MOUNTAIN EMPIRE UNIFIED SCHOOL DISTRICT

EL MASTER PLAN

FOR MULTILINGUAL LEARNERS

UPDATED OCTOBER 2026



Chapter 1: Policies and Procedures - Initial Identification, Assessment, Placement, Reclassification and Monitoring **2**
Initial Identification and Assessment of English Learners 2
Notification of Initial Assessment, Results, and Student Placement 5
Language Acquisition Programs Offered in MEUSD 5
Monitoring of English Learner Progress in English Proficiency 6
Reclassification Process and Monitoring 8
Chapter 2: How We Teach and Support English Learners (Designated & Integrated ELD) **13**
Designated English Language Development (Designated ELD) 14
Integrated English Language Development (Integrated ELD) 16
Access to the Standard Instructional Program 18
Secondary English Learner Course Pathways (Grades 9–12) 18
Support for Long-Term English Learners (LTELs) 19
Instructional Materials and Resources for English Learners 20
Monitoring and Support for Academic Progress 21
State Seal of Biliteracy 22
Chapter 3: Family and Community Partnerships (ELAC, DELAC, Annual Notifications, Decision Making, LCAP) **24**
English Learner Advisory Committee (ELAC) 24
District English Learner Advisory Committee (DELAC) 26
Annual Notification 29
Program Placement and Parent Choice 30
Language Access and Interpretation Services 31
Family and Community Volunteering 31
Chapter 4: Aligning Resources to Support English Learner Success **33**
Title III Plan and Use of Funds 33
Immigrant Children and Youth 33
Time and Effort Reporting 34
Monitoring and Accountability **35**
Evaluation of English Learner Programs and Title III Services 36
Chapter 5: Supporting Teachers and Staff for English Learner Success **39**
Qualified Teachers and Staff 39
Ongoing Professional Learning for English Learner Success 40
Appendix A: Federal Program Monitoring (FPM) Crosswalk – Title III **42**

Chapter 1: Policies and Procedures - Initial Identification, Assessment, Placement, Reclassification and Monitoring

Initial Identification and Assessment of English Learners

For all students in TK–12th grade, upon first enrollment in a California public school, the district uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed once by the parents or guardians at the time the student is first enrolled.

Home Language Survey Questions
1. What language did the student learn when they first began to talk?
2. What language does the student use most frequently at home?
3. What language do you (parent/guardian) use most frequently with the student?
4. What language is most often spoken by adults living in the home?

Once the primary language is determined for a student, it does not need to be redetermined unless the results are disputed by a parent or guardian. If the HLS is completed in error, the parent or guardian may make a request to change it prior to the summative language proficiency test being administered. Once an English learner is assessed on the state's summative language proficiency assessment, changing the HLS will not change the student's ML identification. The student's status as an English Learner will change only when an LEA reclassifies the student. For students enrolling after having attended other public schools in California, the original Home Language Survey from that school/district must be honored.

For students who have been enrolled in a school or district outside of California and have been previously identified as an English Learner, we will recognize their prior identification and follow the same process outlined above in accordance with the State Board of Education guidance.

The Home Language Survey is part of the Mountain Empire Unified School District's (MEUSD) enrollment through Aeries Parent Portal and only needs to be completed the first time the student is enrolled in the school district.

The State Board of Education approved the following guidelines for interpreting the sample survey:

- If a language other than English is indicated on any of the first three questions, the student should be tested with the state language proficiency assessment.
- If a language other than English is indicated on the fourth question, the student may be tested at the LEA's discretion. In MEUSD, these students are assessed with the state language proficiency assessment.

- If the answers to items 1, 2, 3 and 4 on the HLS are only “English”, the child is classified initially as English Only (EO).

Students with languages other than English indicated on the HLS will be assessed with the state’s initial language proficiency assessment (Initial ELPAC). Parents are notified prior to assessment and notified of the results and are given an explanation of the EL program placement options. While the district makes program recommendations based on students’ language proficiency levels, parents may choose the one that best suits their child.

This process aligns with the California English Learner Roadmap, Principle 1: Assets-Oriented and Needs-Responsive Schools, ensuring that identification and placement practices recognize students’ linguistic and cultural assets while responding to their instructional needs.

Assessment: English Language Proficiency Assessment

In accordance with state law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Elementary and Secondary Education Act [ESEA]), Mountain Empire Unified School District is required to administer a state test of English language proficiency.

This assessment is administered for two primary purposes:

1. to newly enrolled students whose primary language is not English as an Initial Assessment (IA)
2. to students identified as English Learners as an Annual or Summative Assessment (SA).

For public school students in California, all school districts use the English Language Proficiency Assessment of California (ELPAC). The Initial ELPAC is administered within **30 calendar days of initial enrollment**, as required by state law. The Summative ELPAC is administered **annually** during the state-designated testing window.

The state language proficiency assessment serves three key purposes:

- **Identification:** To identify students who are limited in English proficiency (LEP).
- **Evaluation:** To determine the level of English language proficiency (ELP) of these students.
- **Progress Monitoring:** To assess the progress of students in acquiring skills in listening, speaking, reading, and writing in English.

All students in kindergarten through grade twelve (K–12) whose primary language is not English must complete the IA within 30 calendar days of their initial enrollment. This initial assessment determines whether a student qualifies as an English Learner. Those identified as English Learners will continue to take the state assessment annually as a Summative Assessment (SA) until they are reclassified as fluent English proficient (RFEP).

Individual Student Performance Level Reports and electronic Performance Level Summary reports are received approximately eight weeks after the completed assessments are sent to the test contractor for scoring. These results are confidential and are shared only with the student's teachers and parents or guardians.

The IA results are used to:

- Identify English Learners who need to develop their skills in listening, speaking, reading, and writing in English.
- Determine which students are Initially Fluent English Proficient (IFEP) and are able to participate in the regular academic program. Students are classified as IFEP when they demonstrate well-developed oral and written English skills, meaning they can effectively learn and communicate in English—with occasional support as needed.

The SA results help monitor the ongoing progress of English Learners toward achieving proficiency. These results are integral to program monitoring and evaluation and are one of four criteria used to determine when a student is ready to be reclassified as RFEP, following the reclassification process developed by the local school board in accordance with state law.

Provisions for Special Education Students
In line with federal guidance issued by the U.S. Department of Education in July 2014, all English learners with disabilities in Mountain Empire Unified must participate in the state ELP assessment.

Depending on individual needs, as determined by the IEP team, a student may take:

- ELPAC without accommodations.
- ELPAC with accommodations.
- Alternate ELPAC if the IEP team determines that the student cannot participate in the regular assessment with or without accommodations.

Notification of Initial Assessment, Results, and Student Placement

Parents are notified in writing prior to administration of the Initial ELPAC. After the Initial ELPAC is administered, parents are notified in writing within 30 calendar days of enrollment regarding their child's initial English proficiency assessment results and program placement recommendation. This notification explains the assessment outcomes, outlines the available language acquisition program options, and details the recommended instructional setting. Using this information, the student is placed in the most appropriate instructional program with active parent input. The site principal or the Director of Education and Instructional Services is available to address any questions or concerns regarding the test results or program recommendations.

For students identified as Initially Fluent English Proficient (IFEP), parents receive the same program options as those for students whose home language is exclusively English. Typically,

the default program is English Language Mainstream. MEUSD Does not currently offer a Dual Immersion program.

Language Acquisition Programs Offered in MEUSD

1. **Structured English Immersion (SEI):** A language acquisition program for English Learners whose level of English proficiency is less than reasonable fluency. Instruction is nearly all in English, but with curriculum and presentation designed for students who are learning English.
2. **English Language Mainstream (ELM):** A language acquisition program for English Learners who have acquired reasonable fluency in English (IFEP and RFEP students) and for students whose primary language is English. Instruction includes supports for language development and access to grade-level content.

Language proficiency, program placement, and service details are entered into the district database by the Education and Instructional Services department, with results made accessible to the student's teachers. A copy of the Home Language Survey, along with the initial and summative assessment score reports and both the Initial and Annual Parent Notification forms, is maintained in the student's English Learner cum file. The principal, teachers, and Education and Instructional Services department share the responsibility for ensuring the accuracy of language proficiency data and the appropriateness of program placement.

Professional Development on Initial Identification, Placement, and Parental Rights

MEUSD site administrators, office staff, registrars, secretaries, counselors, teachers, and special education staff receive annual training on Home Language Survey procedures, Initial ELPAC timelines, placement options, parent notification requirements, and informed parent choice.

Transfer Students

MEUSD honors prior California identification and uses available records to place students appropriately; students from out of state or out of country follow the local identification process, including HLS and Initial ELPAC as applicable.

Monitoring of English Learner Progress in English Proficiency

English Learners and reclassified fluent English proficient (RFEP) students are continuously monitored for both language proficiency and academic progress. A series of state-mandated and locally developed assessments (see Tables 1.2 and 1.3) are used for this purpose. The results from these assessments are maintained in the district's data management system (eduCLIMBER), allowing district administrators, site administrators, and teachers rapid access to current student achievement data, progress toward reclassification, and indicators for necessary interventions. By regularly reviewing student assessment data, early interventions can be implemented to provide targeted support to English Learners. Student progress is

reviewed during benchmark cycles and through ongoing classroom data review at the school and district level to identify needs, monitor growth, and provide timely intervention and support.

Assessments	Grade Levels	Description
English Language Proficiency Assessment of California (ELPAC)	K-12	• Annual state assessment of English proficiency • Measures listening, speaking, reading, writing • Required for English Learners in CA • Reports progress on CA Dashboard
Amplify DIBELS mClass & Lectura	K-6	• Early literacy screening & progress monitoring • Assesses foundational reading skills (phonics, fluency) • Identifies students at risk
Renaissance STAR Early Literacy	K-1	• Computer-adaptive early literacy assessment • Measures phonics, vocabulary, comprehension • Supports instructional planning • Tracks early reading growth
Renaissance STAR Reading	2-12	• Computer-adaptive reading assessment • Measures comprehension and overall reading level • Provides scaled scores & growth data (SGP) • Informs instruction and progress monitoring

Table 1.2 ELD Assessments

Both district and school-level teams use this data for instructional planning and to evaluate the effectiveness of programs serving English Learners. At the district level, data review is conducted through multiple avenues, including Principal Goal Setting sessions, Leadership Team and Local Control Accountability Plan Committee reviews, Professional Development sessions, and meetings of the District Advisory Council/District English Learner Advisory Committee (DELAC).

At the school level, data is reviewed during School Leadership Team meetings, the Single Plan for Student Achievement (SPSA) process, School Site Council (SSC)/English Learner Advisory Committee (ELAC) meetings, Professional Learning Community (PLC) sessions, grade-level collaboration and planning, classroom assessments, Student Success Team meetings, and student goal-setting sessions. Student assessment results are maintained electronically in the district's student information system, facilitating rapid retrieval of data in various formats. This system also provides detailed information on enrollment patterns, language proficiency levels, instructional program placement, academic performance, and secondary course assignments. Such data is instrumental in reclassification decisions and in identifying students who require a language and learning review for differentiated instruction.

Multi-Tiered System of Supports and English Learners

MEUSD employs a Multi-Tiered System of Supports (MTSS), a whole-school, data-driven, prevention-based framework designed to improve learning outcomes for every student through a layered continuum of evidence-based practices. MTSS is used for data-based decision

making, problem-solving, and professional development, all focused on quality instruction, identifying individual student needs, continuously monitoring progress, and delivering evidence-based interventions. This multi-level instructional system is designed to maximize student achievement and reduce behavioral issues (CDE, ELA/ELD Framework, Chapter 9, p. 913).

Reclassification Process and Monitoring

What is Reclassification?

EL (English Learner) reclassification is the process for determining that an EL has become Fluent English Proficient. Once a student becomes a Fluent English Proficient they are considered RFEP (Redesignated Fluent English Proficient). This means they have been "reclassified." The terms "reclassified" and "redesignated" are used interchangeably.

How do ELs qualify for reclassification and how often does Reclassification occur?

In accordance with California Education Code (EC) Section 313 and Assembly Bill 2555, the criteria for reclassification relies solely on student performance on the state English Language Proficiency Assessments for California (ELPAC).

Additional local criteria, such as teacher evaluations, basic skills standardized testing, or parent opinion, are no longer required or permitted for reclassification eligibility under state law as of September 2026.

MEUSD Reclassification Criteria

Under AB 2555, students are immediately eligible for reclassification when they meet the state ELPAC score standard:

1. **Summative ELPAC:** Overall Performance Level 4

   OR

2. **Summative Alternate ELPAC:** Overall Performance Level 3

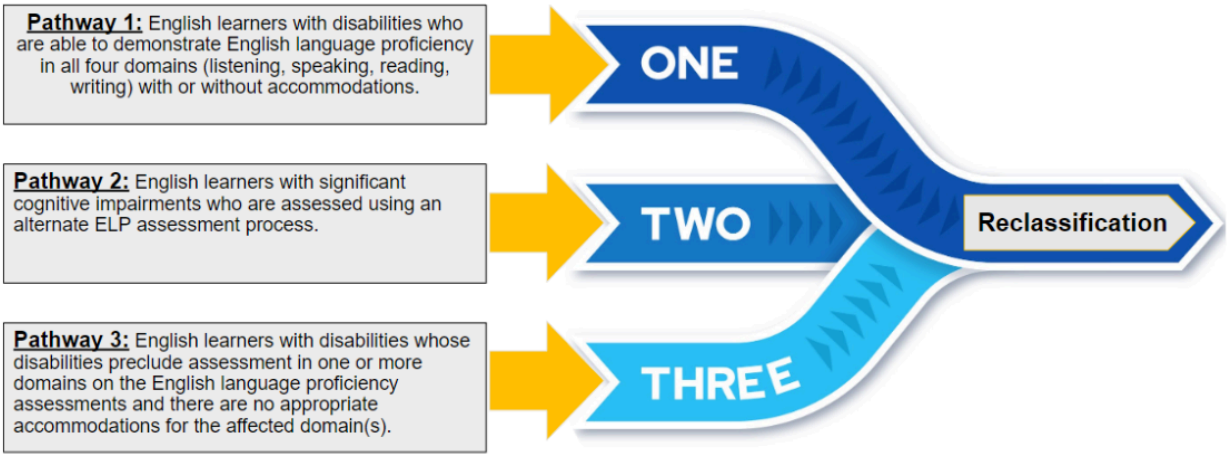
MEUSD Reclassification Criteria for Students receiving Special Education Services

Students with Individualized Education Programs (IEPs) are offered three pathways to support their process toward meeting the reclassification criteria. Students who have a 504 plan will follow Pathway 1 and Pathway 3 for reclassification.

Pathway 1 (Summative ELPAC): English Learners with disabilities who take the general Summative ELPAC (with or without accommodations) and achieve an **Overall Performance Level 4**.

Pathway 2 (Summative Alternate ELPAC): English Learners with significant cognitive disabilities who take the Summative Alternate ELPAC and achieve an **Overall Performance Level 3.**

Pathway 3 (Domain Exemptions): English Learners with disabilities whose IEP precludes assessment in one or more domains on the ELPAC (and for whom no appropriate accommodations exist) are evaluated in accordance with state guidelines based on their completed domains.



Reclassification Procedures
When an English Learner meets the ELPAC standard, district and school staff execute the following administrative steps to process the status change:

1. **Identification of English Learner students**
    a. The Education Services department receives official ELPAC scores from the state.
    b. Scores are uploaded into district Student Information Systems (Aeries and eduCLIMBER).
    c. Education Services generates a master roster of all EL students who achieved an Overall Performance Level 4 on the Summative ELPAC or Overall Performance Level 3 on the Summative Alternate ELPAC.

2. **Administrative Verification & Notification**
    a. Education Services provides site principals with the verified list of eligible students.
    b. Site principals and site teams review the roster to update instructional placements as appropriate.

3. **Parent/Guardian Notification**
    a. The Education Services department provide written notice to parents/guardians informing them of their child's eligibility, success, and updated status as Redesignated Fluent English Proficient (RFEP).
    b. Families are provided information regarding their child’s score and the continuation of post-reclassification academic monitoring.

4. **System & File Updates**
    a. The principal and site secretary file the official Reclassification Notification and ELPAC score report in the student's cumulative folder.
    b. The Education Services department updates the student's English Language Acquisition Status (ELAS) code in Aeries from **LEP** to **RFEP** and ensures the updated status is submitted to CALPADS.
    c. Reclassified students transition into the 4-year academic monitoring period to ensure ongoing success across core content areas.

Monitoring of Reclassified Students (RFEP)

Mountain Empire Unified School District (MEUSD) monitors the academic progress of students who have been reclassified as Fluent English Proficient (RFEP) to ensure continued success in the standard instructional program.

RFEP students are monitored for a **minimum of four years** following reclassification, in accordance with state and federal requirements. During this time, teachers and administrators regularly review student progress using multiple measures, including:

- Classroom performance and grades
- District and state assessment data (e.g., STAR, CAASPP, local assessments)
- Teacher observations and input

MEUSD utilizes the **OPTEL form** as a tool to support ongoing monitoring and documentation of student progress. Teachers and administrators use the OPTEL form to:

- Review academic performance and identify any areas of concern
- Document progress over time
- Determine if additional supports or interventions are needed

If a student demonstrates academic difficulty at any point during the monitoring period:

- The school team will review the student's data
- Appropriate supports and interventions will be implemented
- Progress will continue to be closely monitored to ensure student success.

Chapter 2: How We Teach and Support English Learners (Designated & Integrated ELD)

Mountain Empire Unified School District (MEUSD) recognizes that English Learners bring valuable linguistic, cultural, and experiential assets that enrich our schools and community. Instructional programs for English Learners (ELs) are designed to build upon these strengths, ensuring access to rigorous, grade-level content while accelerating English language development.

This instructional approach reflects the California English Learner Roadmap, including Principle 1 (Assets-Oriented and Needs-Responsive Schools), Principle 2 (Intellectual Quality of Instruction and Meaningful Access), and Principle 4 (Alignment and Articulation Within and Across Systems).

This chapter outlines MEUSD's assets-based approach to instruction, grounded in the California English Learner Roadmap and aligned to the district's commitment to:

- Equity and access for all students
- High expectations and academic achievement
- Data-informed instruction and continuous improvement
- Valuing students' identities, languages, and cultures

This approach ensures that English Learners develop:

- Academic language and literacy in English
- Content knowledge across all subject areas
- Confidence as communicators and learners
- Readiness for college, career, and community participation

English Language Development (ELD): How MEUSD Supports English Learners

At Mountain Empire Unified School District (MEUSD), we believe that students' home languages and cultures are strengths. Our instructional programs are designed to help English Learners (ELs) develop English proficiency while fully participating in grade-level learning.

All English Learners in grades TK–12 receive daily English Language Development (ELD) instruction. This instruction happens in two connected ways:

- **Designated ELD (dELD)** – focused time to explicitly learn English
- **Integrated ELD (iELD)** – using English while learning all subjects throughout the day

Together, these ensure students learn English and succeed in school.

Designated English Language Development (Designated ELD)

Designated English Language Development (Designated ELD) is a protected, daily instructional component of MEUSD's comprehensive program for English Learners in grades TK–12. Designated ELD provides explicit, systematic instruction in English language development aligned to students' proficiency levels, as measured by the English Language Proficiency Assessments for California (ELPAC).

MEUSD ensures that Designated ELD is implemented across all grade spans and English proficiency levels (Emerging, Expanding, Bridging) with clearly defined instructional practices that accelerate language acquisition. This approach aligns with EL Roadmap Principle 2 by ensuring rigorous and targeted language development instruction.

Purpose of Designated ELD

Designated ELD is designed to:

- Develop students' listening, speaking, reading, and writing skills in English
- Build academic language necessary for success across content areas
- Provide targeted instruction based on English proficiency levels
- Accelerate progress toward reclassification as Fluent English Proficient (RFEP)

Instruction is intentionally structured to help students understand how English works, including:

- Vocabulary development
- Sentence structure and grammar
- Text organization and language functions

Designated ELD Instruction by Grade Span

TK–6 (Elementary)

At the elementary level, Designated ELD is delivered during a daily protected block of instruction.

Instruction includes:
- Explicit teaching of foundational and academic language skills
- Development of oral language through structured interaction
- Guided practice in reading and writing using scaffolded texts
- Instruction aligned to ELPAC proficiency levels

Students engage in:
- Structured conversations and language practice
- Reading and responding to leveled texts
- Writing using sentence frames and modeled structures

Instruction emphasizes:

- Building confidence in language use
- Developing foundational literacy and communication skills
- Supporting early and accelerated language acquisition

7–12 (Secondary)

At the secondary level, Designated ELD is typically delivered through course-based instruction or scheduled ELD periods.Targeted instructional supports and interventions are provided to Long-Term English Learners (LTELs) to accelerate language development and prevent continued long-term status.

Instruction includes:

- Explicit instruction in academic language and discourse practices
- Focus on reading complex texts and writing across genres
- Development of discipline-specific language to support content classes
- Targeted support for:
    - Newcomers
    - Long-Term English Learners (LTELs)
    - Students at risk of becoming LTELs

Students engage in:

- Academic discussions and presentations
- Analytical reading and writing tasks
- Language development aligned to course expectations

Instruction is flexible, allowing students to:

- Move between proficiency levels as they progress
- Receive targeted support based on data and performance

Instructional Strategies Across All Grades and ELP Levels

Designated ELD instruction is differentiated to meet the needs of students at each proficiency level:

- **Emerging:**
    - Intensive scaffolds (visuals, gestures, modeling)
    - Focus on oral language development and comprehension
    - Structured practice with basic vocabulary and sentence formation
- **Expanding:**
    - Increased use of academic vocabulary
    - Opportunities for extended speaking and writing
    - Support for organizing ideas and explaining thinking

- **Bridging:**
    - Emphasis on precision and complexity of language
    - Independent use of academic language in writing and discussion
    - Preparation for reclassification and full academic independence

Instructional Design and Grouping

Designated ELD is standards-aligned to the 2012 California ELD Standards and differentiated based upon student data from ELPAC and district and classroom assessments.

Students are grouped using:

- ELPAC scores
- Classroom performance
- Curriculum-based assessments
- Teacher input

Grouping is flexible and regularly reviewed, allowing students to move as they demonstrate progress.

Integrated English Language Development (Integrated ELD)

Integrated English Language Development (Integrated ELD) is a core component of MEUSD's instructional program for English Learners in grades TK–12. Integrated ELD ensures that language development occurs within and across all content areas, allowing students to simultaneously build English proficiency and access rigorous, grade-level academic standards.

MEUSD provides a comprehensive, districtwide approach to Integrated ELD that includes intentional instructional strategies across all grade spans and English proficiency levels (Emerging, Expanding, Bridging).

ELD provides opportunities to use that language in meaningful academic contexts.

Purpose of Integrated ELD

Integrated ELD is designed to:

- Ensure English Learners access the full standard instructional program
- Develop academic language through meaningful engagement in content
- Support students in meeting grade-level content and performance standards consistent with state expectations for timely progress toward English proficiency
- Eliminate barriers to participation in core curriculum and advanced coursework

Instruction reflects the expectation that all teachers are language teachers, responsible for developing students' academic language alongside content knowledge. This approach aligns

with EL Roadmap Principle 2 by providing meaningful access to grade-level content while developing academic language.

Integrated ELD Instruction by Grade Span

TK-6 (Elementary)

At the elementary level, Integrated ELD is embedded throughout the instructional day.

Instruction includes:

- Explicit teaching of **academic vocabulary and language structures** during ELA, math, science, and social studies
- Use of **visuals, modeling, and realia** to support comprehension
- Structured opportunities for **collaborative conversations** (turn-and-talk, partner work, sentence frames)
- Teacher modeling of **oral and written language**
- Integration of **reading, writing, listening, and speaking** across content

Students are supported to:

- Explain thinking using complete sentences
- Engage in discussions using academic language
- Read and write about grade-level content with appropriate scaffolds

7–12 (Secondary)

At the secondary level, Integrated ELD ensures that English Learners have **full access to grade-level coursework** while continuing to develop academic language.

Instruction includes:

- Explicit instruction in **discipline-specific language** (e.g., scientific explanation, historical argumentation)
- Use of **text-based discussions, writing tasks, and structured academic discourse**
- Scaffolded access to **complex texts and academic tasks**
- Strategic supports such as:
    - Sentence frames and academic language models
    - Graphic organizers
    - Guided note-taking
    - Collaborative learning structures

Teachers support students to:

- Analyze and interpret complex texts
- Construct written arguments and explanations

- Participate in academic discussions across disciplines

Instructional Strategies Across All Grades and ELP Levels

MEUSD implements consistent Integrated ELD strategies across TK–12 to support students at all proficiency levels:

- **Emerging:**
    - Heavy scaffolds (visuals, gestures, modeling)
    - Sentence frames and structured language practice
    - Focus on comprehension and basic expression
- **Expanding:**
    - Increased opportunities for extended discourse
    - Use of academic vocabulary in speaking and writing
    - Support for explaining reasoning and ideas
- **Bridging:**
    - Minimal scaffolds with emphasis on independence
    - Complex language use in academic discussions and writing
    - Preparation for reclassification and full academic participation

Access to the Standard Instructional Program

MEUSD ensures that English Learners in grades TK–12 are fully enrolled and actively participating in the standard instructional program. The district monitors course enrollment and participation data to ensure equitable access for English Learners.

English Learners are not denied access to:

- Core curriculum courses (ELA, math, science, history/social science)
- Courses required for grade promotion and high school graduation
- A full course load aligned to grade-level expectations
- College-preparatory, honors, and advanced coursework (e.g., A–G, AP, dual enrollment)

Integrated ELD supports students in accessing and succeeding in these courses, rather than replacing or limiting access.

Secondary English Learner Course Pathways (Grades 9–12)

At the secondary level, MEUSD provides a structured and comprehensive course sequence designed to support English Learners in developing academic English proficiency while accessing grade-level content and progressing toward reclassification, graduation, and college/career readiness.

Student placement is based on multiple measures, including:

- ELPAC scores
- Local assessment data (e.g., STAR Reading)
- Prior coursework and academic history

Designated ELD Course Sequence

MEUSD offers a progression of English Language Development (ELD) courses aligned to students' English proficiency levels. Many of these courses are part of a dual enrollment partnership with Cuyamaca College, allowing students to earn college credit as they advance.

Emerging / Newcomer Level

- **ELD/ESL 45** – Introductory course for students with little or no English exposure
- **ELD/ESL 50** – Foundational literacy and English development course

Expanding Level

- **ELD/ESL 1A and 1B**

Bridging Level

- **ELD/ESL 2, 2A, and 2B**

Advanced / College-Level Language Development

- **ELD/ESL 122 (Dual Enrollment)**
    - Provides college-level English instruction
    - Supports advanced reading, writing, and academic discourse
    - Allows students to earn transferable college credit

Support for Long-Term English Learners (LTELs)

Long-Term English Learners are students enrolled in U.S. schools for 6 or more years without reclassification Students identified as Long-Term English Learners or at risk of becoming LTELs may receive:

- Additional ELD/Support courses
- Targeted instruction focused on:
    - Academic language
    - Reading comprehension
    - Writing development
    - Acceleration toward reclassification

Integration with Core English Courses

All English Learners are concurrently enrolled in grade-level English Language Arts courses, including:

- English I, II, III

- ERWC (Expository Reading and Writing Course)
- Advanced Placement (AP) English courses

Within these courses, students receive:
- Integrated ELD instruction across content
- Targeted small group support (SGI/dELD)

This ensures that students:
- Develop language skills within academic contexts
- Have access to rigorous, A–G aligned coursework
- Remain on track for graduation and postsecondary opportunities

Course Progression and Flexibility

Course placement and progression are continuously reviewed based on student performance and growth. Adjustments are made to ensure students receive the appropriate level of support and challenge.

English Learners may:

- Move between ELD levels based on progress
- Access additional support courses as needed
- Advance into college-level coursework through dual enrollment opportunities

All content area courses provide Integrated ELD, ensuring that language development is supported across all subject areas. A detailed high school course sequence is available through the MEHS course catalog and counseling department.

Instructional Materials and Resources for English Learners

MEUSD utilizes district-adopted and standards-aligned instructional materials to support both Designated and Integrated English Language Development (ELD). These materials are aligned to the California ELD Standards and are designed to provide English Learners with access to rigorous, grade-level content.

For Designated and Integrated ELD, the district uses:

- TK - 6 Grades: Wonders for English Language Arts and language development
- 7th-8th Grades: Amplify ELD to support targeted language instruction
- 9th-12th Grades: ELD and Strategic Guided Instruction (SGI) courses
- Additional supplemental tools and resources aligned to student needs

Supplemental Resources (TK–12)

In addition to core instructional materials, MEUSD utilizes state-supported and research-based supplemental resources across all grade levels to strengthen instruction and support diverse learner needs. These include:

- The California ELD Standards (2012) and ELA/ELD Framework (2014) to guide instruction and ensure alignment between language development and academic content
- The California Practitioners' Guide for Educating English Learners with Disabilities, which provides strategies to support students with diverse learning needs
- The English Learner Toolkit of Strategies (CCSESA) to support effective instructional practices, scaffolding, and differentiation

These resources support teachers in:

- Designing instruction that integrates language development with academic content
- Differentiating support based on students' English proficiency levels
- Providing access to instruction for all English Learners, including students with disabilities

Integrated ELD Instructional Supports

For Integrated ELD, teachers incorporate a variety of instructional supports to increase access and engagement, including:

- Real-world texts and culturally relevant literature
- Visual media, photos, and realia (real-life objects)
- Informational texts and multimedia resources
- Scaffolded materials that support comprehension and academic language development

These materials and resources support students in:

- Developing academic language across content areas
- Accessing complex grade-level content
- Engaging in meaningful learning connected to their experiences

All instructional materials are selected and used to ensure alignment with EL Roadmap Principle 2: Intellectual Quality of Instruction and Meaningful Access, supporting equitable access to high-quality learning opportunities for all English Learners.

Monitoring and Support for Academic Progress

MEUSD continuously monitors English Learner progress to ensure timely intervention and support. This system reflects EL Roadmap Principle 4 by ensuring alignment of data, instruction, and supports across the district.

MEUSD monitors student progress in Designated and Integrated ELD through:

- Regular review of ELPAC, STAR, DIBELS, and classroom assessment data
- Use of eduCLIMBER and MTSS frameworks to identify needs
- Implementation of targeted supports and interventions when needed

If students experience barriers to content access:

- Immediate instructional adjustments are made
- Additional academic and language supports are provided
- Interventions are implemented before learning gaps widen

Commitment to Equity and Outcomes

Through Integrated ELD, MEUSD ensures that English Learners:

- Engage in rigorous, grade-level learning daily
- Develop academic language within meaningful contexts
- Have equitable access to all educational opportunities
- Are supported to meet district and state academic standards

Integrated ELD is not a separate program, it is how instruction is delivered across the system to ensure that English Learners thrive.

Students are expected to make **annual progress in English proficiency**, with the goal of reaching reclassification within a reasonable timeframe.

State Seal of Biliteracy

Mountain Empire Unified School District (MEUSD) recognizes and values the linguistic and cultural assets of our students. As part of this commitment, the district supports eligible high school students in earning the **California State Seal of Biliteracy**.

The State Seal of Biliteracy is awarded to graduating students who demonstrate proficiency in **English and one or more additional languages**. This recognition reflects a student's ability to communicate effectively in multiple languages and prepares them for success in college, career, and civic life.

Students may demonstrate eligibility through a combination of measures, which may include:

- Achievement on state assessments in English Language Arts
- Demonstration of English proficiency for former English Learners
- Proficiency in another language through coursework, assessments, or other approved measures

MEUSD provides guidance and support to students and families regarding eligibility requirements and application procedures. School counselors and site staff work with students to:

- Monitor progress toward meeting eligibility criteria
- Identify appropriate pathways to demonstrate proficiency
- Encourage participation in opportunities that promote biliteracy

Through the State Seal of Biliteracy, MEUSD affirms that **multilingualism is an asset** and celebrates students who achieve high levels of proficiency in more than one language.

Chapter 3: Family and Community Partnerships (ELAC, DELAC, Annual Notifications, Decision Making, LCAP)

Mountain Empire Unified School District (MEUSD) recognizes that families are essential partners in the education of English Learners. The district is committed to building meaningful, ongoing, and culturally responsive partnerships with families of English Learners (ELs) to support student success. This commitment aligns with California English Learner Roadmap Principle 3 (System Conditions Supporting Effectiveness), ensuring strong partnerships between families, schools, and the district.

MEUSD ensures that families:

- Are informed, empowered, and actively engaged in their child's education
- Receive timely and understandable communication in their primary language
- Have opportunities to participate in decision-making processes at the school and district level
- Are supported in understanding instructional programs, student progress, and available services

This commitment aligns with:

- California English Learner Roadmap – Principle 3 (System Conditions Supporting Effectiveness)
- Federal and state requirements for parent and family engagement
- LCAP priorities related to family engagement and student achievement

Parent Advisory Committees

MEUSD provides structured opportunities for families of English Learners to participate in advisory committees that inform school and district programs.

These include:

- English Learner Advisory Committees (ELAC) at the school level
- District English Learner Advisory Committee (DELAC) at the district level

These committees ensure that families have a voice in programs, services, and decisions impacting English Learners.

English Learner Advisory Committee (ELAC)

Each MEUSD school site with **21 or more English Learners** establishes an English Learner Advisory Committee (ELAC) to ensure that families of English Learners have a meaningful voice in school programs and decision-making.

Each school site includes English Learner programs, goals, and expenditures in the School Plan for Student Achievement (SPSA), based on a comprehensive needs assessment of English Learner student data.

Purpose of ELAC

The ELAC advises the principal and school staff on programs and services for English Learners. The committee plays an active role in supporting student success by:

- Providing input on the **School Plan for Student Achievement (SPSA)**
- Reviewing and contributing to the **school needs assessment**
- Supporting efforts to improve **attendance and academic achievement**
- Promoting family awareness of the importance of **regular school attendance**
- Advising on ways to meet the **academic and social needs of English Learners**
- Strengthening **communication between school and families**

ELAC Membership and Requirements

To ensure compliance with state and federal requirements, ELAC:

- Is made up of elected members, with a majority of parents/guardians of English Learners
- Includes school staff, but the number of parent members must exceed staff members
- Reflects the percentage of English Learners enrolled at the school
- Meets regularly throughout the school year
- Maintains agendas, minutes, and sign-in sheets as documentation

Each ELAC also:

- Elects **one representative and one alternate** to serve on the District English Learner Advisory Committee (DELAC)
- Encourages all families of English Learners to participate, even if not elected members

ELAC Election Process

ELAC elections are conducted annually at each school site to ensure fair and inclusive participation.

Schools will:
- Notify families of the opportunity to participate in ELAC
- Conduct elections where parents/guardians of English Learners elect representatives
- Ensure membership reflects the school's EL population

Additional guidelines:
- Elections are held annually (by September 30)
- Members typically serve two-year terms, with staggered elections
- If a vacancy occurs, a replacement serves for the remainder of the term

ELAC Roles and Responsibilities

ELAC supports the school by assisting in the development and review of:

- The School Plan for Student Achievement (SPSA)
- The school's needs assessment
- The annual language census
- Strategies to improve:
    - Attendance
    - Academic achievement
    - Family engagement and communication

The site principal is responsible for ensuring ELAC is properly implemented and that all requirements are met each year.

ELAC Training and Support

MEUSD is committed to ensuring ELAC members are prepared to participate fully.

Each year, ELAC members receive:

- Training on roles, responsibilities, and legal requirements
- Information about English Learner programs and services
- Guidance on reviewing student data and school plans

Training topics may include:

- SPSA development and use of student data
- English Learner identification, placement, and reclassification
- Monitoring progress of English Learners and RFEP students
- Attendance expectations and policies
- Use of categorical funds to support English Learners
- Effective instructional practices for language development

Training is:

- Provided in a language understandable to families
- Designed to support meaningful participation and informed decision-making

District English Learner Advisory Committee (DELAC)

Mountain Empire Unified School District (MEUSD) establishes a District English Learner Advisory Committee (DELAC) in accordance with **California Education Code**, as the district enrolls **51 or more English Learners**. DELAC ensures that families of English Learners have a meaningful opportunity to participate in district-level decision-making that impacts programs and services.

Purpose of DELAC

DELAC advises the district on programs, policies, and services for English Learners. The committee plays an important role in improving outcomes for English Learners by:

- Providing input on the **English Learner Master Plan**
- Advising on the development and review of the **Local Control and Accountability Plan (LCAP)**
- Reviewing districtwide data on **English Learner progress and achievement**
- Supporting continuous improvement of programs and services

MEUSD recognizes that family engagement directly contributes to student success, and values DELAC as a vital partnership between families, schools, and the district.

DELAC Membership and Requirements

To ensure compliance with state requirements, DELAC:

- Includes representatives selected from each school site ELAC
- Maintains parent/guardian representation of English Learners at 51% or more
- Ensures membership reflects the district's English Learner population
- Meets regularly throughout the school year
- Maintains agendas, minutes, and sign-in documentation

Each school site ELAC:

- Elects **one representative and one alternate** to serve on DELAC
- Ensures communication between ELAC and DELAC through these representatives

DELAC Roles and Responsibilities

DELAC advises the district on:

- Development, implementation, and evaluation of the English Learner Master Plan
- Development and review of the districtwide needs assessment and overall program effectiveness
- Establishment of district program goals, objectives, and services for English Learners
- Development of plans to ensure compliance with teacher and instructional aide requirements
- English Learner program options and alignment of services to support student success
- Reclassification criteria, procedures, and monitoring of RFEP students
- Parent notifications and communication systems, including required written notifications

DELAC members also serve as liaisons between the district and school sites, sharing information with their site ELACs.

DELAC Training and Support

MEUSD is committed to ensuring that DELAC members are prepared to participate meaningfully in district decision-making and to serve as effective representatives for their school communities. The district provides ongoing training, materials, and support to build members' understanding, confidence, and leadership capacity.

Training supports DELAC members in understanding:

- Their roles and responsibilities as committee members
- District programs and services for English Learners
- How to review and interpret student data
- How to contribute to district planning and decision-making, including the LCAP and EL Master Plan

Throughout the year, training may include:

- Assessment data (ELPAC, STAR, etc.) and implications for instruction
- English Learner program options and instructional approaches
- Development and implementation of the LCAP and EL Master Plan
- Districtwide needs assessments and program evaluation
- Reclassification criteria and monitoring of RFEP students
- Annual language census data and staffing for English Learner programs
- Required parent notifications and communication practices

DELAC members are also supported in their role as liaisons to their site ELACs, including guidance on sharing information and updates with their school communities. Members have opportunities to provide input on training topics to ensure the content is relevant and responsive to their needs.

All training is:

- Provided in a **language understandable to families**
- Designed to promote **active participation and informed decision-making**
- Focused on building **family leadership and engagement** in support of English Learner success

Through this structure, MEUSD ensures that DELAC members are equipped to actively contribute to improving programs and outcomes for English Learners.

Family Participation in Decision Making

MEUSD recognizes that families are essential partners in the educational decision-making process. The district is committed to providing meaningful opportunities for parents/guardians, especially families of English Learners, to participate in decisions that impact programs, services, and student outcomes.

In alignment with the Local Control Funding Formula (LCFF) and Education Code (Sections 52060–52077), MEUSD actively seeks parent input in the development, review, and implementation of the Local Control and Accountability Plan (LCAP) and other district and site plans. MEUSD monitors the effectiveness of family engagement efforts through feedback, participation data, and continuous improvement processes.

Families of English Learners have opportunities to participate in decision-making through:

- English Learner Advisory Committees (ELAC) at the school level
- District English Learner Advisory Committee (DELAC) at the district level
- School Site Council (SSC)
- LCAP input sessions, surveys, and public meetings

Through these structures, families provide input on:

- Programs and services for English Learners
- Use of resources and funding priorities
- Strategies to improve student achievement and engagement

MEUSD uses this input to inform planning, improve programs, and ensure that decisions reflect the needs and priorities of students and families.The district ensures timely and meaningful consultation with parents of English Learners in all required areas.

All opportunities for participation are supported through:

- Communication in a language understandable to families
- Accessible meeting times and formats
- Ongoing efforts to encourage broad and inclusive participation

Annual Notification

Each year, MEUSD provides parents/guardians of English Learners with an Annual Notification in accordance with state and federal requirements. This notification ensures that families are informed about their child's English language development progress, program placement, and available instructional options. Notifications are provided within 30 calendar days of enrollment and annually thereafter.

The Annual Notification includes:

- Results from the ELPAC (English Language Proficiency Assessments for California)
- Information about the student's current program placement
- A description of available program options for the upcoming school year
- An explanation of parent rights, including the ability to request a different program

Parents/guardians have the opportunity to request a change in program placement at this time. Any changes to a student's program require parental consent.

To support ongoing access to information, MEUSD also ensures that:

- Information about English Learner programs and placement options is available year-round at school sites and district offices
- Materials include clear descriptions of:
    - Program options
    - Placement procedures
    - Contact information for school and district staff who can provide assistance

All notifications and materials are provided in a language understandable to families, ensuring that parents can make informed decisions and actively participate in their child's education.

Program Placement and Parent Choice

MEUSD places English Learners in instructional programs based on assessment data and student needs, while also honoring parent/guardian choice. Parents may request alternative programs through a formal written request process in accordance with California Education Code (EC) Sections 310–311. Families are provided with information about available program options and may request a specific program that best meets their child's needs.

If a parent/guardian selects a program different from the district's recommendation, they must complete the appropriate program request form. The district will make every reasonable effort to accommodate parent requests in accordance with state law.

Placement procedures include the following:

- When 20 or more students of the same grade level and language submit approved requests for an alternative program, the school is required to offer that program at the site, in accordance with California Education Code (Sections 310–311).
- If fewer than 20 students request a specific program, the school will notify families in writing of other school sites within the district where the requested program is available.
- Requests submitted after the initial 30-day window may still be approved if space is available. Placement may occur at the student's school of residence or another school site. If no space is available, the student will be placed on a waiting list.
- If the requested program is not offered at the student's neighborhood school, families will be offered the option to enroll at another school site where the program is available.
- Once a student is placed in a program, changes are not made without careful review. Any program change requires:
    - Review by the school team based on student progress and needs
    - Informed parent/guardian consent

Through this process, MEUSD ensures that program placement is data-informed, legally compliant, and responsive to family input, while maintaining stable and appropriate learning environments for students.

Language Access and Interpretation Services

MEUSD is committed to ensuring that all families can access and understand information related to their child's education. To support meaningful communication, the district provides interpretation and translation services in accordance with state and federal requirements.

Families may receive oral communication in their primary language whenever possible. Trained interpreters are available to support communication during:

- School and district meetings (e.g., ELAC, DELAC, conferences)
- Special education meetings and processes
- Parent engagement events and important school communications

School sites maintain updated lists of qualified staff and interpreters to ensure timely and accurate communication, including support for special education-related meetings when needed.

These services ensure that families are able to:

- Understand important information about their child's progress and programs
- Participate fully in meetings and decision-making processes
- Engage as active partners in their child's education

All interpretation and translation supports are provided in a manner that promotes equity, access, and meaningful family engagement.

Family and Community Volunteering

MEUSD values the important role that families and community members play in supporting student learning. Volunteering in schools helps strengthen connections between home and school, enriches the educational experience for students, and supports a safe and positive learning environment.

Parents/guardians and community members are encouraged to share their time, skills, and knowledge in ways that support classroom learning and school activities. Volunteers may assist in a variety of ways, such as supporting classroom instruction, helping with school events, or providing additional supervision under the direction of school staff.

All volunteers:

- Are assigned meaningful roles that support student learning and school programs
- Work under the supervision of school staff
- Follow district and site procedures to ensure student safety and confidentiality

Families interested in volunteering must complete a volunteer packet each school year, which can be obtained from the school office.

Volunteer opportunities and requirements are guided by MEUSD Board Policy and administrative procedures, including any necessary clearances or approvals.

Chapter 4: Aligning Resources to Support English Learner Success

Mountain Empire Unified School District (MEUSD) is committed to ensuring that English Learners (ELs) receive the resources, services, and supports necessary to achieve English proficiency and academic success.

Title III Plan and Use of Funds

MEUSD annually develops, implements, and monitors a Title III plan aligned to the LCAP and English Learner Master Plan. This plan outlines how Title III funds are used to supplement core services and improve English language proficiency and academic achievement for English Learners. The plan is reviewed and updated annually based on student data, program effectiveness, and stakeholder input. The development of the Title III plan includes timely and meaningful consultation with parents of English Learners, including input from DELAC, and is aligned to identified student needs.

Funding for English Learner programs is carefully planned, monitored, and aligned to:

- The English Learner Master Plan
- The Local Control and Accountability Plan (LCAP)
- The School Plan for Student Achievement (SPSA)
- State and federal requirements, including Title III

MEUSD ensures that all funding decisions are transparent, data-driven, and focused on improving outcomes for English Learners.

Immigrant Children and Youth

MEUSD annually reviews enrollment and CALPADS data to identify eligible immigrant children and youth. If eligible immigrant students are identified and funding is received, MEUSD will provide enhanced instructional opportunities and family outreach services designed to support student success. These services may include targeted academic support, newcomer orientation, language development support, family engagement and orientation to the U.S. school system, and access to supplemental instructional resources..

Foundation of Funding: Core vs. Supplemental Services

MEUSD provides services for English Learners using a combination of general (base) funds and supplemental state and federal funds. Core services for English Learners are funded through the general fund and are not dependent on supplemental or federal funding.

Core Program (General Fund)

The district uses general funds to provide the base educational program for all students, including English Learners. This includes:

- English Language Development (ELD) instruction (Designated and Integrated)
- Access to grade-level core curriculum (ELA, math, science, history)
- Instructional materials and supplies
- Teacher and staff salaries
- Universal supports through MTSS

These services are **required for all students** and are not dependent on supplemental funding.

Supplemental and Federal Funds

Additional funds are used to enhance and expand services for English Learners based on identified needs. These include:

- Title III funds
- LCFF Supplemental and Concentration funds
- Other categorical funding sources

These funds support:

- Additional language development services
- Targeted interventions and supports
- Professional development for staff
- Family engagement and outreach

Supplement, Not Supplant

MEUSD ensures that all supplemental funds, including Title III, are used to enhance—not replace, the core program.

This means:

- English Learner services required for all students are funded through the general fund
- Supplemental funds are used only for additional services and supports
- Programs and services for English Learners are not dependent on receiving federal or supplemental funds

This ensures compliance with federal law and protects the integrity of English Learner programs.

Time and Effort Reporting

MEUSD ensures that all staff funded through Title III and other supplemental funds are properly documented.

- Employees funded partially by Title III complete Personnel Activity Reports (PARs) or an approved equivalent
- Employees funded fully by Title III complete semiannual certifications

This ensures that all expenditures are:

- Accurate
- Allowable
- Aligned to the work being performed

How Funding Decisions Are Made

MEUSD uses a collaborative and data-driven process to determine how resources are allocated.

At the School Level

- The School Site Council (SSC) develops and approves the SPSA
- ELAC provides input on programs and services for English Learners
- Plans are based on:
    - Student data
    - Identified needs
    - Program effectiveness

At the District Level

- DELAC provides input on district priorities, including the LCAP
- The district reviews:
    - Student performance data
    - Program outcomes
    - Family input

The LCAP process includes:

- Surveys of families, students, and staff
- Public meetings and feedback opportunities
- Board review and approval

Alignment to District Plans

All funding decisions are aligned to:

- LCAP goals and actions
- SPSA priorities at each school site
- The English Learner Master Plan

This ensures that:

- Resources directly support student needs
- Programs are implemented with consistency and purpose
- Funding decisions lead to improved student outcomes

This alignment reflects EL Roadmap Principle 4, ensuring coherence across district systems, resources, and instructional programs.

Monitoring and Accountability

MEUSD regularly monitors the use of funds to ensure compliance and effectiveness.

School-Level Monitoring

- Expenditures must align to the SPSA
- School Site Councils review spending and program impact
- Site administrators oversee implementation

District-Level Monitoring

- The Business Office and Educational Services monitor expenditures
- Funds are reviewed for:
    - Compliance with federal and state requirements
    - Alignment to LCAP actions and services
- Annual audits are conducted by internal and external auditors

Evaluation of English Learner Programs and Title III Services

MEUSD annually evaluates the effectiveness of English Learner programs and services, including those supported with Title III funds, to ensure they are improving student outcomes and meeting identified needs.

This evaluation includes a review of key data indicators, such as:

- The percentage of English Learners making progress toward English language proficiency, as measured by the ELPAC
- The percentage of English Learners who are reclassified as Fluent English Proficient (RFEP) each year
- Academic progress and outcomes of RFEP students, monitored for a minimum of four years after reclassification
- The number and percentage of Long-Term English Learners (LTELs) and students at risk of becoming LTELs

MEUSD analyzes this data to:

- Determine the effectiveness of instructional programs and services
- Identify strengths and areas for improvement
- Ensure that Title III-funded services are supplemental and aligned to student needs
- Inform decisions about program adjustments, resource allocation, and professional learning
- This evaluation is conducted annually and used to inform continuous program improvement.

Findings from this evaluation are used to:

- Guide continuous improvement efforts
- Update the Local Control and Accountability Plan (LCAP) and English Learner Master Plan
- Strengthen support systems for English Learners across all grade levels

Through this ongoing evaluation process, MEUSD ensures that programs remain responsive, effective, and focused on improving outcomes for English Learners.

Transparency and Family Engagement

MEUSD is committed to maintaining transparency in how funds are used.

Families are provided opportunities to:

- Review and provide input on the LCAP
- Participate in ELAC and DELAC discussions about funding priorities
- Understand how resources support student learning

Information about funding and programs is shared through:

- Public meetings
- Reports and presentations
- District and school communication systems

Roles and Responsibilities

Mountain Empire Unified School District (MEUSD) is committed to ensuring that all English Learners (ELs) are supported through a shared responsibility across district leadership, school staff, and family advisory groups. The following outlines the roles and responsibilities of key stakeholders in implementing and monitoring English Learner programs and services.

District Administration

District administration provides leadership, oversight, and coordination of English Learner programs across all schools. Responsibilities include:

- Ensuring compliance with state and federal requirements for English Learners
- Overseeing identification, placement, reclassification, and RFEP monitoring processes
- Developing, implementing, and evaluating the Title III plan and EL Master Plan
- Providing professional development and guidance to school sites
- Monitoring student data and program effectiveness to inform decision-making
- Supporting meaningful consultation with DELAC and other stakeholders

Site Principals

Site principals are responsible for implementing the English Learner program at the school level. Responsibilities include:

- Ensuring proper identification, placement, and services for English Learners
- Monitoring student progress, including reclassification and RFEP monitoring
- Supporting effective implementation of Designated and Integrated ELD
- Facilitating ELAC meetings and ensuring compliance with requirements
- Ensuring staff are trained and supported in meeting EL student needs
- Promoting access to the full instructional program for all English Learners

Teachers
Teachers are responsible for delivering high-quality instruction that supports both language development and academic achievement. Responsibilities include:

- Providing daily Designated and Integrated ELD instruction
- Using instructional strategies aligned to the California ELD Standards
- Differentiating instruction based on students' English proficiency levels
- Monitoring student progress and using data to inform instruction
- Supporting reclassification decisions through evaluation and documentation (e.g., OPTEL)
- Communicating with families about student progress and needs

Office Staff and Support Staff
Office and support staff play a key role in ensuring accurate processes and communication. Responsibilities include:

- Supporting enrollment and administration of the Home Language Survey (HLS)
- Assisting with scheduling and documentation of ELPAC testing
- Maintaining accurate student records, including language status and documentation
- Supporting communication with families, including translation and interpretation services
- Assisting with compliance documentation and record keeping

English Learner Advisory Committee (ELAC)
ELAC provides input at the school level to support English Learner success. Responsibilities include:

- Advising the principal and School Site Council (SSC) on programs and services for English Learners
- Providing input on the development of the School Plan for Student Achievement (SPSA)
- Supporting efforts to improve attendance and academic achievement
- Assisting in the development of the school's needs assessment and language census
- Promoting family engagement and communication
- Electing representatives to the District English Learner Advisory Committee (DELAC)

District English Learner Advisory Committee (DELAC)
DELAC provides input at the district level to support English Learner programs and services. Responsibilities include:

- Advising the district on the development, implementation, and evaluation of the EL Master Plan
- Providing input on the districtwide needs assessment and program effectiveness
- Reviewing reclassification procedures and RFEP monitoring
- Advising on English Learner program options and services
- Reviewing parent notification processes and communication systems
- Supporting alignment of programs and services to improve outcomes for English Learners
- Serving as a liaison between school site ELACs and the district

Shared Commitment

Through collaboration across all roles, MEUSD ensures that English Learners receive high-quality instruction, equitable access to programs, and the support needed to achieve English proficiency and academic success.

Chapter 5: Supporting Teachers and Staff for English Learner Success

Mountain Empire Unified School District (MEUSD) is committed to ensuring that all English Learners (ELs) are taught by qualified, well-trained educators who are prepared to meet their academic and language development needs.

To support this, MEUSD focuses on:

- Hiring appropriately authorized teachers and staff
- Providing ongoing professional learning focused on English Learner success
- Monitoring implementation to ensure high-quality instruction in every classroom

Professional development is of sufficient intensity and duration to have a lasting impact on instructional practice. This work ensures that students receive instruction that is effective, research-based, and aligned to state and federal requirements. This work aligns with EL Roadmap Principle 2 and Principle 4 by ensuring educators are prepared to deliver high-quality instruction within a coherent, districtwide system.

Qualified Teachers and Staff

MEUSD ensures that all teachers who work with English Learners are properly authorized and credentialed, as required by California law.

This includes teachers who:

- Provide Designated English Language Development (ELD)
- Teach content areas (ELA, math, science, etc.) to English Learners

Teachers must hold an appropriate English Learner authorization, such as:

- CLAD (Cross-cultural, Language and Academic Development)
- Or other valid English Learner authorizations approved by the California Commission on Teacher Credentialing (CCTC)

When applicable, bilingual authorizations may be utilized to support students' language needs; however, they are not required for core English Learner program implementation.

In addition:

- Administrators and support staff working with English Learners receive appropriate training and support

- Hiring and placement decisions are based on student needs and program requirements
- The district actively recruits and assigns teachers with appropriate English Learner authorizations

This ensures that all English Learners have access to qualified educators and high-quality instruction in every classroom.

Ongoing Professional Learning for English Learner Success

MEUSD provides ongoing, job-embedded professional learning to ensure that all staff are equipped to effectively support English Learners in developing English proficiency and achieving academic success.

Professional learning is provided to:

- Teachers (TK–12, all content areas)
- Site administrators and instructional leaders
- Instructional aides and support staff who work directly with English Learners

Professional learning is designed to be:

- Sustained over time, not one-time trainings
- Of sufficient intensity and duration to impact instructional practice
- Aligned to student data, program goals, and identified needs

Focus Areas for Professional Learning

Professional learning for English Learners includes, but is not limited to:

- Designated and Integrated English Language Development (ELD)
- Implementation of the California ELD Standards alongside content standards
- Research-based instructional strategies (e.g., scaffolding, SDAIE, academic discourse)
- Development of academic language across content areas
- Differentiation based on English proficiency levels (Emerging, Expanding, Bridging)
- Use of assessment data (ELPAC, local assessments) to guide instruction
- Strategies to support Long-Term English Learners (LTELs) and students at risk of becoming LTELs
- Culturally responsive and inclusive instructional practices

Professional Learning Structures

MEUSD supports staff through a variety of professional learning structures, including:

- Site-based professional development and staff meetings
- Professional Learning Communities (PLCs) focused on data and instruction
- District-led trainings and workshops

- Instructional coaching and classroom support
- Collaboration across grade levels and content areas

Implementation and Monitoring

MEUSD ensures that professional learning is implemented effectively through:

- Site administrators conducting classroom observations and feedback
- Ongoing review of student performance data to measure impact
- Opportunities for teachers to reflect on practice and adjust instruction
- Alignment of professional learning to LCAP goals and EL Master Plan priorities

The district uses this information to:

- Evaluate the effectiveness of professional learning
- Make adjustments based on staff feedback and student outcomes
- Ensure continuous improvement in instruction for English Learners

Appendix A: Federal Program Monitoring (FPM) Crosswalk – Title III

This document outlines how MEUSD's English Learner Master Plan addresses required Federal Program Monitoring (FPM) items for Title III.

EL 02 – Identification and Assessment

Requirement: Timely identification and assessment of English Learners
Evidence: Chapter 1 – Initial Identification and Assessment

- Home Language Survey (HLS) process
- Initial ELPAC administered within 30 days of enrollment
- Annual Summative ELPAC administration
- Parent notification of assessment results

EL 03 – Parent Notification

Requirement: Timely and understandable communication with families
Evidence: Chapter 1 (Notification) & Chapter 3 (Annual Notification)

- Notification prior to Initial ELPAC
- Results and placement shared within 30 days
- Annual parent notification of program and progress
- Communication provided in a language understandable to families

EL 04 – Title III Plan

Requirement: Development, implementation, and monitoring of a Title III plan
Evidence: Chapter 4 – Title III Plan and Use of Funds

- Annual Title III plan aligned to LCAP and EL Master Plan
- Use of funds based on student needs and program effectiveness
- Includes consultation with DELAC and parent stakeholders

EL 05 – SPSA Inclusion

Requirement: English Learner programs included in SPSA
Evidence: Chapter 3 – ELAC / SPSA Alignment

- ELAC provides input on SPSA development
- SPSA includes EL goals, services, and expenditures based on needs assessment

EL 09 – Program Evaluation

Requirement: Annual evaluation of EL programs and Title III services
Evidence: Chapter 4 – Evaluation of EL Programs

- Annual review of:
    - % making ELPAC progress
    - % reclassified (RFEP)
    - RFEP monitoring outcomes (4 years)
    - LTEL and at-risk LTEL data
- Data used to inform LCAP, Master Plan, and program improvements

EL 10 – Reclassification and RFEP Monitoring

Requirement: Valid reclassification process and monitoring
Evidence: Chapter 1 – Reclassification and Monitoring

- Multiple criteria for reclassification (ELPAC, teacher input, basic skills, parent consultation)
- RFEP students monitored for a minimum of 4 years
- Use of OPTEL tool for documentation and progress monitoring

EL 11 – Supplement, Not Supplant

Requirement: Title III funds supplement core program
Evidence: Chapter 4 – Funding and Fiscal Accountability

- Core EL services funded through general fund
- Title III funds used only for supplemental services
- Programs not dependent on federal funding

EL 12 – Time and Effort Reporting

Requirement: Proper documentation of staff funded with federal funds
Evidence: Chapter 4 – Time and Effort Reporting

- Personnel Activity Reports (PARs) for partially funded staff
- Semiannual certifications for fully funded staff

EL 14 – Instructional Programs

Requirement: Integrated and Designated ELD instruction TK–12
Evidence: Chapter 2 – Instruction (Designated & Integrated ELD)

- Daily Designated ELD instruction
- Integrated ELD across all content areas
- Instruction aligned to CA ELD Standards and EL Roadmap
- Use of standards-aligned instructional materials

EL 15 – Access to Standard Instructional Program

Requirement: Full access to grade-level curriculum
Evidence: Chapter 2 – Access to Standard Instructional Program & Secondary Course Pathways

- English Learners are enrolled in a full course load aligned to grade-level expectations
- Access to core content courses (ELA, math, science, history/social science) is ensured
- Access to A–G, honors, Advanced Placement (AP), and dual enrollment coursework is provided
- Secondary English Learners have access to a structured ELD course progression (ELD/ESL 45 → ESL 122) aligned to proficiency levels
- Advanced ELD coursework includes college-level dual enrollment opportunities through Cuyamaca College
- English Learners are concurrently enrolled in grade-level English courses (e.g., English I–III, ERWC, AP English)
- Integrated ELD ensures language development occurs within core academic instruction
- Instructional supports are designed to provide access, not limit or replace participation in the standard instructional program

EL 16 – Professional Development

Requirement: Ongoing, effective training for staff
Evidence: Chapter 5 – Supporting Teachers and Staff

- Professional development aligned to EL needs
- Training on ELD, instructional strategies, and data use
- PD of sufficient intensity and duration to impact practice

Mountain Empire Unified School District's English Learner Master Plan provides a comprehensive, standards-aligned framework that ensures compliance with state and federal requirements while supporting high-quality instruction and equitable access for all English Learners. The plan emphasizes meaningful family engagement and input through structured advisory processes, and it incorporates ongoing evaluation practices to monitor student progress and program effectiveness. Through this aligned system, MEUSD ensures continuous improvement of services and outcomes for English Learners.