



**San Dieguito Union High
School District**

Multilingual Learner Plan

San Dieguito Union High School District Multilingual Learner Plan Board

Approved: January 31, 2023

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Acknowledgements

The San Dieguito Union High School District Multilingual Learner Plan was developed through the collaboration of Multilingual Learner (MLL) Leads, district and site administrators, classified staff, and parents.

This plan was approved by the SDUHSD District English Learner Advisory Committee (DELAC).

San Dieguito Union High School District policy prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. SDUHSD requires that school personnel take immediate steps to intervene when safe to do so when staff witnesses an act of discrimination, harassment, intimidation, or bullying.

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I. INTRODUCTION

a. Message from the Educational Services Department

San Dieguito Union High School District (SDUHSD) is committed to engaging students with meaningful, challenging, and innovative educational experiences reflected in our continued work to promote multilingual learners. At SDUHSD, this critical work does not only mean supporting our Multilingual/English Learners' language development inside the classroom but also providing students with essential skills for life after high school.

The multilingual learning plan aims to provide planning for the identification, assessment, placement, and reclassification of Multilingual/English Learners at SDUHSD. The plan guides site and district leaders and references the legal requirements for the services vital for Multilingual/English Learners at SDUHSD. While this plan describes best practices that, in many cases, are evident in our classrooms, we have continued learning and work to ensure that each of our English Learners is fully ready for college, career, and community success.

Educational Services Division

b. Mission and Vision:

The mission of SDUHSD is to provide a world-class education for all students through quality programs that engage students, inspire achievement and service to others, and prepare them to be lifelong learners and responsible members of society.

The mission of the SDUHSD Multilingual Learner Program is to provide students learning English with rigorous curriculum and appropriate support services, which will develop academic English language skills towards reclassification as Fluent English Proficient. SDUHSD values the rich cultural and linguistic diversity multilingual learners bring to our schools and community, and believes in using research-based practices to respect and affirm the language and culture of each student. At SDUHSD, multilingual learners will develop and learn the English language while also meeting graduation and college requirements.

SDUHSD has established goals and objectives for our Multilingual Learner Program which enable the district to effectively develop academic proficiency for students learning English. SDUHSD is committed to providing instruction which will assist multilingual learners in learning both social and academic English; provide appropriate access to the core curriculum; assist students in meeting grade-level academic content standards; provide students with the cultural knowledge they need to be successful in our schools and community; and create an environment that values native language. Our goal is to ensure that we provide the appropriate support to enable

our multilingual learners to be reclassified as Fluent English Proficient (FEP). We are also committed to developing an appreciation of the cultural and linguistic diversity multilingual learners bring to the SDUHSD community.

C. Language Group Definitions

These brief definitions, provided by the California Department of Education, of language groups are critical to understanding all the chapters of the SDUHSD Multilingual Learner Plan. Please note that students with disabilities under IDEA or Section 504 may fit into any of the language groups below. SDUHSD refers to English Learners as Multilingual Learners.

Multilingual Learner/ English Learner (EL): A student whose first language is not English and who is in the process of acquiring fluency in social and academic English.

Recently Enrolled EL: An English Learner who has been enrolled in U.S. schools for 3 years or less and may or may not be a newcomer student.

Progressing EL: An English Learner who has been enrolled in U.S. 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 U.S. 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 2 full school years or less. Newcomers should receive the most intensive support in years 1 and 2, but should be monitored for up to four years.

Initially Fluent English Proficient (IFEP): 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.

English Only (EO): A student whose only home language is English.

Designated ELD: Designated ELD is defined as instruction provided during the regular school day for focused instruction on the state-adopted ELD standards to assist multilingual learners to develop critical English language skills necessary for academic content learning in English. (California Code of Regulations, Title 5 [5 CCR] Section 11300[a])

Integrated ELD: Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]).

d. Multilingual Learner Population at SDUHSD

The San Dieguito Union High School District (SDUHSD) is proud to serve approximately 600 students currently classified as Multilingual Learners and an additional 1,500 students reclassified as fluent English proficient (RFEP). We value and celebrate the fact that approximately 20% of our students are bilingual and have roots all over the world. We are committed to providing relevant and rigorous educational experiences to propel our multilingual learners to college, career and community readiness. We do this through providing teachers and leaders opportunities for professional learning and collaboration year round, making multilingual learner data accessible, and using data to inform our practices and policies. We strive to continuously improve in the ways we serve our multilingual learner students and hold them as our collective responsibility, and anchor our work in this understanding. Our multilingual learner students and their families are assets to our district and provide all members of our community opportunities to learn and grow.

SDUHSD Student Demographics

***23-24 School Year**

12,550 Total Number of students @ SDUHSD	575 Total Number of Multilingual Learners 4.6%
1,430 11.4% of students are designated as Reclassified Fluent English Proficient (RFEP)	306 LTEs 53.2% of Multilingual Learners are considered Long Term English Learners
Primary Languages Spoken by SDUHSD English Language Learners: 1. Spanish - 59 % 2. Korean - 11% 3. Mandarin - 10.4 % 4. Russian - 4 %	

*Current student data is from the SDUHSD Student Information System.

e. Purpose of the Multilingual Learner Plan

The purpose of the Multilingual Learner Plan is to provide an overall strategic plan for the identification, assessment, placement, and reclassification of Multilingual Learners in the San Dieguito Union High School District, and to serve as a guide for the ongoing development, implementation, and evaluation of programs and services for Multilingual Learners.

f. Multilingual Learner Program Overview:

The San Dieguito Union High School District Multilingual Learner Program is a content-based, culturally sensitive program of instruction in which participating students designated as Multilingual Learners (primary language other than English) receive English Language Development courses and Specially Designed Academic Instruction in English (SDAIE) in courses required for graduation. All instruction is in English and meets the California Content Standards and English Language Development (ELD) standards. Students are provided with a literature and writing-based English Language Development Program. In addition, content area classes such as Math, Science, and Social Studies are taught in English using specialized techniques to provide equal access to the core curriculum. SDUHSD values the linguistic assets our multilingual learners bring to the classroom, and welcomes the use of students' primary language when needed to support the development of academic skills and bridge the way to proficiency in English.

g. Designated and Integrated ELD: A Framework for English Learner Instruction

At the heart of both the California ELD Standards and the California ELA/ELD Framework is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content they are interested in. The concepts of Integrated ELD and Designated ELD are used throughout the CA ELA/ELD Framework to support this goal of linking ELD with meaningful and engaging learning.

In order to deliver quality Designated and Integrated ELD to all SDUHSD Multilingual Learners schools must:

1. Provide Daily Designated English Language Development that:

- Is targeted at EL proficiency levels with groupings of no more than two proficiency levels.
- Is aligned to the California ELD Standards.
- Focuses on communicative purposes, not on discrete grammar instruction.
- Addresses speaking, listening, reading and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Emphasizes a focus on language to help students understand "how English works" in meaningful contexts.
- Includes systematic development of academic vocabulary.
- Requires students to spend at least 50% of instructional time producing oral and written language.
- Includes at least one period of Designated ELD per school day as long as the student is an EL, with two periods for newcomers.
- Is part of a comprehensive Designated ELD Course sequence, including Academic

Language Development (Secondary only, LTELs and At-risk ELs) that includes intentional language development along with reading instruction.

- May include Bilingual Instructional Aides to support language acquisition and family communication.

2. Provide Integrated ELD across content areas in which:

- Students engage with texts or tasks that are aligned to grade level standards and require critical thinking and/or application.
- Students effectively access language resources and other scaffolds to support their understanding.
- Students develop and use language to explain ideas, express understanding and negotiate meaning while teachers intentionally develop students' academic language and literacies specific to each discipline (language of math, science, history, etc.).
- There is ample oral and written production of language.

3. Effective provision of Designated and Integrated ELD rests on the specific investments detailed below:

All teachers with ELs in their classrooms, 7-12:

- Must engage in professional learning focused on providing Integrated ELD and differentiated instruction, including careful consideration of the language demands of a task and carefully planned language learning embedded in engaging content and activities.
 - Must engage in professional learning and be experienced at providing content embedded Designated ELD when they teach this period or course.
 - Need ongoing training in effective planning and delivery of Designated and Integrated ELD.
- Must know who their Multilingual Learner students are and their language proficiency levels.

4. The District and School Sites shall:

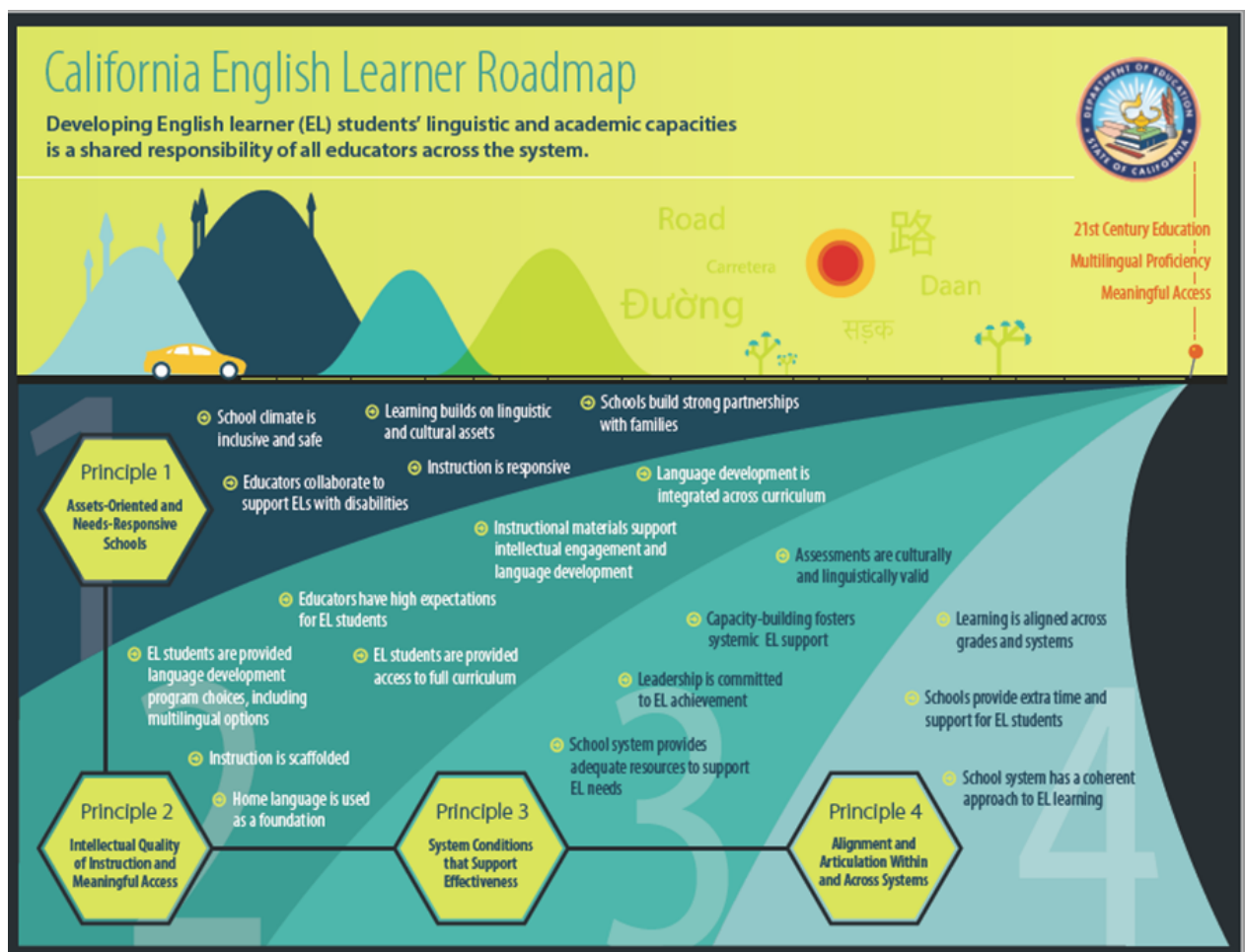
- Ensure effective Integrated ELD is provided in all secondary classrooms.
- Provide ongoing professional development that allows ALL teachers 7-12 to become experts in the delivery of effective Integrated ELD as well as Designated ELD where applicable.

h. District Office Services for Multilingual Learners

The Director of the Multilingual Learner Program has the responsibility of assisting school sites in carrying out federal, state and district program requirements for multilingual learners. The variety of services includes such items as:

- Identification and Placement
- Development and Implementation of Curricula
- Monitoring of Student Progress
- Documentation of Student Data
- Training of School Personnel
- Assistance in Implementing Parent Advisory Committees and Other Related Services
- Writing, Monitoring and Evaluating of Program Grants
- Monitoring of School Site Implementation of District EL Programs
- Program Evaluation and Modification

i. California EL Road Map



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

Much has happened in California to shape the future of education for all students, including English learners. In 2010, the California State Board of Education adopted the Common Core State Standards for English Language Arts (ELA)/Literacy, and in 2012, the California English Language Development (ELD) standards were adopted. Both sets of standards laid the foundation for the creation of the first curriculum framework in California, and in the nation, where both ELA and ELD standards are woven together. The ELA/ELD framework addresses how both sets of standards work in tandem during English Language Arts and Designated English Language Development instruction. Also, all state frameworks are in revision for all content standards to include Integrated ELD instruction that supports English learners in learning their content areas. On July 12, 2017, the California State Board of Education adopted the English Learner Roadmap as a policy for the development of quality English learner programs leading to college and career preparedness and multilingual aptitudes.

The Four Principles of the California EL Roadmap are:

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 social-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 about 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

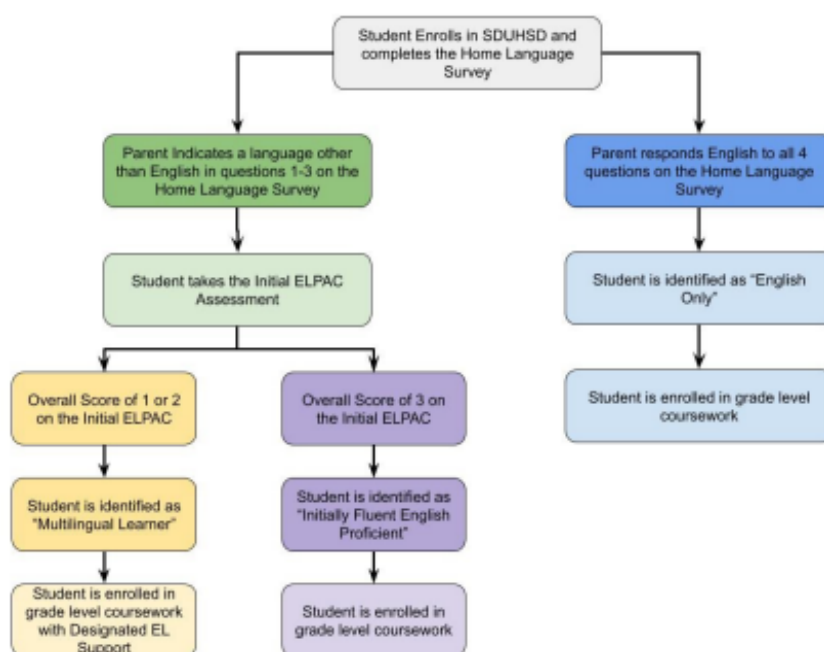
English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early

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.

II. Initial Identification and Assessment

This chapter presents information about SDUHSD's processes for identifying the diverse population of multilingual learners.

State and district regulations regarding multilingual learners require that schools identify and provide appropriate instruction for multilingual learners. In addition, school sites are responsible for notifying the parents/guardians of student identification, subsequent placements and of their rights and options.



a. Step 1: Registration and Home Language Survey

At the time of enrollment, California public schools are required to determine the language(s) spoken at home by each student. To gather this information, all parents/legal guardians are required to answer four home language questions (the Home Language Survey or HLS) on the New Student Enrollment Form (HLS in Appendix) for each of their school-aged students as part of the District's enrollment process. An answer other than English to questions 1-3 will automatically indicate the need for language assessment; if the only question with an answer other than English is question 4, then further data and interviews are conducted to determine whether the student will need to be assessed.

The New Student Enrollment Form remains on file for each student in SDUHSD in their cumulative record, and will assist schools in providing appropriate instruction for all students.

b. Step 2: English Language Proficiency Assessments for California (ELPAC)

All students whose HLS indicates a language other than English on questions 1, 2, or 3 of the Home Language Survey, must be assessed in English proficiency within 30 calendar days of initial enrollment. A state approved assessment instrument, the ELPAC is currently administered to determine English language proficiency. The ELPAC is a criterion referenced test that assesses students' proficiency in listening, speaking, reading, and writing.

c. Ongoing Assessment

Multilingual learners at SDUHSD are assessed for progress several times throughout the school year, one of which is the summative English Language Proficiency Assessment for California (ELPAC). In addition, Multilingual Learners may take the Reading Inventory (RI) and/or the Edge placement test to measure reading growth. In English Language Development classes, teachers use Inside or Edge assessments throughout the year to measure growth. In the beginning of the year, assessments help validate student placement in the correct program. At the end of the first semester and at the end of the year, assessment results help determine if students are ready for the next level of ELD.

d. Step 3: Parent Notification

The assessment results for each student are entered in the District database (Aeries). A copy of the Initial Parent Notification Letter (Form in Appendix) and all assessment results, are placed in the students' Language Proficiency Folder, which is kept with MLL personnel at the site.

e. Step 4: Initial Program Placement

Following initial identification as outlined in steps 1-3 above, Initial ELPAC scores are reviewed to determine if the student is an Initial Fluent English Proficient (IFEP) student or a multilingual learner. Initial ELPAC performance at a level of "Well Developed" would indicate a designation of IFEP. Students identified as multilingual learners will have scored at the level of "Intermediate" or "Novice" on the Initial ELPAC.

Using the results of the Initial ELPAC assessment, teacher evaluations, transcripts and other pertinent documentation as a guide, the site MLL staff and/or counselors then place the student in the most appropriate instructional setting for his/her language needs.

III. Instructional Programs for English Language Learners

SDUHSD instructional programs for multilingual learners are the core of our mission to ensure

MLLs are college and career ready. The purpose of our instructional programs is to teach MLLs to understand and use academic English proficiently and effectively while at the same time ensuring they have meaningful access to a high quality education and the opportunity to achieve their full academic potential.

The language programs SDUHSD offers are as follows:

a. Structured English Immersion (SEI) Program

A language acquisition program for multilingual learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Integrated and Designated English Language Development (ELD) and access to grade level core academic subject matter content. SEI courses at the secondary level include the following:

1. English Language Development (ELD)

The SDUHSD ELD program consists of four levels (I-IV). Students advance from level to level by meeting the exit criteria established by each course.

Any student that has been attending school in the United States for less than 6 years and who has an overall score of emerging, expanding, or bridging on the English Language Proficiency Assessment for California (ELPAC) is eligible for our ELD Program. Some of our ELD courses include Bilingual Instructional Assistants for student support.

2. English Language Mainstream (ELM)

Instruction is provided in English only, and is based on the California English Language Development Standards, as well as grade-level State content standards for courses such as World History, US History, Economics, Government, Biology, and various elective courses. Students at this level continue to receive appropriate instructional support, including Specially Designed Academic Instruction in English (SDAIE) and Instructional Assistants (when possible) to help them eventually meet the requirements to be reclassified as proficient in English. Adopted grade-level texts are the core materials for these students, with some supplementary materials, as required.

3. Dual Language Immersion (DLI)

DLI provides a bilingual program to support the student's English language acquisition. The students receive instruction both in English and in Spanish with appropriate supporting materials. Currently this program is only offered at Diegueño Middle School.

4. Newcomer Program

Newcomers in SDUHSD are defined as students who were not born in the U. S., have been in U.S. schools for less than two years, and have an ELPAC score of 1. The Newcomer Programs at SDUHSD provide deeper and more intensive support in the early levels of language acquisition to include a double block of ELD 1, carefully scaffolded content learning, and social emotional learning and support. Additionally, Structured English Immersion (SEI) courses in English, math, science, and social science, or the standard instructional program, may be offered in compliance with [Education Code section 60811.8](#) and Assembly Bill 2735. Structured English Immersion (SEI) courses provide grade level core curriculum to remedy any academic deficits to best support student success in the standard instructional program, and/or to meet the academic and transitional needs of newly arrived immigrant students utilizing Specifically Designed Academic Instruction in English (SDAIE) strategies.

5. Multilingual Learners with Disabilities

504: Each multilingual learner who also meets eligibility under Section 504 shall have an accommodation plan developed in alignment with Section 504 and District procedures.

IEP: Each multilingual learner who also requires Special Education and related services shall have an IEP developed in alignment with the IDEA and District procedures, which will include linguistically appropriate IEP goals and objectives based on the student's level of English proficiency and based on the ELD standards. The dual-identified student will continue to receive EL services as appropriate, in addition to special education services as appropriate, until and unless the student meets criteria for reclassification or is exited from special education.

b. Parent Notification

Parents of Multilingual Learners are informed annually that they may request a different language acquisition program or opt out of particular multilingual learner services within a language acquisition program. However, the District remains obligated to assess the student annually to determine their progress towards reclassification, inform the parent when progress is not made, and offer programs and services to consider at that time.

Parents may not opt students out of ELPAC testing.

In accordance with California's Proposition 58, if more than 20 parents/guardians from a single grade level or 30 parent/guardians school-wide collectively request a similar multilingual or biliteracy program, SDUHSD will explore the feasibility of creating the

language program. Requests for such programs would be received by the principal and forwarded to the District Office once the threshold is met at a particular school. The District shall then respond in a written notification to parents, teachers, administrators, the ELAC (English Language Advisory Committee) and School Site Council within 10 school days. SDUHSD shall then conduct an analysis to determine the costs and resources necessary to implement the language program. Within 60 calendar days of reaching the described thresholds, the District will determine if it is possible to implement the language program, and provide a written notice of determination to parents, teachers, and administrators. SDUHSD will also solicit input from our community about the instructional methods of our language programs via District English Learner Advisory Committee (DELAC) and ELAC meetings, and our Local Control Accountability Plan (LCAP) stakeholder meetings.

IV. Monitoring of Student Progress and Reclassification

The SDUHSD LCAP goals clearly articulate clear academic growth outcomes for Multilingual Learners. Data and teacher feedback on student performance is evaluated to consistently measure where students are and to identify their areas for growth. We have systems in place to monitor student progress and share information across our schools so that students' needs are addressed.

a. Multilingual Learner Monitoring and ELlevation

At SDUHSD, it is the role of the Multilingual Learner Lead on each site to coordinate and track the progress monitoring of Multilingual Learners. MLL Leads monitor the academic progress of all Multilingual Learners and former Multilingual Learner students who have been recently reclassified as Fluent English Proficient (RFEP). MLL Leads, teaching staff, counselors and district staff have access to the ELlevation platform. ELlevation is a student information system which allows us to track academic performance data and English proficiency progress, as well as collect teacher feedback on in-class performance in one place. The ELlevation platform is also used to track progress towards reclassification.

b. Overview of Reclassification Process

The reclassification process identifies Multilingual Learners who are ready to participate in regular instruction without further EL program assistance. In general, Multilingual Learners are designated as Reclassified Fluent English Proficient (RFEP) when they demonstrate the English language and academic skills necessary to receive instruction and succeed in English-only instruction at a level equivalent to the average English native speaker.

c. Reclassification Criteria

SDUHSD utilizes the following four state criteria to establish local reclassification policies and procedures ([California Education Code \(EC\) Section 313 \(f\)](#)):

Required Criteria (California Education Code (EC) Section 313 (f))	SDUHSD Criteria
1. Assessment of English Language Proficiency	<i>Summative ELPAC: 4 / Alternate ELPAC: 3</i>
2. Teacher Evaluation	<i>ELA Academic Grade: C or Higher</i>
3. Parental Consultation	<i>Participation in the Process</i>
4. Assessments of Basic Skills (relative to English proficient students)	<i>ELA SBAC: 75% Range or Higher of Standard Nearly Met Star Reading Assessment: Level 3 or Higher AP Language Composition Assessment: AP Test Score 3 or Higher</i>

Reclassification Criteria by Grade Level:

Grade	*Summative ELPAC/Alternate ELPAC English Language Proficiency Assessment Summative / Alternate Scaled Score by Grade	Teacher Evaluation English Language Arts (ELA) Grade	Comparison of Performance in Basic Skills (<i>must meet at least one</i>)		
			*SBAC Standardized Test 75% Range or Higher Of Standard Nearly Met *Scores are from the previous academic year.	Star Reading® Scaled Score Star Reading & SBAC (State Benchmark Score)	AP Language Composition Assessment AP Test Score of 3 or Higher
7	4 / 3	≥ C	SBAC 2512 6th-grade score	≥ Level 3	----
8	4 / 3	≥ C	SBAC 2533 7th-grade score	≥ Level 3	----
9	4 / 3	≥ C	SBAC 2543 8th-grade score	≥ Level 3	----
10	4 / 3	≥ C	----	≥ Level 3	----
11	4 / 3	≥ C	----	≥ Level 3	----
12	4 / 3	≥ C	SBAC 2560 11th-grade score	≥ Level 3	≥ 3 11th-grade score

**Typically, ELPAC and SBAC scores are received during the summer/fall after administration, supporting reclassification in the new school year.*

SDUHSD Reclassification Process & Criteria

Our reclassification criteria is shared with the DELAC annually, and they review and comment on district procedures.

□ Monitoring of Long Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP)

SDUHSD utilizes ELlevation to monitor both Long Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students. Monitoring includes reviewing student information such as grades, assessment history, and teacher evaluation. LTELs are monitored using the same structures as multilingual learners, while RFEP students are monitored for a period of four years to provide additional supports and intervention opportunities as needed. Monitoring of our EL, LTEL and RFEP students is done by the Multilingual Learner Lead at each campus, which may be a teacher with a release period, or part of the duties of a counselor or administrator.

□ Reclassification of Dual Identified Students (Multilingual Learners/SPED) Students who

are dually identified as Special Ed and Multilingual Learners with moderate to severe disabilities may have the opportunity to be reclassified by means of taking the Alternate ELPAC and scoring an overall 3. The process requires the IEP team (which would include the parent and the EL Lead) to review other sources of data to determine if the student is proficient in English.

V. Staffing and Professional Learning

a. Highly Qualified Staff

California state law requires appropriate authorization of teachers to provide instruction to multilingual learners, including individuals providing specified EL services (EC Section 44001, EC Section 44830(a), EC Section 44831, and EC Section 44253.1). In SDUHSD any teacher assigned to provide English Language Development, Structured English Immersion Instruction, or primary language instruction to Multilingual Learners must be appropriately certified with English Learner or Bilingual Authorization such as Cross-cultural, Language and Academic Development (CLAD), Bilingual Cross-cultural, Language and Academic Development (BCLAD)/Bilingual Certificate of Competence (BCC) and other current English Learner authorizations designated by the California Commission on Teacher Credentialing (CCTC).

Teacher hiring and placement decisions are based on student and program need, including Multilingual Learner enrollment data, and other relevant factors. The district's collective bargaining agreements are adhered to in making all staffing decisions. Whenever open teaching positions require Bilingual or English Learner Authorization, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions.

b. Professional Development

The focus of our professional development on Multilingual Learners has been improving the academic achievement of our long-term English Learners in all content areas, aligning the curriculum, instruction and assessment in our ELD classes to the ELA/ELD framework, implementing integrated ELD (iELD) in all content classes, and appropriately differentiating curriculum and assessment for our newcomer students with interrupted formal education.

In addition to district and site-based professional development, teachers and site leaders have been supported in attending the California Association of Bilingual Educators (CABE) conference, as well as other professional learning conferences focused on improving instruction and outcomes for multilingual learners.

VI. Parent Involvement

a. Parent Advisory Committees

San Dieguito Union High School District has several approaches for systematically involving parents of multilingual learners. These are established at the district and site level and include opportunities for parents of multilingual learners to collaborate with site and district staff and provide recommendations for district-wide plans focused on serving multilingual learners, including Local Control and Accountability Plan (LCAP), Title III, School Site Council, and Single Plans for Student Achievement (SPSA).

b. English Learner Advisory Committee (ELAC)

As stipulated in California Education Code, each school with 21 or more English Learners must establish a functioning ELAC. ELACs are not decision making councils nor do they approve expenditures from any funding source; however, they provide valuable input and advice on school decisions and use of funding sources dedicated to multilingual learners.

ELAC Training Requirements

Each year, the district will provide all ELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties. The site principal or Multilingual Learner Lead will provide an overview of roles and responsibilities, and the district will provide further appropriate training, including information about the relation between ELAC and the DELAC, and the responsibility of ELAC representatives to the DELAC to act as liaisons between the two groups.

c. District English Learner Advisory Committee (DELAC)

California Education Code requires each California public school district to form a DELAC) or subcommittee of an existing district-wide advisory committee, based on enrollment of fifty-one (51) or more English Learners (CDE, 2015). Parent participation in DELAC is proportionately determined by the total number of English Learners enrolled within the district. Parents or guardians of English Learners not employed by the district must constitute a majority membership (51 percent or more).

After the site ELAC memberships have been established for each school site, the committee must elect at least two representatives and alternate to participate in the DELAC.

It is the goal of the San Dieguito Union High School District to ensure that parents of Multilingual Learner students have a meaningful opportunity to participate in the policy making processes that guide District programs and services to address the language needs of these students. Studies have consistently shown that parental involvement can have a direct positive impact on increasing the academic achievement level of their

students.

d. Bilingual Community Liaison

Bilingual Community Liaison positions facilitate communication with families on behalf of the school and district to create and maintain a partnership between home and school, while creating a greater understanding of educational procedures, issues, and concerns. These additional support positions will assist with increasing parent and family participation in student, school and district educational and extra-curricular programs, while serving as a resource and liaison to parents and families.

VII. Appendix/Forms

1. [Home Language Survey](#)
2. [SDUHSD Testing & Assessment Information](#)
3. [Parent Notification Letter](#)
4. [Reclassification Form](#)
5. [Notification of MLL Program Exit](#)