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| English Learner Master Plan |
| **2018-2019**  |
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## VISALIA UNIFIED SCHOOL DISTRICT

##  MISSION STATEMENT FOR ENGLISH LEARNERS

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| **VUSD Mission Statement** |
| **We exist to provide students with an education that affords them limitless opportunities for the future** |
| **English Learner Supporting Mission Statement** |
| **We will ensure English Learners having a supportive and collaborative learning environment that addresses linguistic and academic proficiency leading to limitless opportunities for the future.**  |

**VUSD BELIEFS**

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| * Instruction must be engaging, meaningful and supportive in order for English Learners to be successful.
 |
| * Supporting a district wide collaborative culture that includes a focus on learning for English Learners will result in academic proficiency for English Learners.
 |
| * Providing high quality research based staff development for all staff for both cultural and academic learning will provide a rich and supporting learning environment for English Learners
 |
| * Collaborative teams focusing on academic and linguistic needs of English Learners, coupled with regular monitoring of outcomes will ensure support services and academic growth.
 |

## PURPOSE OF THE PLAN

This comprehensive Master Plan enables the district to provide cohesive programs and services for English Learners. The purpose of developing this guide is to:

* provide a foundation for consistent implementation of the programs and services across the district
* assist and guide teachers, administrators and other staff in implementing an equally rigorous educational program for English Learners
* provide viable program options in curriculum and instruction to guarantee quality programs to meet the educational needs of English Learners and close the achievement gap
* fulfill State and Federal legal requirements for educating English Learners as well as a comprehensive plan that encompasses both short term and long term goals

##  English Learner Goals

*Programs and Services for English Leaners will:*

* develop the readiness for College, Career and Civil Life
* assist English Learners in attaining the capacities of literate individuals
* assist English Learners in becoming broadly literate

##  EL Achievement Expectations

* English Learners will attain Language Proficiency Growth as measured by ELPAC annually until redesignated
* English Learners will attain a minimum of one level of academic proficiency growth annually until redesignated
* English Learners entering VUSD in grades K-2 will be resdesignated by the end of the 6th grade year

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 **GENERAL INFORMATION**

**Quality Program Implementation**

Successful program implementation depends on the presence of the commitment of the entire school community, the availability of qualified staff; and the timely allocation of sufficient resources. A quality program cannot be successfully implemented without all three of these critical elements. The district administration and school sites have essential and unique roles in program implementation.

**District Services**

The district administration shall be responsible for the timely provision of sufficient resources to sites in order to successfully implement the English Learner Master Plan. These resources include qualified and well-trained staff, instructional materials, and equipment, appropriate and timely supplemental resources and professional development and resources. Other essential responsibilities are: guidance in curriculum selection and implementation, program compliance, program improvement, evaluation of student achievement and program effectiveness with minor modifications and master plan revisions to assure quality program implementation.

**Language Assessment Center**

The Language Assessment Center provides district level support through initial assessment and identification, on going local and state assessment systems, translation and interpretation services, and outreach to parents and community. The center is a centralized service that ensures all students, who initially indicate a home language other than English (Home Language Survey) is assessed within the first thirty days of their entry into school. Language assessment para professionals, representing multiple languages, assist and serve English Learners through the assessment, identification. In addition, the LAC also gathers student information regarding previous academic placement, home language literacy, program options and respond to parent inquiries.

**School Site**

It is the responsibility of a school site to determine how to best deliver services to English Learners attending the school. The distribution of the English Learner (EL) student population and the diversity of the school community are important factors to be taken into account by a school site in implementing district programs. School sites work collaboratively with district administration to develop programs that meet student needs. The district and school sites annually evaluate the quality of programs and services for English Learners. Outcomes from this evaluation process are tied to annual program planning, program revision and staff development.

**Community**

Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils (SSC) and English Learner Advisory Committees (ELAC) have the responsibility to assist in the on-going program planning and evaluation through committee and school activities.

**IDENTIFICATION AND PROGRAM PLACEMENT**

Students entering into VUSD are given the Home Language Survey (HLS) as required by California Education Code. Students with a home language other than English are referred to the Language Assessment Center (LAC) for review and assessment with the initial English Learner Assessment for California (ELPAC) and Bilingual Syntax Measure (BSM) assessment. The figure below indicates the process used to determine whether or not the student is identified as an English Learner and in need of language services.

**Step 1**

**Home Language Survey**

Parent completes Home Language Survey (HLS)

**English Only**

Regular Grade or Course Level Placement

**Primary Language other than English**

Referral to LAC for assessment

**Step 2**

**ELPAC Assessment**

Assessment within 30 days of enrollment

**Step 3**

**Language Classification**

**Student Score ELPAC**

**Fluent English Proficient (FEP)**

**(Not Identified as EL)**

**Student Score ELPAC Score**

**Identified English Learner (EL)**

**Primary Language Assessment**

 BSM or other

Primary Language Assessment

**Placement**

Regular Program

Grade Level/Course

**Step 4 Notification Process**

* Parent Notification and Placement
* School Notification and Placement
* Data information System (Information entered into SIS system

**ENGLISH LEARNER PROGRAM OPTIONS**

Visalia Unified School District Programs for English Learners are aligned with the goals of the district LEA plan (Goal # 2- Title III). English Learners are placed in an instructional program consistent with and based upon the student’s level of English proficiency. Students who are less than reasonably fluent in English are placed in a Structured English Immersion (SEI) program. Students considered reasonably fluent in English are placed in an English Language Mainstream (ELM) program with appropriate modifications until they are reclassified as Fluent English Proficient. Parents may choose to waive the default English Learner program designation and can request instructional services through the Alternative/Parent Choice process by submitting a waiver request.

**Structured English Immersion (SEI) Program**

English Learners are placed in a program where the language of instruction is overwhelmingly in English. English Learners receive services support in Structured English Immersion settings for a period not intended to exceed one year. At the end of the transitional period (1 year) English Learners may be reenrolled in an SEI program. Placement in the SEI program includes consultation with parents, teachers and program administrators.

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| **Structured English Immersion (SEI) Program K-12 (CELDT 1-2 (Student Less than reasonably fluent)** |
| **Instruction** | **Materials** | **Staffing** |
|  Overwhelmingly in English* All content instruction is in English
* Academic content delivered supported by integrated and designated ELD
* Designated ELD minimum of Primary language instruction when necessary or available
 | * District adopted English language development materials
* District adopted textbooks
* Primary language materials when necessary and available
 | * Appropriately credentialed teacher with EL certification
* Intern Teacher in program leading to appropriate credential and certification Bilingual instructional aides when available
 |

**English Language Mainstream (ELM)**

The English Language Mainstream program is taught in English and is an appropriate placement for English Learners who are reasonably fluent. English Learners are supported in English Language Development (ELD) through integrated and designated ELD until reclassified as Fluent English Proficient (FEP).

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| **English Language Mainstream (ELM) K-12 (CELDT 3-5 )** |
| **Instruction** | **Materials** | **Staffing** |
|  English Language Development using a variety of resources* Academic content in English
* Academic content supported through integrated and designated ELD
* Designated ELD
 | * District adopted English language development materials
* District adopted textbooks and supplemental materials
 | * Appropriately credentialed teacher with EL certification
* Intern Teacher in program leading to appropriate credential and certification
 |

**Spanish Bilingual Program (Alternative-Waiver program)**

In Bilingual programs students are taught core subjects in their primary language. The Spanish Bilingual Program allows for students to receive instruction in core academic areas using their primary language while simultaneously developing English Language. Under California Education Code, parents may opt their student into a Spanish Bilingual Program through the parental waiver process. Individual schools with 20 or more requests at given grade level are required to implement a Spanish Bilingual Program. Parents may request a transfer to another site where the program is implemented.

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| **Alternative Choice/Parental Choice** **(Waiver Required) K-12** |
| **Year 1 in Program** |
| **Instruction** | **Materials** | **Staffing** |
|  90% of day in Primary Instruction* ELA & Math in primary language
* Integrated ELD used with any content instruction in English
* Designated ELD
 | * District adopted textbooks in students’ primary language in ELA/Math
 | * Appropriately credentialed teacher (BCLAD)
 |
|  **Year 2 in Program** |
| **Instruction** | **Materials** | **Staffing** |
|  70% of day in Primary Instruction* ELA & Math in primary language
* Integrated ELD used with any content instruction in English
* Designated ELD
* Integrated ELD
 | * District adopted textbooks in students’ primary language in ELA/Math
 | * Appropriately credentialed teacher (BCLAD)
 |
|  **Year 3 in Program** |
| **Instruction** | **Materials** | **Staffing** |
|  50% of day in Primary Instruction* ELA & Math in primary language
* Other Core subjects are taught in English
* Integrated ELD used with any content instruction in English
* Designated ELD
 | * District adopted textbooks in students’ primary language in ELA/Math
 | * Appropriately credentialed teacher (BCLAD)
 |

 **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

Using English language purposefully permeates all three parts of the California ELD Standards. Meaningful language interactions are essential as English Learners develop content knowledge across the disciplines. Knowledge of language helps English Learners make meaning of different disciplines and for different audiences. Designated ELD is a protected time during the regular school day when teachers use the California ELD Standards in ways that build into and from content instructionin order to develop critical English language skills, knowledge, and abilities needed for content learning in English.  The recommendation is 30 minutes or 1 class period per day focused on English Language Development. Integrated ELD refers to language development throughout the day and across the disciplines.  All teachers with English Learners in their classrooms use the California ELD Standards along with the appropriate California Content Standards to support the linguistic and academic progress of English Learners.

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| **English Language Development Instructional Plan** |
| **ELD Options** |  **Support Plan- Materials and Resources** |
| **K-6 ELD** | **Designated** **ELD** | Purpose: Developing Standard English Proficiency * Single ELD block of instructional time  (grouping by proficiency level)
* Multiple blocks of protected instructional time targeting students language level
* Deployment based on proficiency level groupings
 | K-3- Interactive Read Aloud * Supplemental Leveled Readers

4-5- Wonders designated ELD6- ELD Companion |
|  **Integrated**  **ELD**  | Purpose: Building Academic Language to access content* Content Standards based instruction supported by the Language Development Standards in core content areas (ELA, Math, Science, Social Science)
 | * State adopted/aligned materials (ELA, Math, Science, Social Science)
* Language support materials in content area
* Differentiated instruction Academic Vocabulary and Frontloading
 |
| **7-12 ELD** | **Designated ELD** | Purpose: Developing Standard English Proficiency * Content Standards based instruction
* 2-3 additional periods (need determined by assessment)100-150 Instructional minutes
* Serves as English Language Arts replacement Course
 | * Intensive ELA/ELD including word study, language conventions, academic language, fluency, speaking and listening, reading comprehension and writing
* Gateways Levels 1 through 4 (Comprehensive ELA Program)
* Content specific language support materials within core ELA Program
* Supplemental Period (ELD Companion)
 |
|  **Integrated** **ELD**  | Purpose: Building Academic Language to access content* Content Standards based instruction supported by the Language Development Standards in core content areas (ELA, Math, Science, Social Science)
 | * State Adopted/Aligned materials (ELA, Math, Science, Social Science)
* Content Specific language support materials
* Differentiated instruction including:
	+ Academic Language
	+ Literacy (Reading and Writing development)
	+ Academic Discourse (Speaking and Listening)
 |

**VUSD ELD and Content Placement Criteria ~ Grades 7-12**

|  |  |  |  |
| --- | --- | --- | --- |
| **Placement Criteria Assessment Data** | **Designated ELD Services** | **Integrated ELD** | **Primary Language Instruction/Support** |
| **Grades 7-8** | **Grades 9-12**  |
| **Emerging** * Year 1 Identification (Newcomers)
* Attendance at California school *for two or fewer years*
 | **Gateways Literacy**Daily Intensive ELA/ELD*(Two Period Block)****Plus*****Gateways Lab** *(One Period)**(3 periods ELA/ELD)* | **Gateways Literacy**Daily Intensive ELA/ELD(Two Period Block)***Plus*****Gateways Lab** *(One Period)**(3 periods ELA/ELD)* | *Courses may include:*MathematicsSocial ScienceScience P.E./Electives (Integrated ELD)  | Additional Support for Access to **CORE** **Content**(Mathematics, HSS, Science)Access Provided by:Primary language materialsPrimary language assistance |
| Staffing: English Credential/Authorization with EL Certification | Staffing: EL Certification | Staffing: EL CertificationBilingual Support |
| **Expanding - Entry Level** * All CELDT 2
* *Low* CELDT 3 as determined by CELDT sub-scores, CAASPP ELA Claims *and* Program Placement Test
* CELDT 1 with *more than* two years in California school
 | **Gateways Literacy**Daily Intensive ELA/ELD*(*Two Periods Block*)****Plus*** **Gateways Lab***(One Period)**(3 periods ELA/ELD)* | **Gateways Literacy**Daily Intensive ELA/ELD(Two Period Block)***Plus*** **Gateways Lab***(One Period)**(3 periods ELA/ELD)* | *Courses may include:*MathematicsSocial ScienceScience (Integrated ELD) | Additional Support for Access to **CORE** **Content**(Mathematics, HSS, Science)Access Provided by:Primary language materials Primary language assistance |
| Staffing: English Credential/Authorization ***with*** EL Certification | Staffing: EL Certification | Staffing: EL CertificationBilingual Support |
| **Expanding - Exit Level*** *High* CELDT 3 as determined by CELDT sub-scores, CAASPP ELA Claims *and* Program Placement Test
* CELDT 3 with higher skills may move to EL Academic Assist
 | **ELA Block** *(Two Periods)**Plus as needed***ELD Enrichment *or*****Language Lab** | **English Placement*****With* EL Support Class***(Two Periods)* ***EL Academic Assist or Reading Improvement as needed*** | *Courses may include:*MathematicsSocial ScienceScience (Integrated ELD) | Additional Support for Access to **CORE Content**(Mathematics, HSS, Science)Access Provided by:Instructional ScaffoldsBase Program EL Materials |
| Staffing: English Credential ***with*** EL Certification | Staffing: EL Certification | Staffing: EL Certification |
| **Bridging*** CELDT 4 or 5
* Full inclusion in academic courses and/or program
* Integrated ELD
 | **English Placement***(Integrated ELD as appropriate)**Optional*: *EL Academic Assist/EL Study Table**or Reading Improvement/Language Lab* | *Courses may include:*MathematicsSocial Science Science  (Integrated ELD) | N/A |
|  | Staffing: English Credential ***with*** EL Certification | Staffing: EL Certification |  |

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| **Special Education** | IEP team determines student disability affects language and progress towards ELA and Linguistically appropriate IEP Goals  |
| **Parent Consultation and Input****Student Input** |

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| **Rede Criteria** |
|  **GRADE** | **ELPAC****Fall of 2018** | **Option1****CAASPP ELA Scale Score** | **Option 2****Local****Local Benchmark or BAS** | **Teacher Evaluation and Criteria** |
| K | 4 |  | BAS Level D | K-6Writing AssessmentScore of 3 |
| 1 | 4 |   | BAS Level J  |
| 2 | 4 |   | BAS Level M |
| 3 | 4 | 2407 | ELA BM 1 48.74% |
| 4 | 4 | 2456 | ELA BM 1 35.59% |
| 5 | 4 | 2491 | ELA BM 1 39.33% |
| 6 | 4 | 2522 | ELA BM 1 44.59% |
|  |  |  |  |  | **Grades 7-12** |
| 7 | 4 | 2561 | CCAT ELA Grade 7 58.99% | **Option 1** | **Option 2** |
| District Writing Assessment (DWA)Score of 3 | **Common Unit Assessments****(ELA)**% of EO Students\***And****Performance Based Assessment** **(Unit Writing)** Avg Score of EO Students\* |
| 8 | 4 | 2590 | CCAT ELA Grade 8 58.90% |
| 9 | 4 |  | CCAT English 1 66.28% |
| 10 | 4 |   | CCAT English 2 59.65% |
| 11 | 4 |   | CCAT American Lit 64.55% |
| 12 | 4 | 2612 |   |

**REDESIGNATION**

The district annually monitors the progress of English Learners with regards to language acquisition. As a student becomes reasonably fluent and attains academic achievement levels commensurate with their peers, the District reclassifies the student from English Learner to Fluent English Proficient.

**Reclassification Process:**

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| **Persons Responsible** | **Duties**  |
| **Assessment Department** | * Identifies student for reclassification using language and academic criteria (see chart)
* Updates lists of R-FEP students
* Provides reclassification rosters to sites
* Maintains reclassification data files
 |
| **Principal/Designee** | * Oversees the process at the school site
* Initiates, monitors and completes the reclassification process
 |
| **English Language Arts Teacher /Classroom teacher** | * Reviews and provides input and recommendation for reclassification.
 |
| **Assessment** **Student Services**  | * Oversees and monitor the entire process
* Gather data for program evaluation and annual monitoring
 |

**Redesignation Protocols**

**Redesignation Process**- Site Admin is sent forms for all EL Students in Annually in August. Students considered for Redesignation are Marked R, those that do not meet requirements EL. Site reviews the information and develops action plans for EL students, copy submitted to District office. Students meeting the initial criteria for redesignation are forwarded to the classroom teacher for teacher evaluation and recommendation using the teacher criteria. Parent input is solicited sign off and the administrator signs off of the final designation. Process will begin in August and be completed by November 30 annually. Students not redesignated will continue to be reviewed with action plan and may be considered for redesignation throughout the year. Forms will be stored in the student cum and a copy to District office for monitoring purposes.

**REDESIGNATION PROCESS**

ELPAC Assessment

Evaluate ELPAC Scores

CAASPP below Criteria

ELA Benchmark Assessments below Criteria

ELPAC Score 3 or lower

CAASPP

ELA Benchmark Assessment

(Equivalent to Avg. Score by EO students at the grade level

ELPAC Score 4

(Sub scores 3 and higher)

1. Teacher review of academic achievement as evidence by Teacher criteria (Chart)
2. Parent input regarding academic progress
3. Student Input on academic achievement (High School)

Student Continues as an

EL Student

Reclassification Decision

**VUSD Monitoring System**

VUSD has developed an initial monitoring system for both English Learners and Redesignated students. The monitoring system has a district, site and teacher component

**Long Term English Learners /At Risk Long Term EL**

Students that are identified as Long Term English Learners are reviewed and progress is evaluated throughout the year. Beginning in the Fall, all sites receive information on their LTEL students through the ELD Coordinator Network. The review includes evaluation of progress in academics (grades, state testing, district measures) and language progress (ELPAC). EL Coordinators will review and evaluate progress at monthly meetings. Specific plans for groups of LTEL students are developed and checked throughout the year to monitor progress and plan interventions based on student needs.

Timeline: Fall- Information given to EL Coordinators for LTEL

* Review and evaluate needs of LTEL
* Develop plans for intervention
* Monitor data at subsequent EL Coordinator Meetings throughout the year

**English Learners**

Over the course of the 2018-19 school year, the district will develop and train teachers in a monitoring system for English Learners in their classrooms that is standards aligned.

**4 Year Redesignation Monitoring**

Sites will be notified in October on monitoring Redesignated students annually using the same information, with additional information from Teachers (Classroom assessments) to be used to evaluate progress after redesignation. Information on student progress will be evaluated by the school site for appropriate placement and services if needed. For students not making progress action plans will be developed. Forms will be stored in the student cum and a copy submitted to district office. Process will be in from October- December annually and reviewed and monitored throughout the year to accommodate changes in schedules, courses and support services.

Timeline: October- District Generated list sent to sites with academic information

* Evaluation by site on progress – (File in cum if student is making progress)
* Intervention Plan for students not making progress
* Continued review of those not making progress at subsequent EL Coordinator Network meetings

\*Criteria is based on the specific unit tested, students may qualify under different unites attempted throughout the year. See appendix for criteria on passing

**Annual Program Evaluation**

VUSD conducts an annual program evaluation that is reviewed by the Directors of Curriculum and other District level administrators. The evaluation provides information to the district to assist in targeting staff development and district services for English Learners as well as focus and implementation of services by school sites.

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| **VUSD IMPLEMENTATION PROCESS/TRANSITION PLAN** |
| ***setting the Stage*****Building Awareness** | ***Getting on the Same Page*****Beginning Implementation** | ***Planning for Learning*****Integration of ELD** | ***Working on the Work*****Refinement** |
| * Shift Mindset - English learner emphasis; achievement beliefs about ELs, focusing on student need and language levels
* Build CCSS/Literacy Awareness including English Language Development Standards
* Build administrative Understanding
* Train/Support Administrators, Teacher Collaborative Teams and Site Staff
* Design multi-phase District Transition Plan
 | * Build Clarity about Content and Structure of the ELD Standards
* Clarify Standards for intent, focus, and learning targets
* Place Emphasis on Priority Language Development Standards/Targets
* Explore models of implementation for designated and integrated ELD
* Examine Effective Instructional Design
* Establish Performance Levels and scale learning targets
 | * Identify and communicate pacing to inform instruction, assessment, and interventions
* Incorporate integrated Instructional units with aligned assessments and embedded best practice
* Develop scoring guides and rubrics
* Build School-Wide system of support for English Learners
 | * Examine collective results/adjust
* Provide targeted and efficient interventions
* Analyze patterns of learning
* Support team growth and professional learning
 |
| **Transition Plan – District Action Steps** |
| * Use Professional development to build awareness of English Learner Needs, the ELA/ELD California Framework, and CCSS across Stakeholder Groups
* Create District Structures to Support the transition and Implementation of new EL Standards
	+ District Leadership and Support
	+ Principal Instructional Leadership
	+ Coaching and feedback supports for Teachers
	+ EL Coordinator Network
	+ Parent/Community Forums
 | * Provide Professional Development in Designated and integrated ELD for Administration, targeted EL Teachers, and ELA Staff
* Determine Appropriate Language Proficiency Assessments
* Clarify the Role of PLC’s and Teacher Collaborative Teams in implementing New Standards
* Tie Academic Language Practices across Content Areas
* Identify/document Evidence of Effective Instruction
* Build Instructional Coaching Cycle
* Provide Opportunities for Classroom Observation and Feedback
 | * Develop Integrated Units of Instruction with Performance Tasks and Rubrics
* Share instructional Units and Plans across school sites by Grade Level or Course
* establish Interventions
* extend and expand professional Development opportunities
 | * Examine Collective Results using State and Local Assessments, Course Success and Completion rates, graduation Rates, EL Proficiency Level Growth, and Classroom Observational Data across Sites
* Analyze Patterns of Learning to determine Successes and areas of adjustment
* Assess Intervention Plans; Increase targeted Interventions as needed
* Provide On-going professional Learning Opportunities
 |

**PROFESSIONAL DEVELOPMENT**

The new California ELA/ELD framework requires teachers to acquire specialized knowledge of language development and literacy. Professional development is the vehicle for administrative and instructional staff to learn to effectively implement best practices in curriculum and instruction contained in the California ELA/ELD framework. To implement a high quality program, the district must address core components of implementation of the ELA/ELD framework. Visalia Unified School District has developed a multi-year, multi-phased plan for professional development and collaboration as based on Figure 11.3 of the ELA/ELD Framework.

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| **Key Themes for ELA/Literacy and ELD****Meaning Making- Language Development-Effective Expression- Content Knowledge** |
| **Phase 1** | **Phase 2** | **Phase 3** |
| Understanding the Standards* CA CCSS for ELA/Literacy, Social Science, Science and technical subjects
* CA ELD Standards

 Exploring Approaches to Teaching and Learning* Models of Instruction
* Culturally and linguistically responsive teaching
* Supporting students strategically including UDL (Universal Design for Learning)  and MTSS (Multi-Tiered System of Support)
 | Understanding the Standards* CA CCSS for ELA/Literacy, Math, Social Science, Science and technical subjects
* CA ELD Standards

 Addressing the Needs of Diverse Learners* Comprehensive English Language Development
* Additive approaches to language and literacy development
* Meeting the needs of students with disabilities and students experiencing difficulty
* Meeting the needs of advanced learners and other populations

Establishing the Context for Learning* Integrating the curricula
* Motivating and engaging learners
* Respecting learners
* Ensuring intellectual challenge
 | Understanding the Standards* CA CCSS for ELA/Literacy, Math, Social Science, Science and technical subjects
* CA ELD Standards

Integrating 21st Century Learning* Communication
* Collaboration Skills
* Critical Thinking Skills
* Creativity
* Problem Solving
 |
| **Evaluating Teaching and Learning*** Assessment Literacy including types and methods of assessment (diagnostic formative, summative,)
* Cycles of assessment (short, medium, long) including 6-8 week formative progress monitoring
 |
| **Administrator and Support Staff Professional Development** * Understanding the Standards CA CCSS for ELA/Literacy and Content Areas
* Approaches to Teaching and Learning
* Addressing the Needs of Diverse Learners
* Context for Learning
* Assessment Literacy, Cycles of Assessment
* On site Administrative Support including monitoring, action walks
 |

**STAFFING**

The District ensures that all teaching personnel are qualified to provide the instructional services to English Learners. Qualified teachers have been assigned to implement the required English Language Development instruction and provide access to the core curriculum.

**Staffing Requirements**

All teachers who are hired at Visalia Unified School District shall hold the appropriate English Learner authorization. Provisionally, assigned teachers shall be enrolled in training that will result in authorization.

**Determine Staffing Needs**

All current teachers hold an EL authorization. All newly hired teachers at VUSD shall have English Learner authorization.

**Recruitment**

Visalia Unified School District provides a stipend for all BCLAD teachers who have more than 40% of English Learners in their class/period.

Adherence to all requirements is aligned to Board Policies included in the Appendix.

**PARENT INVOLVEMENT**

**Local Education Agency –District Out Reach**

LEA/District outreach to parents of English Learners includes the following actions:

* Notification and facilitation of regular meetings for the purpose of formulating and gathering parent recommendations
* Notification and information to parents to support active participation in their students educational program including assisting their student in attaining English Proficiency, achieving at high levels of academic in core academic subjects, and meeting state academic standards.

**PARENT NOTIFICATIONS- TRANSLATION OF INFORMATION**

California State Education code requires that when fifteen percent or more of the student population at a particular school site speaks a primary language other than English, all notices, reports, statements, or records sent to the parent or guardian are provided in both English and the primary language.

Parents/Guardians are provided with information about how a child is identified as an English Learner and about assessment and placement. They receive information about programs offered for English fluent students and those who are not yet English fluent. Parents/Guardians also receive information about supplemental programs, waiver programs, annual notification of English Language proficiency and placement, and the criteria for reclassification.

Parents/Guardians of English Learners are encouraged to participate in their child’s education and be active in assisting their children to attain English proficiency, achieve academically at high levels, and meet state standards. Parents/Guardians of English Learners receive information about how to help their child achieve these goals from the district and school site in written communication sent to the home. Parents/Guardians are given information about the English Learners’ Advisory Committee and District English Learner Advisory Committees and encouraged to participate.

When the district has not made progress on meeting the annual measurable objectives, parents are informed of this lack of progress no later than thirty days after the failure to make progress occurs.

**SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)**

Advisory committees perform a valuable service in input and feedback for recommendations on programs and services for English Learners. VUSD school sites form these advisory committees as required by state regulations.

FORMATION – Each school with 21 or more English Learners in attendance, regardless of language, must form a functioning English Learner Advisory Committee (ELAC) or subcommittee of an existing advisory committee.

COMPOSITION REQUIREMENTS – On the committee, the percentage of parents of English Learners is at least the same as that of the percentage at the school. The ELAC may meet and delegate its responsibilities to an existing school advisory committee or subcommittee.

ELECTIONS – Requirements for ELAC elections include:

* Parents or guardians of elect parent members of the school committee or subcommittee
* All parents shall be provided the opportunity to vote
* Each school committee shall have the opportunity to elect at least one parent member to the District English Learner Advisory Committee (DELAC). However, districts with 31 or more ELAC committees may use a system of proportional or regional representation

MAJOR FUNCTION – The purpose of the ELAC (or subcommittee, if appropriate) is to advise the principal and staff on programs and services for English Learners.

TASKS – At a minimum, the ELAC:

* Advises the School Site Council on the development of the Single Plan for Student Achievement
* Assists in the development of the schools Needs assessment

TRAINING – The district shall provide for all ELAC members:

* Appropriate training and training materials to assist each member to carry out his or her

 responsibilities for all required tasks

* Training which is planned in full consultation with ELAC members (LCAP or district funds may be used to cover the costs of training and attendance of ELAC members e.g. costs associated with childcare, translation services, meals, and other reasonable expenses)

**DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)**

FORMATION – Each district with 51 or more English Learners (also known as LEP students), regardless of language, must form a functioning district English learner advisory committee (DELAC) or subcommittee of an existing district wide advisory committee.

COMPOSITION REQUIREMENTS – Parents or guardians of English Learners not employed by the district must constitute a majority membership of the committee. After formation and training of the DELAC, the committee may designate an existing district wide advisory committee to fulfill the legal responsibilities of a DELAC if the parents and guardians of English Learners is at least the same percentage of that of the English Learners in the district.

ELECTIONS – Each school English learner advisory committee (ELAC) must have the opportunity to elect at least one parent member to the DELAC. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.

MAJOR FUNCTION – The purpose of the DELAC, or subcommittee on English learner education, is to advise the district governing board (in person and/or in writing) on programs and services for English Learners.

TASKS – The committee advises (reviews and comments) the district governing board on the following:

* revision of a district master plan of education programs and services for English Learners
* conducting a district wide needs assessment on a school-by-school basis
* Establishment of district program, goals, and objectives for programs and services for English Learners.
* Review of compliance with any applicable teacher and/or teacher aide requirements
* Review the district reclassification procedures established pursuant to Education Code Section 521646
* Review and comment on the written parent notifications sent to parents

TRAINING – The district shall provide for all DELAC members:

* Appropriate training and materials to assist each member to carry out his or her required legal responsibilities
* Training which is planned in full consultation with DELAC members. LCAP or district funds may be used to cover the costs of training and attendance of DELAC members (e.g., costs associated with childcare, translation services, meals, and other reasonable expenses)

**ACCESS TO CORE**

Visalia Unified School District English Learner Master Plan is based on five components for effective instruction that assists students in accelerating English Language Development and academic achievement. These five components outline the foundation of an effective program designed to promote student success.

**Component 1: Standards Based Program**

The Visalia Unified School District has adopted the California/Common Core Standards. All students access core curriculum through use of instructional strategies and materials that are aligned with the California Common Core State Standards. Courses at the secondary level are reviewed and aligned with state standards. Placement of English Learners insures the opportunity for all students to receive standards based instructional program through course offerings and use of instructional strategies designed to make the core curriculum comprehensible and accessible to all students.

Annual growth targets are established using the California Assessment of Student Performance and Progress CASSPP test administered each spring. Growth targets outline district expectations for academic growth for all English Learners. VUSD has the goal that every student will grow one proficiency level annually based on state assessment scores.

**Academic Growth Targets- CAASPP Test Gr 3-8 and Gr. 11**

The state of California has developed and revised ELA/ ELD standards to assist districts in implementing effective language instruction for English Learners. The Visalia Unified School District has established assessment procedures to determine the progress of individual English Learners. VUSD has developed growth expectations for English Learners in academics based on the CAASPP.

The goal of VUSD is all English Learners will move one academic proficiency level every year the student is in enrolled in a VUSD school with the understanding that students may need an additional year to move from “Standard Nearly Met” to “Standard Met”.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Standard Nearly Met | Standard Met | Standard Met | Standard Exceeded |
| Standard Met | Standard Met  | Standard Exceeded |  |

In addition to standardized tests, the district utilizes other formative assessments to assess academic growth for EL students including students in grades K-2, 9-10 and 12.

**Component 2: Language Acquisition Growth Expectations**

**English Proficiency Levels and Time in Program**

VUSD has growth expectations for English Learners in English Language Development. The chart below lists growth expectations by proficiency level.

**English Language Development Targets**

The goal of the district is to have all English Learners gain one proficiency level annually as measured by ELPAC. Students may need more than one year to make progress when moving from expanding to Bridging

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Entry Level** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| ELPACLevel 1 | ELPACLevel 2 | ELPACLevel 3 | ELPACLevel 4 | ELPACLevel 4 |
| ELPACLevel 2 | ELPACLevel 3 | ELPACLevel 4 | ELPACLevel 4 |  |
| ELPACLevel 3 | ELPACLevel 3 | ELPACLevel 4  |  |  |

**Component 3: Ongoing Assessments and Multiple Measures**

**Academic Growth Expectations**

VUSD relies on state, local and classroom level assessments to monitor academic progress of English Learners. VUSD has a balanced assessment system including both formative and summative assessments. These assessments may include but are not limited to:

* CASSPP State Assessment for ELA and Math
* VUSD Semester Finals
* District Writing Assessment and performance tasks
* Local Reading Assessments
* Unit Tests (Secondary)
* Entry level assessments, progress monitoring assessments, summative assessments
* ELA/ELD and Mathematics Curriculum embedded assessments
* Identification and Diagnostic assessments

VUSD uses alternative assessments in the student’s primary language in the Spanish Bilingual Program (Alternative Program). Students participating in the Spanish Bilingual Program (Alternative Program) are assessed in both English and Spanish.

**Component 4: Interventions**

Interventions for English Learners are implemented through the analysis and use of state and local data. Formative assessments by grade, language levels, and/or discipline, as well as classroom observations support timely intervention.

Beginning in the 2016-17 school year, VUSD will embed a focus of English Learner linguistic and academic achievement into the district wide PLC process that will enhance and strengthen ongoing monitoring of English Learner growth and achievement.

Teachers and administrators work together in data reviews to determine appropriate interventions to address the needs of individual English Learners. This cooperative team approach provides the most significant targeted intervention possible. Current criteria include previous placement, current achievement levels and response to instruction or intervention. This creates a coordinated system of multi-tiered supports for students ensuring appropriate and timely attention to student needs. The different levels of intervention are:

**Tier l-** Provides high quality instruction in core academic subjects and across disciplines. High quality instruction provides appropriate classroom support for all students. This includes designated and integrated ELD for all English Learners. Support for English Learners in this tier includes but is not limited to:

* Designated and integrated ELD
* Use of language support materials
* Effective Instructional Strategies to support academic language development, literacy, and classroom discourse
* Modeled, guided Interactive Instruction
* Paraprofessional assistance
* Supplemental language activities

**Tier ll-** Provides strategic intervention combined with classroom support designed to give additional assistance to English Learners who are 1-2 years below grade level. This includes, but is not limited to:

* Additional targeted ELD (Deployment, groupings, extended time, support class placement)
* Extended day, extended year and supplemental periods (Language Lab, Study Tables, EL academic assist)
* Use of supplemental intervention materials designed for English Learners
* Supplemental paraprofessional assistance

**Tier lll-** Provides intensive intervention that targets students who are more than two years below grade level in ELA and/or Math. Interventions in Tier III are more prolonged and/or more focused than Tier II interventions. Intensive intervention may include:

* Referral to the Learning Center
* Referral for special services
* Replacement course targeting student needs
* Expanded periods (Block)
* Extension of learning time in core areas during the core instructional day combined with supplemental services, extended day, extended year and/or deferring core.

The tiered intervention system ensures support for students requiring additional assistance to meet the language and academic requirements.

**Component 5: Program Evaluation**

**Annual Evaluation**

Local and State assessment information is used by the district and school sites to evaluate the progress of English Learners and to evaluate program effectiveness.

VUSD information systems- student information system (SIS) and local information system (Illuminate) enable teachers, administrators and district staff to access data to use in planning and evaluation. Easily accessible state and local assessment data ensures effective program monitoring and evaluation

Results from the administration of the ELPAC help to determine a base line of proficiency for all English Learners. Student growth in proficiency levels over time is one indicator of program effectiveness.

An evaluation report on the progress of English Learners is conducted annually. This report supports the continued practice of monitoring and revising programs in order to meet the needs of students. Data examined includes both academic and language development data.

VUSD has identified preliminary criteria based on the CASSPP testing information. Annual state testing data will be reviewed by district and site administration to determine the effectiveness of implementing programs and services for English Learners. This review is included as a part of the regular process of program evaluation. School sites are required to update Single Plans of Student Achievement annually. During the revision process sites review, analyze and develop action plans to address the needs of English Learners based upon achievement data for English Learners and Reclassified students.

Data Management is a key to understanding the progress of students. VUSD has an information system to analyze language development progress and other academic information for all students which show student language levels and test scores. School sites are able to access this information on an as-needed basis. Additionally, the Assessment Department provides data on student academic status on an annual basis.

**Program Implementation (On-Going Monitoring)**

School sites monitor program implementation of ELD through regular classroom visits by the site administrator to ensure the delivery of both integrated and designated ELD. Data and information from both state and local sources for English language acquisition and academic achievement will be reviewed throughout the year thorough the EL Coordinator network meetings to determine district monitoring. The site administrator will additionally perform regular walk through visits to classrooms to monitor the implementation of both integrated and designated ELD. Information collected will be used for both district monitoring (EL Coordinator Network meetings) and site monitoring (implementation and effectiveness). Teachers will monitor the progress of their students through the review and evaluation of progress with rubrics aligned to ELD standards (rubric and monitoring tool developed during the 2018-19 school year). (See Appendix)

**ENGLISH LEARNER SUPPLEMENTAL FUNDING SOURCES**

Funding to provide supplemental services to English Learner students are supplemental to general fund resources and are allocated to the District from both State and Federal sources. All resources used for English Learner students are targeted for the goal of supporting English Learners to become proficient in English and to be academically successful.

Some of the primary uses of these funds in Visalia Unified are listed below are:

* provide classroom teachers with training and staff development activities to improve the instruction and success rate of English Learner students
* aid in the development and implementation of Curriculum Standards and effective research based instructional strategies
* provide opportunities, encouragement, and support for parents to be actively engaged in the education or their children
* develop and implement comprehensive and effective assessment systems to identify student needs, gauge student progress toward the standards, and provide guidance and direction for the instructional process
* provide additional and supplementary instruction time for EL students beyond the normal school day
* provide additional and supplemental materials to aid EL students in learning the core curriculum as well as becoming proficient in English
* provide additional / supplemental paraprofessional assistance

**LCAP**

Visalia Unified receives LCAP funding from the State. At District discretion, this money can be used to serve unduplicated students including English Learners.

 **Title 1**

Title 1 funding is thelargest of the categorical funding received from the federal government. This entitlement is generated by the number of low income students in our schools. The criteria for determining that number of eligibility for free or reduced lunches in the Federal School Lunch Program. Schools that receive Title 1 money may use this resource in support of the EL students.

**Title III**

The focus of the funding is to help students (1) Attain English Proficiency (2) Develop high levels of academic attainment in English and (3) Meet district and state academic standards. In order for VUSD to meet the requirements of the legislation, the district focus for the funding is professional development, parent involvement, and teacher training, program development, monitoring and coordination, and site support to implement effective programs for EL students.

APPENDIX

**Staffing Board Policies**

**AR 4112.22(a)**

**Personnel**

**STAFF TEACHING STUDENTS OF LIMITED ENGLISH PROFICIENCY**

**Definitions**

Instruction for English language development (ELD) means instruction designed specifically

for limited-English-proficient students to develop their listening, speaking, reading, and

writing skills in English. (Education Code 44253.2)

Specially designed academic instruction in English (SDAIE) means instruction in a subject

area, delivered in English, that is specially designed to meet the needs of limited-English proficient

students. (Education Code 44253.2)

Content instruction delivered in the primary language means instruction in a subject area

delivered in the primary language of the student. (Education Code 44253.2)

**Teacher Qualifications**

The Superintendent or designee shall ensure that a teacher providing instruction for ELD,

SDAIE, and/or content instruction in any student's primary language possesses the

appropriate authorization issued by the Commission on Teacher Credentialing (CTC).

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 4112.2 - Certification)*

*(cf. 4112.21 - Interns)*

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

*(cf. 4113 - Assignment)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

*(cf. 6174 - Education for English Language Learners)*

The Governing Board shall make reasonable efforts to assign teachers with appropriate ELD

authorizations to those students who need ELD instruction. However, a teacher awarded a

Certificate of Completion of Staff Development for SDAIE pursuant to Education Code

44253.11 shall be considered certified and competent to provide ELD instruction. (Education

Code 44253.11)

*(cf. 4131 - Staff Development)*

A teacher may be provisionally assigned to provide instruction for ELD or SDAIE during the

period that he/she is pursuing training to complete a Certificate of Completion of Staff

Development pursuant to Education Code 44253.10 or 44253.11.

*December 13, 2006*

*04-0001 Clarification of authorizations to teach English Learners, January 12, 2004*

*U.S. DEPARTMENT OF EDUCATION GUIDANCE*

*Improving Teacher Quality State Grants Title II, Part A Non-Regulatory Draft Guidance, rev. January 16,*

*2004*

*WEB SITES*

*CSBA: http://www.csba.org*

*California Association for Bilingual Education: http://www.bilingualeducation.org*

*California Department of Education, English Learners: http://www.cde.ca.gov/sp/el*

*California Teachers of English to Speakers of Other Languages: http://www.catesol.org*

*Commission on Teacher Credentialing: http://www.ctc.ca.gov*

*U.S. Department of Education: http://www.ed.gov*

Regulation **VISALIA UNIFIED SCHOOL DISTRICT**

approved: June 24, 1997 Visalia, California

**REDESIGNATION**

**STUDENT NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GRADE\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LANGUAGE CRITERIA: ELPAC- LEVEL 4**

**ACADEMIC CRITERIA:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade level | Initial | Secondary | Grade Level | Initial  |  Secondary  |
| K-2 | BAS Level |  | 7-8 | CAASPP | CCAT ELA  |
| 3-6 | ELA CAASPP | ELA BM 1 | 9-12 | CCAT English | CAASPP |

**TEACHER EVALUATION:**

|  |  |
| --- | --- |
| **Grade** | **Evaluation of Progress** |
| K-6 | K-6 Writing Assessment Score \_\_\_\_\_\_\_ |
| 7-12  | DWA Writing Assessment Score\_\_\_\_\_\_**Or** Common Unit Assessment \_\_\_\_\_\_\_\_\_\_\_\_ Unit Writing Assessment \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**TEACHER RECOMMENDATION:**

[ ]  YES, REDESIGNATE THE STUDENT (sign the form and return to your site administrator)

[ ]  NO, DO NOT REDESIGNATE. THE STUDENT REQUIRES THE FOLLOWING PLAN TO ENSURE BOTH LANGUAGE AND ACADEMIC PROGRESS. (Complete intervention plan, sign and return this form to your site administrator)

INTERVENTION PLAN:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent Recommendation:**

 I have met and discussed my child’s progress:

[ ]  I agree with the school’s recommendation

[ ]  I disagree with the school’s recommendation

Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Administrator Recommendation:**

[ ]  YES, REDESIGNATE THE STUDENT

[ ]  NO, DO NOT REDESIGNATE. THE STUDENT REQUIRES ADDITIONAL SUPPORT (SEE INTERVENTION PLAN)

(To be reviewed by site and at EL Coordinator Network meetings annually until reclassified)

Administrator Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **(Place copy in cum folder, checklist to Assessment Department)**

**REDESIGNATION MONITORING (4 Years)**

**STUDENT NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GRADE\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

ACADEMIC REVIEW

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Prior Year | Current Year | Secondary Indicator Prior Year | Secondary IndicatorCurrent Year |
| K-2 | BAS Level | BAS | ELA BM1 | ELA BM1 |
| 3-6 | CAASPP | CAASP |
|  |  |  |
| 7-8 | CAASPP | CAASPP | CCAT ELA | CCAT ELA |
| 9-12 | CCAT ELA | CCAT ELA | CAASPP | CAASPP |

EVALUATION OF PROGRESS:

|  |  |  |
| --- | --- | --- |
| Grade | Prior Year | Current Year |
| K-6 | Writing Assessment Score | Writing Assessment Score  |
| 7-8 | DWA | DWA |
| 9-12 | Unit Writing  | Unit Writing |

[ ]  Student is making progress

[ ]  Student requires additional support to continue to make progress (complete intervention plan)

Intervention Plan:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator/Designee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

**(Sign and insert copy into cum, complete check list and send to Assessment All forms reviewed in November/December annually and reviewed in February, April continuously)**

**ELD Program Monitoring form**

Type of Lesson Observed [ ]  Integrated ELD [ ]  Designated ELD

Materials Used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation:

1. What is the frequency of teacher talk? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student talk? \_\_\_\_\_\_\_\_\_\_\_\_
2. What specific strategies and structures are in place to facilitate participation in language activities by all students (small group, partner talk, writing, etc)
3. What questions, statements and actions does the teacher use to encourage students to share their thinking with one another, to build their language?

[ ]  Students were grouped for language instruction

[ ]  Teacher made use of Academic Language

[ ]  Teacher utilized frontloading strategies

*(To be completed in weekly observations, retain the form for your records to be reviewed and collected at the monthly EL Coordinator Network Meeting)*

**Long Term English Learners Monitoring**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assistant Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Guiding Principle: We will ensure student’s academic progress through use of academic and language information in determining Language and Learning Plans for students identified as Long Term English Learners

|  |  |  |
| --- | --- | --- |
|  | **Number** | **Percent of EL’s** |
| **LTEL** |  |  |
| **LTEL By Grade Level** |  |  |
| **LTEL SPED** |  |  |
| **LTEL D and F List (Secondary****LTEL Below standard ELA Benchmark (Elementary)** |  |  |
| **LTEL in Assist Classes (Secondary)****LTEL in intervention (Elementary)**  |  |  |
| **LTEL without Assist Classes****LTEL without intervention**  |  |  |
| **LTEL ELPAC Level 3**  |  |  |
| **LTEL ELPAC 2 or lower** |  |  |

**Two Data Statements:**

1.

2.

**Action Plan- (What will the plan be for students who are not successful)**

Immediate Steps: (Over the next two weeks)

Long Range Steps: (Over the next semester)

What implications will this have for your Master Schedule for next year?

What information/Questions will be brought back to the next meeting?

(To be reviewed and completed in collaborative sessions with EL Coordinator Network in November, follow up sessions for monitoring in February, April)