



English Learner Master Plan: Revisions and Approval

Board Meeting

Date: February 20, 2025

Agenda Item No. 10.2

Presented by:

Dr. Olga Simms, MLD Director

Acronyms

EL	English Learner	CDE	California Department of Education
SCOE	Sacramento County Office of Education	FPM	Federal Compliance Monitoring
DELAC	District English Learner Advisory Committee	ELAC	English Learner Advisory Committee
LCAP	Local Control Accountability Plan	LCAP PAC	Local Control Accountability Plan Parent Advisory Council
MTSS	Multi-Tiered Systems of Support	MLD	Multilingual Literacy Department

SCUSD Core Value & Guiding Principle

CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

Agenda

- **Legal References: Laws and Regulations**
- **Multilingual Literacy Department Goals**
- **English Learner Master Plan Guidance Documents**
- **EL Master Plan Revisions and Updates**
- **EL Master Plan Implementation Journey**

Legal References: EL Master Plan

1 Bilingual Education Act, 1968
The Elementary and Secondary Education Act of 1968's Title VII, known as the Bilingual Education Act, established federal policy for bilingual education by providing funding for

- development
- staffing and staff development
- implementation
- long-term maintenance of programs

2 Lau v Nichols, 1974
Chinese-American students who were not receiving EL services brought a case to the Supreme Court. San Francisco Unified School District said equal was fair. The court disagreed. The US Dept. of Ed. created the Lau Remedies ensuring:

1. Identification and evaluation of ELs
2. Appropriate ESL instruction
3. Decisions about when LEP students were ready for mainstream courses
4. Professional standards for ESL teachers.

3 Equal Educational Opportunity Act (EEOA), 1974
A federal law that prohibits discrimination against faculty, staff, and students, including racial segregation of students. Noteworthy for EL stakeholders:

States must provide "appropriate action" to overcome language barriers that impede equal participation by its students in its instructional programs"

4 Casteneda v Pickard, 1981
Roy Casteneda claimed that Raymondville School District didn't address the needs of ELs including his daughters as mandated by the EEOA. The judge ruled in his favor.

The case established that a program serving ELs must be based on a sound educational theory, implemented with fidelity (with adequate resources & personnel), and must be evaluated for effectiveness.

5 Plyler v Doe, 1982
A revision to the Texas education laws allowed the state to withhold funds, and deny enrollment in public schools to undocumented students. The U.S. Supreme Court found the law unconstitutional.

Children, regardless of their immigration status, have the right to a free education.

6 Flores v AZ, 2000
Parents of ELs filed a lawsuit stating that Arizona failed to provide adequate funding for educating their children & that EL programs didn't meet the EEOA standards. The district court ruled in their favor.

The state resolved the program adequacy issue through a consent decree. The funding issue is ongoing.

Essential Court Decisions for EL Advocates

No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

-14th Amendment of the US Constitution

Case law has had a significant impact on state and federal policies affecting ELs and much of it is based on the equal protection and due process clauses of the 14th Amendment. Although these decisions don't endorse particular instructional models, the courts have made it clear that...

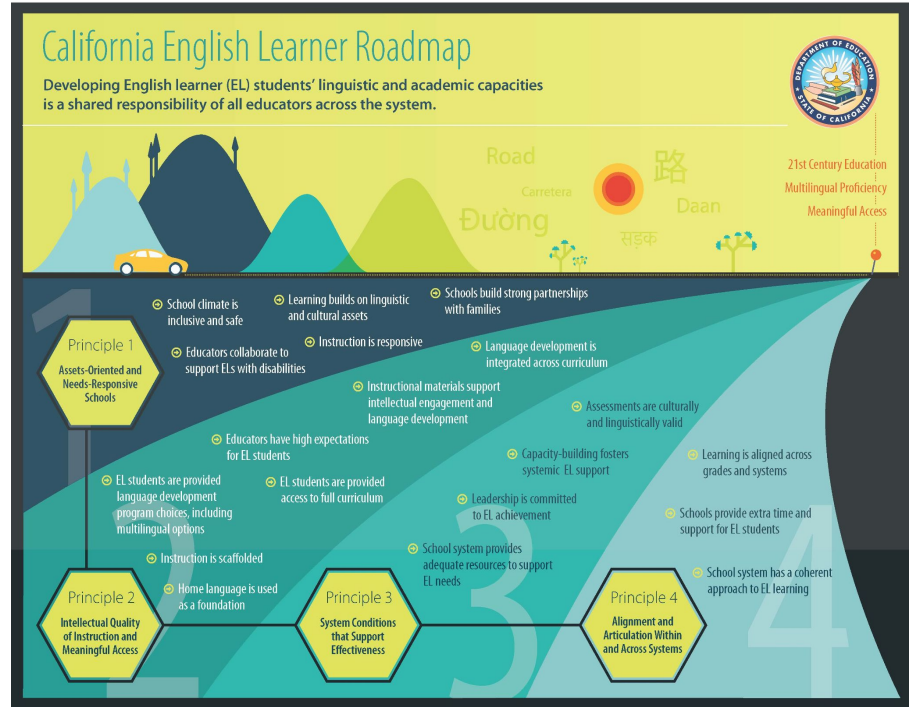
ELs have unique instructional needs that cannot be ignored.

bit.ly/ell2point0


- Major impact on federal and state policy for emergent bilingual students and their families and communities.
- We must stand together to address the needs of our students and our families.

English Learner Roadmap

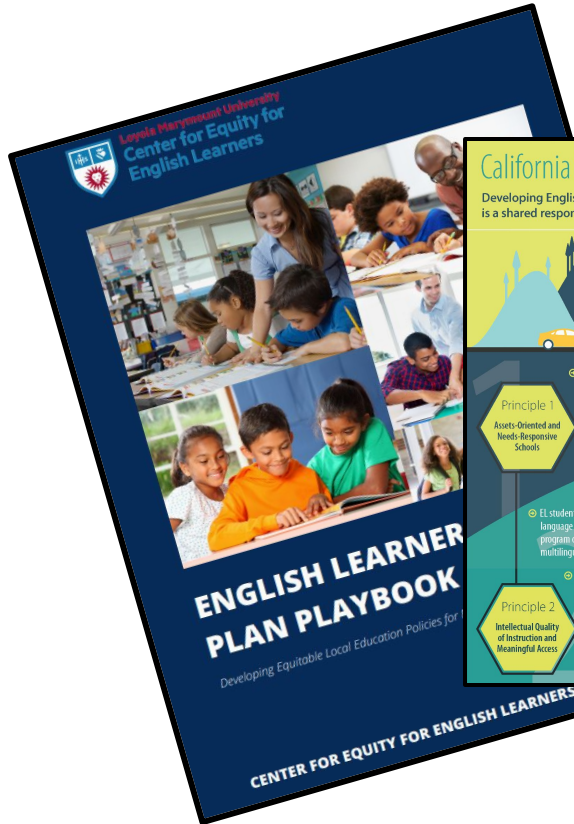
English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple Languages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



Multilingual Literacy Department Goals

1. All emergent bilingual students improve on their overall Summative ELPAC Assessments by at least one performance level.
 2. All emergent bilingual students improve on their CAASPP ELA assessments noted by the student's scale score (3-8th CAASPP, 11th CAASPP);iReady ELA
 3. Increase reclassification by 10% on a yearly basis.
 4. 90% of EBs will graduate from high school.
 5. 80% of High School Emergent bilingual students will be on track for college and career (students meeting A-G requirements).
 6. All schools serving at least 21 or more emergent bilingual students will have a functional English Language Advisory Committee (ELAC).
- 

English Learner Master Plan Guiding Documents

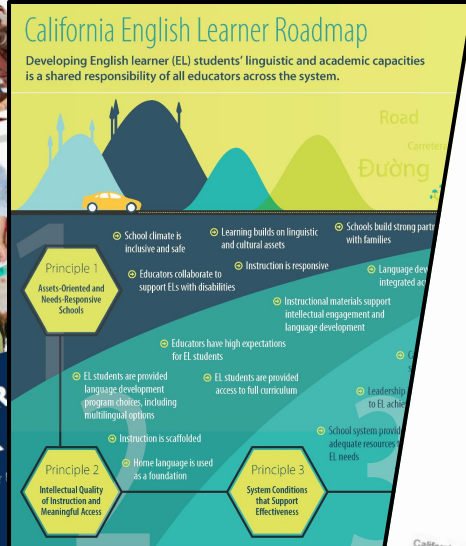


English Learner Plan Playbook
Developing Equitable Local Education Policies for
CENTER FOR EQUITY FOR ENGLISH LEARNERS

University of Maryland System
Center for Equity for English Learners

ENGLISH LEARNER PLAN PLAYBOOK
Developing Equitable Local Education Policies for

CENTER FOR EQUITY FOR ENGLISH LEARNERS



California English Learner Roadmap
Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system.

Roadmap
Đường

Principle 1: Assets-Oriented and Needs-Responsive Schools

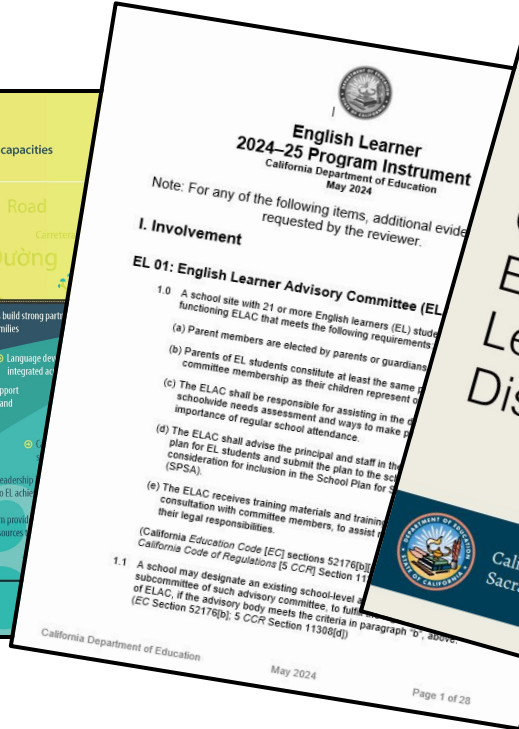
- ⊙ School climate is inclusive and safe
- ⊙ Educators collaborate to support ELs with disabilities
- ⊙ Instruction is scaffolded
- ⊙ Home language is used as a foundation
- ⊙ Intellectual Quality of Instruction and Meaningful Access

Principle 2: Instructional materials support intellectual engagement and language development

- ⊙ Learning builds on linguistic and cultural assets
- ⊙ Instruction is responsive
- ⊙ Instructional materials support intellectual engagement and language development
- ⊙ EL students are provided language development program choices, including multilingual options
- ⊙ Instruction is scaffolded
- ⊙ Home language is used as a foundation

Principle 3: System Conditions that Support Effectiveness

- ⊙ Schools build strong partnerships with families
- ⊙ Language development is integrated across the curriculum
- ⊙ Educators have high expectations for EL students
- ⊙ EL students are provided access to full curriculum
- ⊙ School system provides adequate resources to EL needs
- ⊙ Leadership to EL achievement



English Learner 2024-25 Program Instrument
California Department of Education
May 2024

Note: For any of the following items, additional evidence requested by the reviewer.

I. Involvement

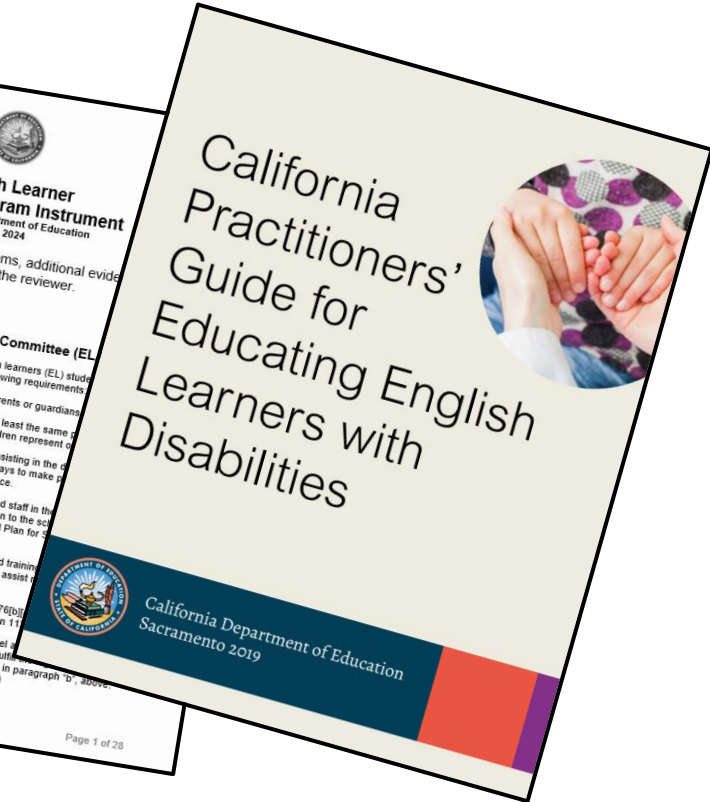
EL 01: English Learner Advisory Committee (ELAC)

- 1.0 A school site with 21 or more English learners (EL) students functioning ELAC that meets the following requirements:
 - (a) Parent members are elected by parents or guardians
 - (b) Parents of EL students constitute at least the same percentage of committee membership as their children represent of the school's total enrollment
 - (c) The ELAC shall be responsible for assisting in the development of schoolwide needs assessment and ways to make sure that the importance of regular school attendance.
 - (d) The ELAC shall advise the principal and staff in the development of a plan for EL students and submit the plan to the school board for consideration for inclusion in the School Plan for Student Success (SPSA).
 - (e) The ELAC receives training materials and training opportunities in consultation with committee members, to assist them in fulfilling their legal responsibilities.

(California Education Code [EC] sections 52176(b)(1) through (b)(5); California Code of Regulations [CCR] Section 11306(d)(1) through (d)(5))

- 1.1 A school may designate an existing school-level advisory committee or subcommittee of such advisory committee, to fulfill the requirements of ELAC, if the advisory body meets the criteria in paragraph "b", above (EC Section 52176(b); 5 CCR Section 11306(d))

California Department of Education
May 2024
Page 1 of 28



California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education
Sacramento 2019

English Learner Master Plan Revisions and Updates

- **Minor edits throughout the plan (i.e. updated board members names, and staff).**
- **LTEL figure with the most updated information from Data Quest. pg. 32**
- **Figure 3.3 MTSS picture formerly a “tree” now an “umbrella”. pg. 47**
- **Figure 3.4 Roadmap to Reclassification Grades K-6. pg. 54**
- **Figure 4.2 Newcomer Placement and ELA/ELD Course Materials Grades 9-12. pg. 61-64**
- **Added Figure 6.1 Professional Learning Service Model for SCUSD pg. 84**

Contact Information

Multilingual Literacy Department
(916) 643-9446

Dr. Olga L. Simms, Multilingual Literacy Director
olga-simms@scusd.edu

Dr. Vlastimil Krbecek, Multilingual Literacy Coordinator
vlastimil-krbecek@scusd.edu

Patricia Rodriguez **Kao Lee, Data Management Technician**
patriciaro@scusd.edu leek@scusd.edu

Alyson McKay, MLD Resource Teacher
alyson-mckay@scusd.edu

Marcela Cardenas, Parent Advisor
marcela-cardenas@scusd.edu

Cidelia Martinez, Training Specialist
Cidelia-Martinez@scusd.edu

Nangialy Ahmadzai, Parent Advisor
nangialy-ahmadzai@scusd.edu

Tywanda Walker, Training Specialist
tywanda-walker@scusd.edu



Q & A