 504 Plan. Responsible for security & assessment procedures across district Ensures that initial assessments are completed with the site coordinator within 30 calendar days of student enrollment

CRPUSD Procedures

- If Home Language Survey (HLS) indicates a primary language other than English (Questions 1-3), the student will be assessed using the state's current Initial English Language Proficiency Assessment (ELPAC).
- Parents of students that will be taking the Initial ELPAC will be notified in writing prior to administration.
- Authorized and trained staff will administer the Initial English Language Proficiency Assessment **within 30 calendar days** of the student's enrollment.
- Local Scoring Tool (LST) data will be used for placement purposes until official results are available to determine the following designations: IFEP or EL

English Proficiency Test (Initial ELPAC)	Level 3	INITIALLY FLUENT ENGLISH PROFICIENT (IFEP) CLASSIFICATION Notify parents of results and placement options within 20 days
	Level 1-2	ENGLISH LEARNER (EL) CLASSIFICATION Notify parents of results and placement within 20 days
https://www.cde.ca.gov/ta/tg/ep/documents/elpacinitialscalescore.pdf		

Summative English Language Proficiency Assessment of California

Principal	<ul style="list-style-type: none"> Ensures annual assessments are administered during the summative assessment window
English Learner Site Contact	<ul style="list-style-type: none"> Attends trainings for ELPAC administration & signs affidavit Organizes & ensures security of test materials Oversees test administration Provides timely updates & test results to the site
Community Liaison	<ul style="list-style-type: none"> Assist with parent/guardian correspondence needs
Education Services, EL Services	<ul style="list-style-type: none"> Provides training, materials, technical assistance, support, & data collection Ensures that Students with Disabilities receive accommodations and designated supports, in accordance with the student's IEP or Section 504 Plan. Responsible for security & assessment procedures across district Mails Annual Parent Score Notification Letters and distributes copies to school sites

CRPUSD Procedures

- All students who have been identified as an English learner in California this year or previously must take the summative English language proficiency assessment (ELPAC) every year until they are reclassified as fluent English proficient (RFEP).
- Authorized and trained staff will administer the annual summative English language proficiency assessment within the summative assessment window (Feb. 1-May 31).
- Data will be used for instructional placement, planning, goal setting, and reclassification purposes.

English Proficiency Test (ELPAC)	Level 1, 2, 3	Evaluate if students have “made progress on ELPAC” based on CA Dashboard Criteria
	Level 4	Determine if the students are ready for reclassification processes.

Documentation for English Learners

Principal	<ul style="list-style-type: none"> Responsible for documentation & communication at site
English Learner Site Contact (EL Site Contact)	<ul style="list-style-type: none"> Updates <i>Initial Identification</i> section of the HLS in Student Information System (SIS) Places required documentation in EL folders
Coordinator for EL Services	<ul style="list-style-type: none"> Reviews & updates all documentation requirements annually

EL Services Department	<ul style="list-style-type: none"> ● Provides assistance & support to sites
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Although most English learner documentation and test results are now housed digitally in Student Information System, here is a list of documentation that is still needed for each student’s cumulative record (CUM):

1. Updated EL folder for student’s CUM
 - a. English Learner Recording Form must be affixed to the front of folder
 - b. Update any missing information, as needed
 - c. A completed HLS is a required record in each student’s CUM folder.
2. File the following documents in student’s EL folder:
 - a. Copy of **initial** Home Language Survey (HLS) or previous district records
 - i. Update the Initial Identification section on the bottom of the HLS in Student Information System (SIS)
 - ii. Make sure digital Student Information System information matches paper & CALPADS records including Home Language, Birth City, State, Country, & US School Entry
 - b. Copy of annual ELPAC student proficiency level report
 - c. English Monitoring Forms (2x per school year).
 - d. Reclassification (RFEP) paperwork & follow-up forms utilizing the “EL folder” in the CUM.
 - e. Copy of Initial and Annual Parent Score Notification Letters
 - f. RFEP Monitoring Forms (2x a year for four years)

Initial Notification Letter	
Principal	<ul style="list-style-type: none"> ● Responsible for parent notification & communication at site
English Learner Site Contact	<ul style="list-style-type: none"> ● Prepares parent notification letters for distribution ● Delivers letters to the EL Services Department for mailing
Coordinator for EL Services	<ul style="list-style-type: none"> ● Reviews & updates all templates annually
EL Services Department	<ul style="list-style-type: none"> ● Provides assistance & support to sites ● Mails parent score notification letter to families

CRPUSD Procedures

Parent Notification Letters: The Education Services Department will help coordinate the mailing of all parent notification letters for English learner assessments. Parents/guardians shall receive written notification **within 30 days** of district receipt of official results.

1. Initial Parent Letters → For all ELs who took ELPAC for placement during the current school year
 - a. Insert copy of preliminary language proficiency level report (Local Scoring Tool)
 - b. Insert corresponding initial cover letter

c. Mail parent score notification letters

Initial Fluent English Proficient (IFEP)	Students at this level have <u>well developed</u> oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner (EL)	Students at this level have <u>somewhat to moderately developed</u> 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.
Novice English Learner (EL)	Students at this level are <u>beginning to develop</u> 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.

Annual Notification Letter

Principal	<ul style="list-style-type: none"> Responsible for ensuring parent notification & communication at site
English Learner Site Contact	<ul style="list-style-type: none"> Update student CUM files with most recent ELPAC scores
EL Services Department	<ul style="list-style-type: none"> Reviews & updates all templates/forms annually Provide EL Site Contacts with a copy of student parent score notification letters to be filed in student CUM files Mails parent notification letters to families

CRPUSD Procedures

Parent Notification Letters: The Education Services Department will coordinate the mailing of all parent notification letters for English learner assessments. Parents/guardians shall receive written notification **within 30 days** of district receipt of official results.

1. Annual Parent Letters → For all ELs who took the summative ELPAC during the previous school year
 - a. Insert copy of “Parent Letter” with most recent test scores
 - b. Insert corresponding CRPUSD annual cover letter
 - c. Mail parent annual score notification letters to parents

Reclassification

Principal	<ul style="list-style-type: none"> Responsible for the reclassification process at school site Coordinates celebration or recognition of reclassified students
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English Learner Site Contact	<ul style="list-style-type: none"> Identifies possible reclassification (RFEP) candidates Consults with parents/guardians for input & approval Oversees the completion of reclassification paperwork Updates all EL records (paper & electronic) Monitors progress & follow-up goals for RFEP students
Teacher	<ul style="list-style-type: none"> Helps identify & monitor RFEP students Helps completes RFEP paperwork & RFEP follow-up forms
Education Services Department	<ul style="list-style-type: none"> Provides training and support to sites Coordinates reclassification procedures at district level

CRPUSD Procedures

The goal of language acquisition programs is for multilingual students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Cotati-Rohnert Park Unified reclassification criteria are listed below.

CRPUSD Reclassification Criteria

Required Criteria	Cotati-Rohnert Park Unified Criteria										
English Language Proficiency Assessment	ELPAC Overall Performance Level 4										
Teacher Evaluation	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>Report Card Requirement</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td>Report Card score 3 or higher: Sight Words</td> </tr> <tr> <td>2-3</td> <td>Report Card score 3 or higher: Writes Grade Level Sentences</td> </tr> <tr> <td>4-5</td> <td>Report Card score 3 or higher: Writes Grade Level Content</td> </tr> <tr> <td>6-12</td> <td>ELA grade is C- or higher</td> </tr> </tbody> </table>	Grade Level	Report Card Requirement	K-1	Report Card score 3 or higher: Sight Words	2-3	Report Card score 3 or higher: Writes Grade Level Sentences	4-5	Report Card score 3 or higher: Writes Grade Level Content	6-12	ELA grade is C- or higher
Grade Level	Report Card Requirement										
K-1	Report Card score 3 or higher: Sight Words										
2-3	Report Card score 3 or higher: Writes Grade Level Sentences										
4-5	Report Card score 3 or higher: Writes Grade Level Content										
6-12	ELA grade is C- or higher										
Parental Opinion and Consultation	Parent input indicates reclassification is appropriate for the student.										
Comparison of Performance in Basic Skills	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>Student Academic Performance Criteria</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td> STAR Reading Scaled Score <ul style="list-style-type: none"> 1st Grade: 250-350 EasyCBM Words Read Fluently at or above 26th percentile </td> </tr> <tr> <td>2-3</td> <td> STAR Reading Scaled Score <ul style="list-style-type: none"> 2nd Grade: 427-525 3rd Grade: 547-673 EasyCBM Words Read Fluently at or above 26th percentile </td> </tr> </tbody> </table>	Grade Level	Student Academic Performance Criteria	K-1	STAR Reading Scaled Score <ul style="list-style-type: none"> 1st Grade: 250-350 EasyCBM Words Read Fluently at or above 26th percentile	2-3	STAR Reading Scaled Score <ul style="list-style-type: none"> 2nd Grade: 427-525 3rd Grade: 547-673 EasyCBM Words Read Fluently at or above 26th percentile				
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K-1	STAR Reading Scaled Score <ul style="list-style-type: none"> 1st Grade: 250-350 EasyCBM Words Read Fluently at or above 26th percentile										
2-3	STAR Reading Scaled Score <ul style="list-style-type: none"> 2nd Grade: 427-525 3rd Grade: 547-673 EasyCBM Words Read Fluently at or above 26th percentile										

	4-9	SBAC ELA score of 3 or higher in previous school year
	10-11	70% or higher on StudySync Benchmark Assessment
	12	SBAC ELA score of 3 or higher in previous school year

RFEP Process

The purpose of the reclassification (RFEP) process is to document when an English learner has sufficient English proficiency to be reclassified as a fluent English speaker. Once annual summative ELPAC results are received, the reclassification process can begin for K–12th grade students. Teachers, support staff, school administrators, and parents participate in the reclassification process.

1. The Reclassification review process begins when a student scores at Level 4 in all four domains (listening, speaking, reading, and writing) of the annual assessment using the current California English Language Proficiency Assessment (ELPAC).
2. District-approved assessments are used to evaluate language development and academic achievement. All assessment scores must be current and meet district requirements.
3. Parent/Guardian(s) must be notified of a student's eligibility for reclassification.
 - a. A conference should be scheduled to review reclassification criteria and student progress.
 - i. Translation services will be provided as necessary.
 - ii. Parent(s) must sign and date completed reclassification paperwork.
 - b. If the parent is unable to attend a conference, a person speaking the parents’ primary language shall consult with the parent by telephone.
4. A printed and signed copy of the reclassification meeting paperwork is given to the parent/guardian and a signed copy is placed in the student’s EL folder.
5. When the student is reclassified as RFEP, the site’s designated staff makes appropriate changes to the English Language page in the Student Information System (including program date added, program start and program end), and EL Folder.

Note: Regardless of the physical form of such record and to ensure transfer of documentation, each LEA must maintain the following in the student’s permanent record: Language and academic performance assessments; participants in the reclassification process; and any decisions regarding reclassification. (5 CCR Section 11305)

Monitoring RFEP Students

After reclassification, students will be monitored & personalized learning goals will be set annually for four years using the Reclassification Follow-up Form.

1. Individual Student Level:
 - a. Monitoring will occur twice a year when relevant performance data is available and will be conducted by the site EL coordinator, EL assistant, or Education Services Department. Results will be documented in the student’s English Learner file using the RFEP Follow-up Monitoring Form.

- b. At any time after designation to RFEP, the supports being offered may be re-evaluated at the recommendation of teacher, parent, or administrator by calling for a Student Study Team (SST) meeting. Possible outcomes of the SST may include recommendations for academic, social, emotional, health or community support and/or referral to alternative programs. The effectiveness of the EL program is monitored by following the rates of reclassification and success of reclassified students during the follow-up period.
2. School/District Level:
- a. Data are collected and reviewed annually to ensure that former EL students have not been left with any substantive academic deficits. This review will include monitoring of the annual state academic test results, benchmark examinations, and other local progress monitoring assessments.
 - b. The student's permanent record contains documentation of the following:
 - i. Language and academic performance assessments
 - ii. Participants in the reclassification process
 - iii. Decision regarding reclassification

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

CHAPTER 2

INSTRUCTIONAL PROGRAMS

Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition program” refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards.

Parent Request for Language Acquisition Programs

When the parents of 30 students or more are enrolled in a school, or when the parents of 20 students or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by the LEA. In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 CCR Section 11311[h][3][B])

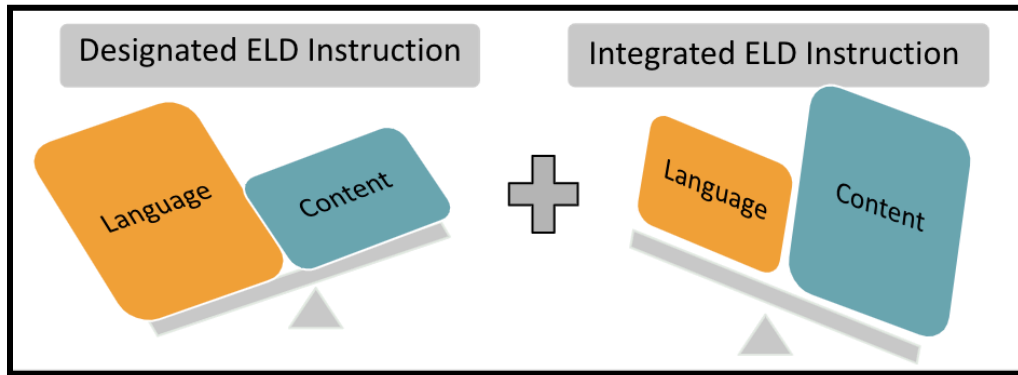
Process to respond to Parent Requests for New Programs

1. Receive and Track Parent Request
 - a. The school will maintain written records of parents requisition which include date of request, parent and child names, description of the request, grade level
2. Reach Threshold
 - a. When the parents of 30 students or more enrolled in a school, or when the parents of 20 students or more in the same grade enrolled in a school, request the same or substantially similar type of a language acquisition or language program, the school responds by notifying the LEA immediately and taking the following three actions:
 - i. Communicate with Parents and Educational Partners
 1. Within 10 school days of reaching a threshold described above, the LEA notify the parents of students attending the school, the school’s teachers, administrators, and the LEA’s English learner parent advisory committee and parent advisory committee, in writing, of the parents’ requests for a language acquisition program.
 - ii. Cost and Resource Analysis
 1. The LEA then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to: Certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals
 - iii. Determination
 1. Having completed the costs and resource analysis, the LEA determines, within 60 calendar days of reaching a threshold described above, whether it is possible to implement the requested language acquisition or language program. At that time, the LEA provides notice, in writing, to parents of students attending the school, the school’s teachers, and administrators of its determination.
 - a. Determination to implement a program at the school: In the case that the LEA determines it can implement the requested program, the LEA creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, the LEA confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs.

- b. Determination not to implement a program at the school: In the case that the LEA determines it is not possible to implement the program requested by parents, the LEA provides a written explanation of the reason(s) why the program cannot be provided. Further, the LEA may offer an alternate option that can be implemented at the school.

Integrated and Designated ELD Instruction

According to the ELA/ELD Framework, “**ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.** Such a multilayered application of the CA ELD Standards requires deep collaboration between educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence.” (Ch. 2, p. 97)



Integrated ELD

The ELA/ELD Framework “uses the term integrated ELD to refer to ELD throughout the day and across disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. The goal section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.” (Ch. 2, p. 81)

Designated ELD

“Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English... an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.” (CA ELA/ELD Framework, Ch. 2, p. 91)

STRUCTURED ENGLISH IMMERSION (SEI)

We are required to offer, at a minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). Structured English Immersion (SEI) is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. Students are offered both Designated and

Integrated ELD which gives them access to grade level academic content standards by authorized teachers using district-adopted and supplementary materials. All English learners shall be placed in a Structured English Immersion (SEI) program and receive services and support until they reach reclassification criteria.

English Language Development Courses

As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which shall include designated and integrated ELD.

Designated ELD Program

Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English Learners to develop critical English language skills necessary for academic content learning in English. Designated ELD must be provided by an authorized teacher. Students should be grouped at or near the same language proficiency level based on ELPAC or other proficiency assessments. Lessons must be designed for ELs to develop language proficiency in English as rapidly and effectively as possible.

The main instructional emphases in designated ELD are the following:

- Building students’ abilities to engage in a variety of collaborative discussions about content topics and texts.
- Developing students’ understanding of—in reading and listening—and proficiency using—in speaking and in writing—the academic vocabulary and various grammatical structures encountered in second-grade texts and tasks
- Raising students’ language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

	Course Name	Grouping by ELP Level	Course Placement	Expected objectives to progress to next course
TK-2	Emerging ELD	EL Level 1/2	Designated ELD	Teacher recommendation Score of 3 overall on ELPAC
	Expanding/Bridging ELD	EL Level 3	Designated ELD	Teacher recommendation Score of 4 overall on ELPAC
3-5	Emerging ELD	EL Level 1/2	Designated ELD	Teacher recommendation Score of 3 overall on ELPAC
	Expanding/Bridging ELD	EL Level 3	Designated ELD	Teacher recommendation Score of 4 overall on ELPAC to Reclassify
6-8	Emerging ELD	EL Level 1/2	Designated ELD	Teacher recommendation Score of 3 overall on ELPAC
	Expanding/Bridging ELD	EL Level 3	Designated ELD	Teacher recommendation Score of 4 overall on ELPAC to Reclassify
9-12	Emerging ELD	EL Level 1/2	Designated ELD	Teacher recommendation Score of 3 overall on ELPAC

	Expanding/Bridging ELD	EL Level 3	Designated ELD	Teacher recommendation Score of 4 overall on ELPAC to Reclassify
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Course Description

Emerging ELD

This course develops foundational level vocabulary and basic language patterns for newly-arrived students. Core units follow a simple path that builds language, vocabulary, grammar, reading and writing support. This course will be guided by the English Language Development Standards and CCSS Anchor Standards. This course builds on the skills taught and developed throughout Emerging ELD. Content approximates mainstream curriculum, while chunking, visual re-statements, and specialized lesson structure enriches ability and skill.

Bridging/Expanding ELD

This course develops a more academic level vocabulary and basic language patterns for newly-arrived students. Core units are designed to address linguistic supports while bridging and expanding student content knowledge within the language, vocabulary, grammar, reading and writing support. Language, vocabulary, and writing prepare students for mainstream courses. This course will be guided by the English Language Development Standards and CCSS Anchor Standards.

Integrated ELD

Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

The following are descriptions of integrated instructional strategies for all grades, TK–12, and English Language Proficient (ELP) levels.

Emerging (1), Expanding (2), Bridging (3)

Strategy	Description	ELP Levels
Picture Retell	Pictures depicting key important events in the story are used as visual cues to retell a familiar story.	1, 2
Activating Prior Knowledge	With a focus on meaning-making, students are prompted to think about what they already know in effort to help them learn something new.	all
Aligning Prompts and Response Frames	When posing a question for discussion and writing, the teacher offers a coordinated response frame to support the use of particular grammatical structures and vocabulary.	1,2
Assigned Roles in Discussion	Students assume specific roles to actively engage in, help lead, and contribute to collaborative discussions	all

Cohesion in Text	Students are guided to notice how parts of text are connected using linking words and phrases, and how these words impact tone (e.g. Using words like: however, unfortunately, consequently, one, another, etc., to link sentence or paragraphs)	2,3
Collaborative Retelling	After reading a shared text, students work with teacher guidance, to retell a familiar story using props and visuals. Teacher encourages the use of transition words as the story retelling progresses. Teacher solicits student responses.	1,2
Collaborative Summarizing (Buddy Reading)	Students read with a partner and concisely summarize text together using critical content vocabulary, but limiting summary to essential words. Begin in pairs of two, but move to partnerships of 4 for more practice.	2,3
Content Links	Students find connections between familiar vocabulary related to content learning, explaining how their words are connected. (Our words are connected/linked/related because _____.)	2,3
Conversation Moves	In partner and group discussions, students use conversation moves to extend academic talk. “Conversation moves” help students add to or challenge what a partner says, question, clarify, paraphrase, support thinking with examples, synthesize conversation points, etc.	3
Explicitly Teaching Academic Vocabulary	Teachers use a routine for direct instruction of specific words.	all
Vocabulary Models (Frayer Model)	Students use a graphic organizer to support understanding of a key word or concept.	all
Inside-Outside Circle or Two Lines	Students engage in conversation with diverse partners where the class is split into two groups. One group stands and forms an outside circle while the other group forms an inner circle with students in the inner circle facing the students in the outside circle as conversation partners. Inner circle is rotated to switch partners.	2,3 (1 with lots of support/frames)
Interactive Read Alouds	Teacher reads text aloud, modeling fluency and expression, inviting students to engage in extended conversations in response to text dependent questions. Teacher uses strategically planned stopping points to highlight vocabulary and prompt student thinking and discussion about text. Students use vocabulary from the text when talking and writing about text collaboratively and independently.	all
Joint Construction	Teacher works collaboratively with students to scaffold writing before they write independently. Teacher uses	all

	students' understanding of narrative stages, specific vocabulary, and grammatical structures while questioning for precision.	
Norms for Effectively Contributing to Classroom Conversations	Ground rules or guidelines for conversations are used as the basis for constructive academic talk. Teacher provides judicious corrective feedback during student talk.	all
Primary Language Support	During integrated ELD, teacher may sometimes offer strategic primary language support for EL students who are newcomers or at the earliest level of Emerging proficiency.	1
Revoicing	Teacher paraphrases student responses as they explain their thinking in effort to validate content learning and encourage the use of precise language.	all
Scaffolding an Outline	Construction of a prewriting outline of an informational report is scaffolded in three stages	2,3
Sentence Frames	In response to a prompt, the teacher offers a sentence frame orally and/or in writing to support expression of student thinking. Frames are adjusted based upon specific grammatical structure, key vocabulary, content learning, and language proficiency level descriptors, etc. Frames are a temporary scaffold that require modification.	all
Showing Not Telling	Students investigate how authors invite readers make inferences by showing what the character does instead of simply telling how the character is feeling.	3
Story Map	In a shared or interactive writing format, chart out characters, setting, problem, and events (including orientation, complication, and resolution). Add theme, as appropriate.	all
Strategic Partnerships	Teacher deliberately partners specific students for conversations (e.g. Teacher may intentionally place ELs at the Emerging levels with partners who speak the same primary language, so that they may communicate in their primary language as needed).	all
Structured Use of Academic Language	Apply domain specific vocabulary and general Academic vocabulary in open sentence frames to perform functions, like describing or explaining, that target specific grammatical structures.	all
Student-generated Questions	Students use inquiry-posing their own questions and wonderings to guide shared research experiences.	2,3 (1 with a lot of support)

Role-play	Students demonstrate understanding of events or characters through role-play. (e.g. In a choreographed tableau, a group of models or motionless figures represents a scene from a story or from history, slowly transitioning from one scene to another. When tapped on the shoulder, the posing performer addresses the audience to say who they are or what they're doing in the tableau. Speaker returns to pose before the performers morph into the next pose.).	all
Total Physical Response	Students demonstrate understanding through using hand or body motions only.	1
Text Reconstruction	Students listen to a content-rich text, read aloud, take notes, collaborate with a partner and rebuild (as precisely as possible) the original text.	3
Think-Pair-Share	Students turn to their designated partners to discuss prompts posed by the teacher. Partnerships are organized in teams of two.	all
Word Banks	Students identify and describe authors' language choices to increase their own repertoires for using words; new words are charted for reference and use.	all
Word lists	Brainstorm a list of words students would want to use to describe something. Use these words to create a word list. These word lists will be used to construct a descriptive paragraph about a given topic.	all

Links to resources from the California Department of Education (CDE):

CA ELA/ELD Framework (2015): <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

ELA/ELD Framework Snapshots and Vignettes Chart: <http://www.cde.ca.gov/ci/rl/cf/elaeldvignsnapshots.asp>

Snapshot Collection:

<http://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf#search=snapshot&view=FitH&pagemode=none>

Vignette Collection:

<http://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf#search=vignettes&view=FitH&pagemode>

Standard Instructional Program

Procedural guidelines and criteria for placement of ELs in grades 6–12, at all proficiency levels, in the standard instructional program and interventions.

Placement of ELs in grades 6-12

EL Students in grades 6-12, at all proficiency levels, are enrolled in the standard instructional program which consists of:

- Reading/Language Arts
- Mathematics
- Science
- History/Social Science

- Courses required to meet state and local high school graduation requirements
- Courses required for middle school grade promotion

EL students are not denied:

- Enrollment in a full course load of courses that are part of the standard instructional program, and
- Enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses.

Differentiated instruction

Differentiation occurs through:

- Content — the information and skills that students need to learn
- Process — how students make sense of the content being taught
- Product — how students demonstrate what they have learned
- Affect — the feelings and attitudes that affect students' learning

There are curriculum-related factors that need to be taken into consideration and are based on student need in three areas:

- Readiness — students' preparation for learning specific information or skills
- Interest — what appeals to students and thus motivates them to learn
- Learning Profile — how students approach the task of learning

Effective differentiation requires ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs. Our district uses the following assessments to monitor progress as well as adjust instruction.

- Local Assessments for Reading and Math
- Benchmark ELD assessments
- Classroom based formative assessments
- End of unit/chapter assessments
- Observations

Teachers differentiate instruction for ELs by:

- Getting to know as much as possible about each student — ELs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared s/he is to provide appropriate instruction for that student.
- Having high expectations for all students — Content should not be "watered down" for students who are still developing English language skills. Creative teachers think of ways to help students understand key material and "show what they know" in ways that match their language proficiency levels.
- Working collaboratively with grade level and/or department teams to plan differentiation.
- Having a variety of research-based instructional strategies at hand.
- Using ongoing assessment to guide instruction.
- Providing multiple types of assessment — matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.
- Differentiating homework/at home learning.
- Using flexible grouping — Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities.

- Making content comprehensible for all students (Echevarria, Vogt, & Short, 2008) — Providing ELs with alternative ways of accessing key content (e.g., charts, books written in their first language, simplified text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills.

Staffing

Cotati-Rohnert Park Unified School District recruits, hires, and retains teachers who hold appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CTC). The California Education Code (EC) requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. The pertinent statutes include: *EC* Section 44001, *EC* Section 44830(a), *EC* Section 44831, and particularly *EC* Section 44253.1, which reads:

“ . . . For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils’ primary languages . . . ”

The California Commission on Teacher Credentialing (CTC) is responsible for establishing the teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to ELs. All staff members working with English learners will continue to receive professional development (see list of professional development topics).

Professional Development

Cotati-Rohnert Park Unified School District will provide professional development of sufficient intensity and duration for all staff to improve instruction for English learners and all students. Trainings will be ongoing at the district and site levels. Information regarding conferences and out-of-district trainings will also be available.

COTATI ROHNERT-PARK UNIFIED SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

CHAPTER 3

FAMILY AND COMMUNITY ENGAGEMENT

Family and Community Engagement

Parents and families are an integral part of the educational partnership that includes students, staff, and community members. Cotati-Rohnert Park Unified values and strives to build strong family, community, and school partnerships.

It is important that parents of English learners stay informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for our students. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

There are numerous parent & community activities available in Cotati-Rohnert Park Unified School District:

- Parent Committees
 - English Learner Advisory Committee (ELAC)
 - District English Learner Advisory Committee (DELAC)
 - School Site Council (SSC)
 - PTA/PTO/Booster Clubs
 - Parent Advisory Committee (PAC)
 - Other councils or committees (e.g., COVID-19 Reopening Committee)
- Parent Education
 - District & School Parent Meetings (in-person or virtual)
 - Family Literacy Programs & Literacy Events
 - Recordings, webinars, and conferences
- School, District, & Community Events
 - Back-to-School, Carnivals, Open House & Family Nights
 - Parent/Teacher Conferences & site or district meetings
 - Awards, Celebrations & Holiday Events
 - Sports, Games & Competitions
 - Cities of Cotati & Rohnert Park Festivals & Community Activities
- Community, School, and/or Classroom Volunteer
 - Contact site principal or teacher for volunteer opportunities

ELAC /DELAC

Principal	<ul style="list-style-type: none"> ● Facilitates site English Learner Advisory Committee (ELAC) ● Attends District English Learner Advisory Committee (DELAC) meetings as guests ● Communicates with parents & families on a regular basis (providing translated information and documentation as needed) ● Provides opportunities for parent education & involvement
Education Services Department	<ul style="list-style-type: none"> ● Oversees parent committee procedures for ELAC & DELAC ● Provides parent education support to site leadership ● Provides assistance & support regarding parent notification, translation, implementation of ELAC/DELAC, & parent education
Parents/Guardians	<ul style="list-style-type: none"> ● Participates in parent education opportunities, school activities, & parent committees ● Completes Home Language Survey (HLS) ● Reviews student assessment results and progress reports ● Attends meetings, completes ELAC/DELAC requirements, & signs paperwork ELAC- https://www.cde.ca.gov/ta/cr/elac.asp DELAC- https://www.cde.ca.gov/ta/cr/delac.asp

Parents are an integral part of the educational partnership that includes students, staff, and community members. Parents of English learners must be well informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for their children. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

1. A school site with 21 or more English learners (ELs) must have a functioning ELAC that meets the following requirements:
 - Parent members are elected by parents or guardians of ELs.
 - Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.
 - The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
 - The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).
 - The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

- (California Education Code [EC] sections 52176[b], 62002.5; Title 5, California Code of Regulations [5 CCR] Section 11308)
2. A school may designate an existing school-level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph “b”, above. (EC Section 52176[b]; 5 CCR Section 11308[d])
 3. Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the local educational agency (LEA). (5 CCR Section 11308[b])

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

Each LEA with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents or guardians, or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the DELAC. (EC sections 52176[a], 62002.5; 5 CCR Section 11308)

The DELAC shall advise the school district governing board on all of the following tasks:

- Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.
- Conducting an LEA-wide needs assessment on a school-by-school basis.
- Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE-adopted EL Roadmap Policy.
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Review and comment on the LEA’s reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR Section 11308)
- Under the local control funding formula (LCFF), LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the LEA’s existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under EC sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP. (5 CCR Section 11301)

Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 CCR Section 11308[d])

The consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees. (EC Section 64000[c])

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS CHAPTER 4

MONITORING, EVALUATION AND ACCOUNTABILITY

Program Evaluation

Principal	<ul style="list-style-type: none"> ● Oversees program evaluation procedures at school sites ● Collects data & submits required paperwork to Special Projects ● Includes relevant EL Data and Program Evaluation in SPSA
EL Site Contact	<ul style="list-style-type: none"> ● Assists with the program evaluation process at school site ● Oversees collection of data
Coordinator for EL Services	<ul style="list-style-type: none"> ● Coordinates EL program evaluation procedures at district level ● Coordinates the development of the Title III plan and assures its implementation
EL Services Department	<ul style="list-style-type: none"> ● Provides assistance & support regarding assessment and evaluation data ● Monitors English Language Acquisition reporting and data

Ongoing Monitoring of ELs

Districts are expected to evaluate, refine, and continuously improve instructional programs and services ensuring all students, especially English learners, are able to develop academic content knowledge, discipline-specific practices, and academic language proficiency. Categorical programs meet state standards based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

All English learner student information is recorded in state and district databases that are accessible to district personnel, site leadership, and teachers and are used to monitor the academic achievement and growth of our students, specifically English learners and immigrant students:

- CALPADS
- TOMS
- Dataquest
- Student Information System

Cotati-Rohnert Park Unified School District will continue to monitor student enrollment, attendance, academic progress, and parent/community surveys to adjust instruction and provide additional services to ELs in grades TK-12 as needed. Actions to identify and overcome instructional barriers must be taken to ensure student success and access to the full curriculum. The EL Services department analyzes district wide trends and prioritizes tasks needed to improve systems and supports for sites and students.

Review includes analysis of ELPAC, CAASPP, and the local reading measure (STAR Renaissance Place). Students meeting the reclassification criteria for ELPAC and basic skills will be considered for reclassification in the current school year.

English learners with disabilities may be reclassified using the alternate reclassification process. The site TOSA will initiate the data review process with the case manager and site administration. The school psychologist will be consulted as needed throughout the process.

Annual ELPAC & RFEP goals for ELs in SEI programs

EL Proficiency Levels	Emerging	<i>Low to Mid Expanding</i>	<i>Mid to Upper Expanding</i>	<i>Low to Mid Bridging</i>	<i>Mid to Upper Bridging</i>	Lifelong Language Learning
Initial ELPAC Scores	Level 1	Level 2		Level 3		*Overall ELPAC RFEP requirement :Level 4
Summative ELPAC Scores	Level 1	Level 2	Level 3		Level 4*	

ELD Evaluation

ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and evaluated for its effectiveness in overcoming language barriers. CRPUSD will use the templates provided by Federal Program Monitoring such as their ELD Evaluation template.

Title III Evaluation Report

CRPUSD will evaluate all services and programs funded by Title III to determine the effectiveness of those activities. CRPUSD will provide a “Title III Evaluation Report” that will include the following analysis. CRPUSD will use the templates provided by Federal Program Monitoring as their Title III Evaluation template and incorporated in the LCAP.

- A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;
- The number and percentage of ELs making progress toward attaining English language proficiency, including ELs with a disability;
- The number and percentage of ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of 4;
- The number and percentage of ELs reclassified each school year;
- The number and percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability;
- The number and percentage of LTEL students and their date of first enrollment at the LEA or charter; and
- Analytical findings on the effectiveness of Title III-funded services and programs.

SPSA

Sites must also include the EL program in the development of the Single Plan for Student Achievement (SPSA) using a comprehensive needs assessment that includes an analysis of academic performance and language development data to determine EL student and program needs (Note the EL program must be included in the development of the SPSA. (EC Section 64001[c])).

[Click here](#) or visit <https://www.crpUSD.org> to read each school site's SPSAs.

Budget Practices

The District and its departments and sites must fully comply with guidelines for compliant spending of Title III funds as well as supplemental and concentration funds from the California Local Control Funding Formula LCFF). With Title III, funds must be spent to supplement, not supplant.

Supplemental and concentration funds should be spent in ways that improve student achievement for the ELs, Foster Youth, and Low Income students at the sites. In alignment with Ed Codes 42238.02 and 42238.03, these funds must be spent on ELs at least in proportion to the increase in funds apportioned on the basis of the number of EL students. For example, if a site's supplemental funds are high because of ELs, then these additional funds should be spent in ways that benefit ELs.

Title III Funding, Programs, And Activities

Cotati-Rohnert Park Unified School District will annually update an LCAP Addendum and Title III plan to monitor the use of federal Title III funds. Title III funds must be used to provide ELs with supplemental services and materials that are not already covered by general funds.

General funds must be used to secure services, programs, and access to the standard instructional program for English learners. Districts must use Title III funds to supplement, not supplant federal, state, and local public funds.

Cotati-Rohnert Park Unified School District must use supplemental Title III funds to increase English language proficiency and academic achievement of ELs and immigrant children and youth by providing:

- effective educational programs that support language development beyond core instruction and services
- increase academic achievement of ELs and immigrant children and youth
- Provide effective EL-related professional learning above and beyond basic ELD training.
- Activities & strategies that enhance educational programs for ELs which include parent, family, & community engagement.

Title III-funded professional development must be designed to improve the instruction and assessment of English learners. In-person and/or virtual training should be provided to a variety of stakeholders who work with English learners, including teachers, coaches, administrators, community stakeholders, and other personnel.

The district maintains an inventory for each piece of equipment with an acquisition cost of \$500 or more per unit that is purchased with Title III. The record must describe the acquisition:

1. Type
2. Model
3. Serial number
4. Funding source
5. Acquisition date
6. Cost
7. Location
8. Current condition
9. Transfer, replacement, or disposition of obsolete or unusable equipment.

The school district must conduct a physical check of the inventory of equipment within the past two years and has reconciled the results with inventory records.

Time Accounting Requirements

The district properly assesses administrative charges for direct or indirect costs of Title III funds for salaries and wages in proportion to an allowable quantity and duties of each employee.

Each employee paid in part from Title III and in part from other revenue, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used.

Employees funded solely under Title III must complete a semiannual certification of such employment.

Supplement, Not Supplant with Title III

General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

(EC sections 300, 305[a])

Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds.

(20 U.S.C. Section 6825[g])

The LEA shall ensure that costs charged to the program(s) under Title III are reasonable, necessary, and allocable in accordance with applicable statutes, regulations, and program plan(s). (2 CFR 200.403 – 200.405)

Each LEA must use no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the cost of administration of this program for a fiscal year.

(20 U.S.C. Section 6825[b])

The LEA or consortium receiving Title III funds must use these supplemental funds to implement effective approaches and methodologies for teaching ELs and immigrant children and youth. Each LEA must use Title III funds to:

- (a) Increase the ELP of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:

- i. ELP; and
 - ii. Student academic achievement; (20 U.S.C. Section 6825[c][1][A–B])
- (b) Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
- i. Designed to improve the instruction and assessment of ELs;
 - ii. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
 - iii. Effective in increasing children’s ELP or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - iv. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. Section 6825[c][2][A–D])
- (c) Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:
- i. Shall include parent, family, and community engagement activities; and
 - ii. May include strategies that serve to coordinate and align related programs. (20 U.S.C. Section 6825[c][3][A–B])

4.2 Authorized subgrantee activities may use funds by undertaking one or more of the following activities:

- (d) Upgrading effective EL instructional strategies; (20 U.S.C. Section 6825[d][1])
- (e) Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures; (20 U.S.C. Section 6825[d][2])
- (f) Providing to ELs:
 - i. Tutorials and academic or career and technical education; and
 - ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators. (20 U.S.C. Section 6825[d][3])
- (g) Developing and implementing effective preschool, elementary, or secondary school language instruction programs coordinated with other relevant programs and services; (20 U.S.C. Section 6825[d][4])

- (h) Improving the ELP and academic achievement of ELs;
(20 U.S.C. Section 6825[d][5])
- (i) Providing community participation programs, family literacy services, parent and family outreach, and training activities to ELs and their families to:
 - i. Improve the English language skills of ELs; and
 - ii. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children. (20 U.S.C. Section 6825[d][6][A–B])
- (j) Improving the instruction of ELs, which may include ELs with a disability, by providing:
 - i. The acquisition or development of educational technology or instructional materials;
 - ii. Access to, and participation in, electronic networks for materials, training, and communication;
 - iii. Incorporation of resources into curricula and programs; and
(20 U.S.C. Section 6825[d][7][A–C])
- (k) Offering early college high school or dual or concurrent enrollment programs to help ELs achieve success in post-secondary education.
(20 U.S.C. Section 6825[d][8])
- (l) Carrying out other activities that are consistent with the purposes of this section. (20 U.S.C. Section 6825[d][9])

Immigrant Services and Support

Immigrant children and youth are individuals who are aged 3 through 21, were not born in an U.S. State, and have not attended one or more schools in any one or more states for more than three full years.

Title III Immigrant funds are earmarked to provide instructional opportunities for immigrant children and youth, which may include:

1. Family literacy, parent and family outreach, and training activities for parents and families;
2. Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
4. Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
5. Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

6. Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education;
7. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services;
8. Recommended direct administration expenses for a fiscal year may not exceed two percent of such funds for the cost of administering this subpart; and
9. LEAs are authorized to assess approved indirect cost rates to the portion of the subgrant that is not reserved for direct administration costs.

Sites will review their list of immigrant students on an ongoing basis so they know which families they need to prioritize for services and support. Cotati-Rohnert Park Unified School District is also partnering with other community organizations to offer additional support and services for our immigrant families.