




Master Plan: English



*Mount Diablo
Unified School District*



Mount Diablo Unified School District Master Plan for English Learners

Board Approved

April 23, 2012

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The Mt Diablo Unified School District Master Plan for Services for English Learners was developed through the dedicated effort and collaboration of the English Learner Task Force, which included community members & parents, teachers, support staff, School Board Members, site and district administrators and members of the English Learners Services division. We are most appreciative of the time dedicated to this process so it reflects the needs of “our” students. We thank all the people involved in this project, which began in September, 2011 and was completed in December, 2012.

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We are extremely grateful for the work of all these people, and likely others not mentioned here. The Mt Diablo Unified School District Master Plan for Services for English Learners is the guiding document for improving the delivery and implementation of programs for English Learners. The ownership of this document by all stakeholders will ensure a coordinated effort district-wide with the commitment to excellence and success for all students in the district.



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OFFICE OF
SUPERINTENDENT

The Mission of Mt. Diablo Unified School District is to serve *every student, every day, whatever it takes*. It is our collective goal to ensure all students are successfully prepared for college and career upon graduating from Mt. Diablo Unified. In order to meet this challenge, it is critical that we provide equitable support for our students as they navigate toward their future.

This document provides guidance to staff, parents, and students regarding what they should expect from our programs district-wide.

Mt. Diablo has the privilege and responsibility to serve students who speak more than 50 different home languages. Mt. Diablo Unified serves 7,385 English Learners and 610 re-designated English Learners. These numbers account for 34% of our total population. Our goal is to have 100% of our English Learners graduate on time with the proficiency needed to succeed in post graduate endeavors.

Meeting the needs of all of our students will require commitment, strategic planning, and targeted interventions.

Like other districts across the nation, our students range from the recent immigrants who participate in our newcomers' program to those who have lived in the United States for five years or more. English Learners have the dual challenge of mastering our academic content as well as mastering a new language. Each comes to us with distinct needs and unlimited potential. We recognize that our diverse student population is an asset to our community, and multi-language capabilities will be necessary as our students face a global society.

The English Learner Master Plan will provide the framework as we align our resources and work toward the success of all of our English Learners.

The Mt. Diablo Unified School District has committed to providing a quality education for our students as well as a quality professional development for our teachers and support staff. This includes special training that provides strategies that have been proven successful with our English Learners. Our plan also calls for ongoing training at our schools as we support student learning.

I would like to acknowledge the dedicated members of the community, parents, teachers, support staff, central staff and our English-Learner Services Division who worked together to create this document. I would also like to acknowledge the Board of Education who has supported our English Learners with both philosophical and policy support.

Thank you for your commitment to our students.

Sincerely,

A handwritten signature in blue ink that reads "Nellie Meyer".

Nellie Meyer, Ed.D.
Superintendent
Mt. Diablo Unified School District

Mission

The mission of the Mt Diablo Unified School District Master Plan for Services for English Learners is to provide a rich, meaningful and highly effective programs for English Learners to ensure success for all. We believe that students will be successful when given the appropriate instruction in an intentional and explicit manner that support their acquisition of English, their second language. We are committed to foster and develop cultural proficiency. We value the home language, and empower parents to rightfully request the instructional program for their child/children. Parent education is key to our work. Only with knowledge can students develop their English proficiency and attain academic success.

Introduction

2013-14: Mt. Diablo Unified School District serves 31,955 students, including 40.1% Hispanic, 37.1% White, 7.3% Asian, 4.6% Filipino, 4.4% African American, 4.0% Two or More Races, 0.9% Pacific Islander, and 0.4% Native American with 1.2% not reported. Approximately 23.1% are English Learners (ELs) speaking over 43 languages. Eighty-four percent (84%) of the EL subgroup is Spanish-speaking. Students with disabilities (SWDs) total 3,679 students in grades K-12 (11.5% of district enrollment). In 2013-14 more than 14,000 students (46%) are classified as socioeconomically disadvantaged.

The Mt Diablo Unified School District Master Plan for Services for English Learners is an operational guide for all district personnel in order to provide outstanding programs and opportunities for academic success for all of our students. The plan describes how we identify, serve and support English learners to ensure access to the core curriculum and acquisition of the English Language by using the seven keys to managing successful programs for English Learners:

- Convey Respect
- Develop Systems
- Use Consistent Images
- Conduct Appropriate Trainings
- Plan, Organize and Calendar
- Monitor
- Create a Collaborative Culture

The Master Plan for Services for English Learners is the guide to assist all schools in providing every identified student a comprehensive instructional program that includes daily English Language Development, access to the core curriculum and the promotion of multicultural proficiency. The development of The Master Plan for Services for English Learners is a collaborative effort among all departments to effectively serve “our” students. It also demonstrates our commitment to collaborate with all members of our learning community: students, parents, community partners, certificated/classified staff and administrators. Working together we can provide a compelling and powerful program for our English Learners in the Mt Diablo Unified School District.

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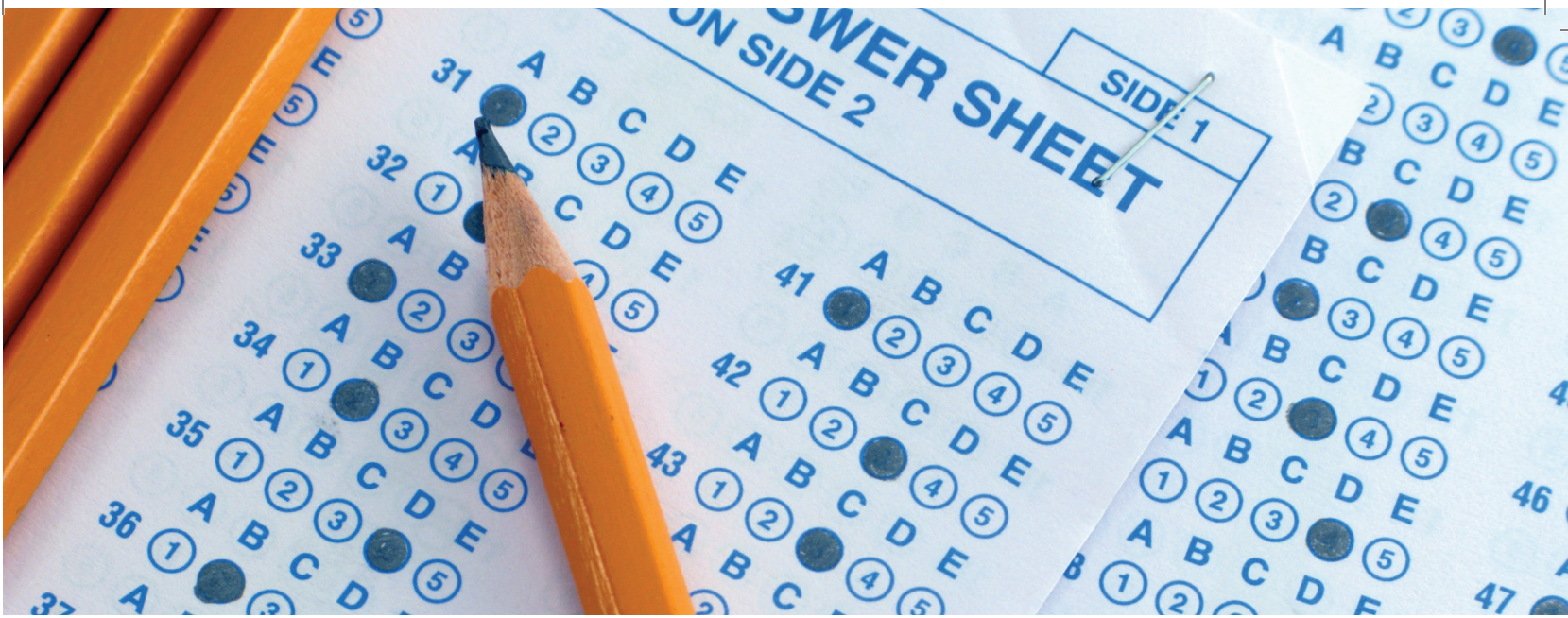
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Chapter One

Identification, Assessment, and Placement





In This Chapter

Identification,
Assessment and
Placement

Initial Language
Proficiency
Assessment,
Identification and
Placement Process

Program Placement vs.
Classroom Placement

Parental Exception
Waivers

Program Placement

Transfer Students

Initial Identification, Assessment and Placement

At the time of enrollment, California schools are required to determine the language(s) spoken in the home by each student. If a language other than English is spoken in a student's home, the student's level of proficiency in English must be determined, and an appropriate program placement must be made. This chapter describes the process of initial identification, assessment and placement of students in the Mount Diablo Unified School District. The process is shown in Figure 1.1 on page 9, and explained in detail below. The district will pilot the Transitional Kindergarten–12th Grade enrollment process based on the description in this plan before implementing it fully. Satellite assessment centers will be determined geographically in order to minimize concern about parent transportation, after the program is piloted in 2012–2013. The roll-out plan for the initial assessment process will also include specific criteria for deciding which sites, if any, will conduct on-site intake and assessment, and the conditions under which such assessments will occur.

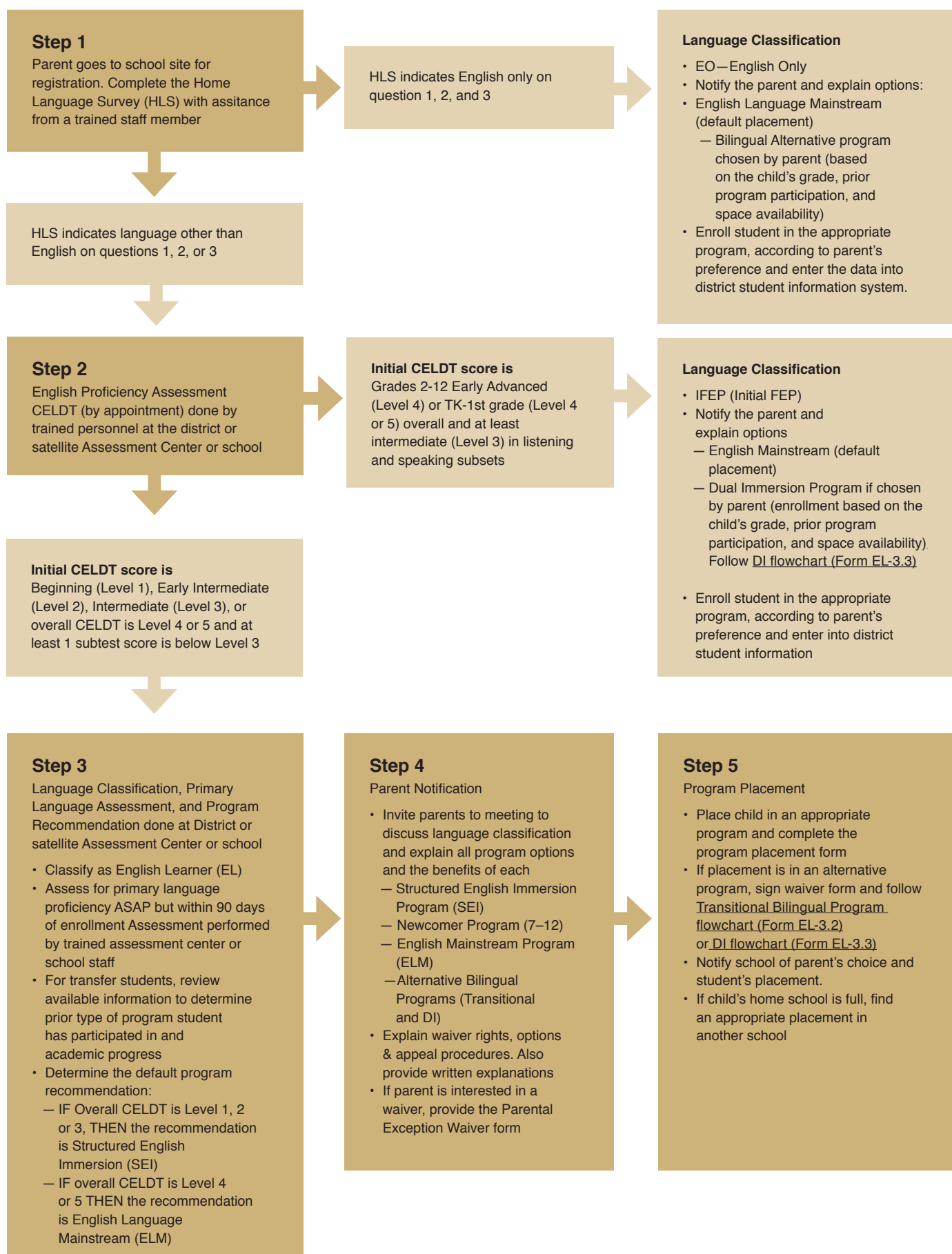
Student enrollment (Step 1) takes place at the student's attendance area school. Initial assessment in English and the student's

primary language (Steps 2 and 3) takes place at the district or a satellite Assessment Center, or at the school. Children enrolling after the beginning of school will be assessed at their school site. Parents are also given an explanation of their student's assessment results, the recommended placement and other options open to the student (Step 4) at the district or satellite Assessment Center, or at the school. Finally, the child is enrolled in an appropriate program at the school site.

Professional Development for Staff and Administrators on Initial Identification, Assessment, Placement and Parental Rights/Informed Consent

It is important that staff at all sites be familiar with, and expert in, carrying out the procedures outlined in this chapter because the processes of initial identification, assessment, parent notification and program placement take place in part at the school site and in part at the Assessment Center. To this end, each site is required to select key staff members who will take responsibility for each of the steps described below and develop the necessary knowledge and skills to implement them effectively. The principal at each site has the discretion to select those persons who are best qualified in terms of knowledge, linguistic background and availability to perform these duties.

Figure 1.1: Initial Language Proficiency Assessment, Identification and Placement Process



The district will develop informational materials to be used with parents district-wide. These materials will inform parents about the district's programs for English learners. These resources will be available at all school sites and at the district and satellite assessment centers. Informational materials for parents will be developed in languages spoken by 15% or more of the student population, as established by law.

The district provides ongoing professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of this EL Master Plan including:

- Initial identification
- Assessment
- Placement options and procedures
- Parents' rights and informed consent, including the parental exception waiver process

The persons who participate in the professional development include district and satellite Assessment Center staff, staff members who work with EL student records, school principals and office staff members, EL Support Teachers, special education specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their child. Professional development for site staff must take place at least annually, prior to or within 10 days of the opening of the schools for the year.

Initial Language Proficiency Assessment, Identification and Placement Process

STEP 1: Registration, Including Completion of the Home Language Survey

Parents take their child(ren) to their neighborhood school in order to enroll. At the school, parents complete the district's registration forms, including a Home Language Survey (HLS), as required by state law. This survey is completed the first time the parent enrolls the child in the district, and the results are kept on record thereafter. **If the parent has completed the Home Language Survey more than once, the first survey the parent completed is used in this step (unless for some reason it is not available).**

- If the answers to Items 1, 2 *and* 3 are "English," the child is classified as English Only (EO). The parent is notified of the result and is given an explanation of the program placement options open to the student. The default option is English Language Mainstream. The parent may request participation in a Bilingual Alternative program. Participation in such a program may be based on the child's grade level, proficiency level in the second language taught within the model, previous participation in a similar Bilingual Alternative program model, parental request, and space availability. Detailed descriptions of these programs are provided in Chapter 2. For English Only students, the bilingual program that would be appropriate is the Two-Way Immersion program (see Chapter 2). A Bilingual Alternative Program will be offered in a school if there are at least 20 approved Parental Exception Waivers for students at the same grade level who have

the same non-English primary language. In MDUSD, Spanish is the primary language of the vast majority of English learners. If an appropriate Bilingual Alternative program is not available at the attendance area school and the parent requests this type of placement, the parent will be referred to another district school where the program does exist and space is available. If a student is placed in a Bilingual Alternative program outside the attendance area in which the student resides, the parent will be responsible for transporting the student to that school. If there is no space available in the desired Bilingual Alternative program, the student will be placed on a waiting list.

- If Item 1, 2 or 3 on the Home Language Survey is answered with a language other than English, the school staff member helping the parent with registration makes an appointment at the district or a satellite Assessment Center for the child's English language proficiency to be assessed (Continue to Step 2). Under certain circumstances, to be specified in the district's roll-out plan for intake, assessment and placement, the child may be assessed at the school site.
- If only Question 4 of the Home Language Survey indicates a language other than English, testing is optional.

STEP 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment. However, in the Mount Diablo Unified School District this testing will be accomplished as soon as possible, preferably within two days to one week of enrollment. (See below for Transitional Kindergarten (TK) and Kindergarten registration, which is an

exception to this statement). English language proficiency is assessed by trained personnel from the district or satellite Assessment Center or at the school. Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents and children.

The assessment currently used to determine English proficiency when a student is first enrolled in a California school is the California English Language Development Test (CELDT). In the case of students in Special Education, the Individualized Education Plan (IEP) team may specify that the student's English proficiency be assessed using accommodations or modifications to the CELDT, or that an alternative assessment of English proficiency be used. In such cases, the student will be given an alternative assessment as specified in the Individualized Education Plan. The CELDT is a standardized language proficiency test designed to measure the English proficiency of non-native speakers. The child receives a score for each part of the test (Listening, Speaking, Reading, Writing) as well as an Overall score.* After the child takes the initial CELDT test, preliminary CELDT scores are calculated for the purpose of determining the default program recommendation and other programs that may be options for the student. These results are



Table 1.1: Criteria for classifying a student as either Initially Fluent in English Proficiency (IFEP) or English Learner (EL)

The Home Language Survey Shows a language other than English on questions 1, 2 or 3 and	Overall CELDT Results are: Beginning (Level 1) Early Intermediate (Level 2) Intermediate (Level 3) Early Advanced (Level 4) or Advanced (Level 5) but at least 1 subtest score is below Intermediate (Level 3) TK-1st grade overall less than 4 or listening and speaking subtests are below 3	Language Classification: English learner (EL)
The Home Language Survey Shows a language other than English on questions 1, 2 or 3 and	Overall CELDT Results are: Early Advanced (Level 4) or Advanced (Level 5) and all subtest scores are Intermediate (Level 3) or higher TK-1st grade, Level 4 or 5 overall and at least Intermediate (Level 3) in listening and speaking	Language Classification: Initially Fluent English Proficient (IFEP)

communicated to the parent. The assessment is also forwarded to the site English Learner Support Teacher and, at the secondary level, the EL Coordinator, and to the school district's Department of English Learner Services for submission to the test publisher for official scoring. A blank CELDT document must be sent to the testing company even if the student is taking the alternate assessment. The official scores provided by the test publisher override the informal scoring in those cases where the scores differ. CELDT results are maintained in the student's pink EL folder inside the CUM folder, and in the district's student information system for future use in monitoring student progress and in program evaluation.

*Note: In 2012, the State Board of Education adopted a new set of English Language Development standards that are aligned with the Common Core State Standards (see Chapter 2, p. 44 for more details). These standards are organized around a three-level analysis of English proficiency: Emerging, Expanding and Bridging, with descriptors showing the performance expected of students entering each level and students exiting each level. The State Department of Education will

be involved in development of a major revision of the CELDT over the coming several years in order to align it with the newly-adopted English Language Development standards. As the state moves through a process of development, piloting and full implementation of the revised CELDT, it will be necessary for the district to revise its criteria for assessment, placement in an appropriate program, monitoring of English Learner progress, and reclassification. As new criteria are developed, changes will be necessary in this Master Plan, especially in the first three chapters, where extensive use is made of CELDT levels as criteria for placement, annual monitoring of progress, and reclassification.

The parents are notified in writing within 30 days of the results of the initial identification. Once the official CELDT results have been received from the test publisher, the parent is also notified in writing of those results. These written notifications are in English and in the student's primary language, when available. Copies of these notifications are placed in the student's pink EL folder in the CUM folder.

On the basis of the English language assessment, students are classified as either Initially Fluent in English Proficiency (IFEP) or English learner (EL).

- IFEP Students—The parents of IFEP students are informed of the results and given the same program options as those given EO students. Placement is made on the same basis as for EOs. (See Step 1.) The default program placement is English Language Mainstream. However, the parent may request that the student participate in a Bilingual Alternative program. The alternative programs most appropriate for these students would be Two-Way Language Immersion or Developmental Bilingual Education (See Chapter 2 for descriptions).
- Students identified as English learners proceed to primary language assessment (Step 3 below).

STEP 3: Language Classification, Primary Language Assessment and Program Recommendation

An initial assessment of the English learner’s primary language is conducted as soon as possible after the completion of English language assessment, but no later than 90 days from the date of registration. Primary language assessment for all entering English learners, Transitional Kindergarten–12, is conducted at the district or a satellite Assessment Center by a trained staff person. The district-adopted primary language assessment instruments are shown in Table 1.2. For students with Spanish as their primary language, a formal assessment instrument is used (currently the Bilingual Syntax Measure supplemented by a district reading and writing assessment). For all other languages, a parent interview is conducted.

Results of the primary language assessment are placed in the student’s pink EL folder and entered in the district student information

Table 1.2: Instruments used for initial primary language assessment

Grades	Languages	Initial Primary Language Assessments
TK-12	Spanish	Bilingual Syntax Measure (BSM)
2nd–12th	Spanish	District Spanish reading and writing assessments
TK–12	Languages other than Spanish	Parent interview

Table 1.3: Criteria for Placement Recommendation for English Learners

CELDT Results	Recommended Placement
Level 1 (Beginning), Level 2 (Early Intermediate), or Level 3 (Intermediate)	Structured English Immersion (SEI)
Overall score is Level 4 (Early Advanced), with one or more subtest score(s) below Level 3 (Intermediate) Overall score is Level 5 (Advanced) with one or more subtest score(s) below Level 3 (Intermediate)	English Language Mainstream (ELM)

system. They are used to evaluate students' level of literacy development in the primary language. The results of the Home Language Survey, the language assessments (and any other information related to prior schooling, including transcripts, if available) are used to determine the program placement options for students. The recommended placements for English learners are shown in Table 1.3. Both of these options are programs in which instruction is overwhelmingly in English. The recommendation will be communicated to the parent at the time of notification of results (Step 4 below). For information on alternative programs, see Chapter 2, pages 26–42.

STEP 4: Parent Notification of Results

Parents must be notified no later than 30 days after the beginning of the school year (or, if the child has enrolled during the school year, within two weeks of the child being placed in program) of the results of the child's initial English proficiency assessment and primary language assessments, and recommended program placement.

A meeting is held at the district or satellite Assessment Center (or at the school site) to notify the parents of the assessment results, provide them with a description of the recommended program placement, explain available program options and discuss the benefits of each. This information is also provided to parents in written form, in English and their home language (if the home language is spoken by 15% or more of the school's students). The meeting may be held in English or the student's home language, and a translator will be present if needed.

Once the program options have been explained, the parents are informed of their right to apply for a parental exception waiver. This information is also provided to parents in writing, using language and materials designed to be readily understood by them. The Bilingual Alternative program options for

students with approved waivers are presented in Chapter 2 of this plan. All students under age 10 in the same grade and school with approved Parental Exception waivers will be enrolled in the same Structured English Immersion (SEI) class for the mandated 30 calendar-day period prior to converting to a bilingual class. This will help avoid movement of students between classes.

STEP 5: Program Placement

The student is assigned to an appropriate program. This decision is made by the school principal with informed input from the parent. If the placement recommendation is Structured English Immersion and the parent agrees, the student is assigned to that program. Students placed in an English Language Mainstream program, by law, are to receive English Language Development instruction and support that will ensure that they learn English and have full access to the core curriculum.

If a parent elects to have their student placed in the English Language Mainstream program rather than in a Structured English Immersion program or a Bilingual Alternative program, no waiver request is necessary and the district will honor the parent's informed preference for the English Language Mainstream program. In order to document the request, the parent will be asked to fill out and sign a district-developed form.

The parent may decide to request a Parental Exception Waiver. If the waiver request is approved, the student is released from the requirement that English learners be placed in an English Language program, and may enter a Bilingual Alternative program.

If the parent selects a Bilingual Alternative program, then he or she must submit a parental exception waiver request form. These forms are available online, at the district's Department of English Learner Services, the district and satellite assessment centers, and the school

Legislative Requirements for Enrollment in a Bilingual Alternative Programs

According to California's Ed Code and Coordinated Compliance Review regulations, (EC 48985; 5 CCR 11309), the following types of English learners under the age of 10 years must be placed in a mainstream or SEI program for at least 30 calendar days (i.e., 20 instructional days) before a parent's request for a Bilingual Alternative Program can be honored:

- a. Students in a California school for the first time:
 - New Transitional K and Kindergartners
 - Transfers from out of state
 - Students entering a US school for the first time
- b. Students transferring from another California school who have not completed the 30-day requirement in another school

All other English learners, including those who are 10 years of age and older and those who have completed the 30-day requirement in another school or previously in the same school, may enter a Bilingual Alternative program immediately.

sites. Regardless of where the form is obtained, all waiver requests from the parents of newly enrolling students are processed at the school of attendance. School personnel will receive training on the waiver process so that they can help parents through this process. A copy of each request is kept at the school site and a copy is sent to the district office.

The district will implement a Bilingual Alternative program model when there are 20 or more approved Parental Exception Waivers at a given grade level, at a site, for the same language. Students on Individualized Education Plans (IEPs) which specify that they should be placed in a bilingual program are counted among the number of approved waivers. English learners with approved Parental Exception Waivers shall be given an opportunity to go to another school within the district if their site does not have a sufficient number of students with approved Parental Exception Waivers.

Parental exception waivers are granted unless the principal and educational staff determine that a Bilingual Alternative program would not be better suited for the overall educational development of the pupil. Approved annual waivers for students placed in an alternative program are kept on file in the student's

cumulative folder, and this information is entered into the district student information system for electronic storage of the waiver request.

All waivers are kept on file by the site principal for the school year in which they are received. If the parental exception waiver request is denied, the parent may appeal. Appeal procedures are explained in the section on parental exception waivers (pp. 10-12).

Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with different instructional *program* placement options. More than one *program* may exist within a given *classroom*. For example, a classroom may provide English Only and Fluent English Proficient students with an English Language Mainstream program of instruction while providing English learners enrolled in the class with a program of Structured English Immersion (see Chapter 2 for program descriptions). Throughout this document, when the text refers to a classroom (for example, "Structured English Immersion classroom") it means a classroom in which the

program exists. It does not necessarily mean that the classroom is exclusively dedicated to that program.

When more than one program exists within a classroom, it is extremely important that students be clearly identified as to the program to which they are assigned, and that they receive the services appropriate to that program. This necessarily requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed.

Parental Exception Waivers

A Parental Exception Waiver is a request for exemption from the state law that requires English learners to be provided instruction that is overwhelmingly (i.e., nearly all) in English.

Process for Parental Exception Waiver

The Parental Exception Waiver process is initiated by the parent, who must go to the school office to submit a waiver request. The request forms are available online, in the district office, in the district and satellite assessment centers, and at the school site. The school principal must approve or deny the waiver request. The school maintains records of all requests and their disposition, and submits copies of these requests to the Department of EL Services. This log is monitored and reviewed at least annually by the Department of EL Services. This department will provide support to schools needing to make program improvements or modifications.

Step 1: The parent goes to the school office to request a waiver.

Step 2: The Principal or designee gives the parent a waiver form and a written description of all instructional program options, including the bilingual alternative programs. An oral

description is provided if the parent requests it. The parent is also given assistance in filling out the request form, if needed.

Step 3: The principal or designee logs the request by date received, and gives the parent a copy. The principal or designee also enters the date of receipt of the request together with the action taken and the action date, into the district information system.

Step 4: The principal and educational staff consider the waiver request and either deny or approve it. Parental Exception Waivers are granted unless the principal and educational staff determines that a bilingual alternative program would not be better suited for the overall educational development of the child. If the student is under 10 years old and in the first year in California schools, the child must complete 30 days in a Structured English Immersion program before the waiver request can be acted upon. The following guidelines apply:

- If *the student is English proficient* (CELDT Level 4 or higher overall and at least Level 3 on all subtests), the waiver is approved.
- If *the student is not English proficient, but is under age 10*, the waiver is approved if it is the informed belief of the principal and educational staff that the child's physical, emotional, psychological or educational needs are such that bilingual education would be better suited to the child's overall educational development.
- If *the student is not English proficient but over age 10*, the waiver is approved if it is the informed belief of the school principal and educational staff that bilingual instruction would be better suited to the student's rapid acquisition of basic English language skills.

Step 5: If the waiver request is approved, the principal arranges for the student to be placed in a Bilingual Alternative program.

- If waivers have been approved for at least 20 students of the same language and grade level, then the school must establish a bilingual program for those students.
- If fewer than 20 students have approved waivers, and the school does not have a bilingual class, the principal will facilitate placement in bilingual education classes elsewhere in the district. Parents must provide transportation for their transferred child.

Step 6: The principal responds in writing to the parental exception waiver request.

- If the waiver is approved, the parent is notified and a copy of the form is placed in the student's cumulative record. A copy is also sent to the Department of English Learner Services.
- If the waiver is not approved, the reasons are given in writing and the principal invites the parents to meet. At this meeting, the principal explains the reasons for the denial, including a review of test results and other data on which the decision was based. The principal also explains the appeal process.

Timeline for Informing Parents

The parent must be informed of the action taken on the waiver request within 20 instructional days from the date the school received the request. However, if the student is under 10 years of age and has not yet completed the 30 mandatory days of enrollment in Structured English Immersion, the timeline for informing the parent is within 20 instructional days from the date the school received the request, OR 10 instructional days after the student completes the mandatory 30 days in Structured English Immersion.

Note: At any time, including during the school year, a parent or guardian may have his or her child moved into an English language

mainstream classroom. Should this occur, the school is still responsible for providing ELD instruction, and any needed support to ensure that the student develops English proficiency and makes academic progress in the core curriculum, so that the student is not left with any substantive academic deficits.

Process for Appealing a Denied Waiver Request

If the school principal denies the request, the parent may appeal. The principal must explain the appeal process to the parent, and provide assistance in filing the appeal with the Department of English Learner Services. The Director of English Learner Services reviews the documents provided by the principal, meets with the parents, and within five days informs them of a decision. If the Director of English Learner Services approves the request, the matter is then returned to the school for appropriate placement in a Bilingual Alternative program. If the appeal is denied, the parents may appeal to the Assistant Superintendent for Student Achievement and School Support. The Assistant Superintendent will review the documentation, meet with the parents, and inform them of the decision within one week. This decision is final.

Guidelines Regarding Parental Exception Waivers

1. The State of California requires that every district have a waiver procedure and a description of the design for each Bilingual Alternative program.
2. Waivers are *not required* for EO or FEP students, nor are they required for English learners with Individual Education Plans that call for primary language instruction.
3. Waivers are not required in order for students to receive primary language support within SEI or mainstream programs, as long as these programs are provided overwhelmingly in English.

4. Parents must be given written notification in English and the home language of the student's placement, all educational opportunities available, and the opportunity to apply for a waiver.
5. The site English Learner Advisory Committees (ELAC) and the District English Learner Advisory Committee (DELAC) will receive training regarding Parental Exception Waiver guidelines, and will be given the opportunity to advise district staff and the Board of Trustees on these programs and the materials used.
6. Mount Diablo Unified School District staff at all levels will be provided with professional development regarding the policies, procedures and forms used in explaining the parental exception waiver process to parents.
7. Parents will be advised of their right to select a Bilingual Alternative program of education for their child.

Notification Regarding Parental Exception Waivers During Initial Enrollment of English Learners

During the initial enrollment process, parents are given full written and as appropriate, or upon parental request, spoken descriptions of all program options—Structured English Immersion, English Language Mainstream, and Bilingual Alternative programs, and other educational opportunities that are available to the pupil. These descriptions include the program features and instructional materials that will be used. Parents are also informed regarding the requirement that students must be placed for a minimum of 30 calendar days in a Structured English Immersion program during their first year of enrollment in a California school. In addition, they are informed about their child's recommended placement and the right to request a placement in a Bilingual Alternative program. Finally, they are informed about the waiver process

and the appeal process, and given assistance in preparing and submitting waiver requests and appeals.

Annual Notification Regarding Parental Exception Waivers

The district has established a procedure for granting Exception Waivers for children who are already enrolled in district schools in a Structured English Immersion or English Language Mainstream program. In order to notify all parents of the District's placement options for English learners and the opportunity to apply for a Parental Exception Waiver, each parent is informed of our program options yearly. Descriptions (in English and the home language, when 15% or more of the district's students speak that language) of the District's programs for English learners are included in the information provided to parents. Oral and written translations are provided in other languages, as needed and feasible. Parents are also notified that they have the right to request a parental exception waiver at their home school. If a parent requests a Bilingual Alternative program as a result of the annual notification, a process that is the same as in initial enrollment is followed.

Professional Development on the Waiver Process for School and District Staff

The Department of English Learner Services will provide professional development sessions that are focused on the parental exception waiver process so that district personnel are informed about the program options. With a thorough knowledge of the waiver process, principals, site EL Support Teachers, and other district employees can answer parent's questions, explain the program options, and facilitate (when necessary) a student's intra-district transfer into the school hosting the Bilingual Alternative program. In addition, Special Education teachers and staff members will be trained in the district waiver process so that they can determine the appropriate

placement of each special education student regardless of the student's language proficiency. For identified English Learners in Special Education, instructional provisions of an Individual Education Plan do not require a Parental Exception Waiver.

Annual Transitional Kindergarten and Kindergarten Registration, Assessment and Placement

A special process is used for assessing new Kindergarteners' and Transitional Kindergarteners' language proficiency at the beginning of each school year. Transitional Kindergarten and Kindergarten pre-registration begins in February of the school year preceding the child's entry into Kindergarten or Transitional Kindergarten. However, CELDT testing, by state mandate, may not begin until July.

When the parent pre-registers the child, the Home Language Survey is completed. If the Home Language Survey indicates that a language other than English is spoken, the student is given an appointment at the district or a satellite Assessment Center (or at the school site) for initial assessment and language classification. These appointments begin in July. The Director of English Learner Services may designate that these assessments be conducted on-site using a common protocol at specific schools that traditionally have had high numbers of English learners enroll.

During the official assessment period (beginning in July and continuing until all assessment of new Kindergarteners and Transitional Kindergarteners is completed) a team of district staff trained in CELDT and primary language assessment procedures is assembled in order to complete CELDT and primary language testing for Kindergarteners and Transitional Kindergarteners.

The same procedures related to parent notification, the parental exception waiver, and program placement that are used for other students are used for Transitional Kindergarteners and Kindergarteners. Parent meetings are arranged to inform parents about the program options and explain the waiver process. All information is provided in written form in a language readily understood by the parent. Schools may elect to hold parent group meetings to explain the programs and options to parents.

Once the initial assessments are completed, those children found to be English learners are provided instructional programs that are overwhelmingly in English for the mandatory 30 calendar days, even if their parents have completed Parental Exception Waiver requests so that their child may participate in a bilingual alternative program.

Transfer Students

Transfers Between District Schools

Parent initiated Intradistrict Transfer requests are made through the school office or the district's Student Services Department. Completed Intradistrict Transfer forms are sent to the school office or the district's Student Services Department. The sending school is responsible for providing the receiving school with all data regarding the student's English learner assessment history—current scores, current placement, records of academic progress, and interventions. The EL Support Teacher and site principal at the receiving school are responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in the appropriate type of instructional program, as specified in the student's current records, before approving the Intradistrict transfer request.

Transfers from Other California Schools

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status. These students do not need to go through the district's initial identification process. If the parent provides the student's records, staff will use this information to make an appropriate placement. If not, staff will contact the former district in order to obtain information by phone, email or fax. Records are obtained from the previous school/district, entered into the district's record keeping system and shared with the classroom teachers. If available, the first Home Language Survey (HLS) completed by the parent will be used as the basis for deciding whether the CELDT and other language assessment procedures should be performed with the child. If the student's prior records cannot be acquired within 5 days of enrollment, the Home Language Survey (HLS) will be given, English and primary language assessments will precede, if appropriate, based on the HLS, and the identification/notification/placement process will be implemented per the above description. The district of origin will be encouraged to expedite the process of sharing information by

faxing or emailing the records or by providing information by telephone. Information obtained by telephone will be validated by email or fax.

Transfers from Out of State or from Other Countries

The five-step language assessment, classification and placement process described above and shown in Figure 1 will be followed for students entering the district who are new to the state or from another country. The student's district enrollment date will be entered into the student's records and the student database system. The date the student first enrolled in a US school will also be entered. At the high school level, the student's transcripts will be evaluated by a trained site staff member to determine course credits and graduation requirements completed. Assessment Center personnel provide support on evaluation of foreign transcripts. All registrars and secondary academic advising personnel should be trained in the evaluation of out-of-state and out-of-country transcripts. For more information on flexibility of programming for newly arriving English learners, see Chapter 2, page 17.





Chapter Two

Instructional Programs





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Transitional Kindergarten– 12th Instructional Programs

Mount Diablo Unified School District serves a highly diverse population of English learners. Many languages are spoken by these students and their families, with Spanish being the most prevalent. According to the most recent available language census data, about 83% of the English learners in the district are Spanish speakers. English learners comprise 21% of the district's enrollment.

Mount Diablo Unified School District offers the following program options to English learners: (1) Structured English Immersion (SEI), (2) English Language Mainstream, (3) Bilingual Alternative Programs. Each of these options is designed to ensure that students acquire English language proficiency and to prevent and/or address any academic deficiencies that they may have developed in other areas of the core curriculum. The bilingual alternative programs have the additional goal of developing bi-literacy, that is, reading and writing proficiency in two languages. All options contain the following required components:

- Well-articulated, research-based, standards-aligned, differentiated English Language Development (ELD) instruction, specifically designed for English learners.
- Well-articulated, research-based, standards-aligned, differentiated instruction in the core curriculum.
- Primary language support and/or Specially Designed Academic Instruction in English (SDAIE) when instruction is in English.
- Structured activities designed to develop cultural proficiency and positive self-esteem.

All English learners, regardless of the program option in which they are enrolled, are expected to make adequate progress in English proficiency and in mastery of grade level standards. Guidelines regarding the definition of adequate progress are listed in Chapter 6, Evaluation and Accountability.

It is the intent of the district to ensure that the core instructional program is standardized across the district, so that all students, no matter what school they attend, have access to a research-based, high quality program for English learners that is designed to meet their individual needs. This includes English Language Development and content support.

Transitional Kindergarten–12th Programs Must Meet the Needs of English Learners

There are five distinct groups of English learners in the Mount Diablo Unified School District:

1. Newly arrived English learners with uninterrupted formal schooling
2. Newly arrived English learners with limited or interrupted formal schooling
3. Long-term English learners (more than 5 years as English Learners)
4. English learners with less than 5 years as English learners who are not meeting benchmarks and/or not making expected progress toward language and academic goals
5. English learners who are meeting benchmarks and making expected progress toward language and academic goals

Programs will be adapted to meet the needs of students in each of these groups as discussed on the following pages.

Newly Arrived English Learners with Uninterrupted Formal Schooling

These students may or may not have had some exposure to the formal study of English. However, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English. At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the exception of English Language Arts. Students may be placed in a bilingual classroom with an approved parental exception waiver (especially for students at CELDT levels 1–3), where they will be assisted in transferring their primary language literacy and core academic skills to English (see Francis, Leseaux and August, 2006; August and Shanahan, 2010).

In the absence of an approved waiver, these students will be placed in a Structured English Immersion or English Language Mainstream setting, depending on their CELDT level. Such programs can be effective if they provide “good instruction with appropriate scaffolding” (see August et. al., 2006).

At the secondary school level, students functioning at CELDT levels 1, 2 and the lower half of the 3 range (low 3) will typically benefit from an alternative bilingual program that may be provided with an approved parental exception waiver, if there are sufficient students in the language group to make a bilingual alternative class available. They also might be candidates for placement in a newcomer program as determined by student enrollment and population needs. An alternative bilingual program would provide the following:

- Year-long leveled ELD: 2 periods for up to 2 years for students at CELDT levels 1 and 2 (students at ELD levels 1 and 2 should not be mixed for instruction, due to differences in language development needs); 1 period for students at CELDT level 3.
- Core academic classes (i.e., language arts, history/social science, mathematics, science) taught in the primary language.
- Electives that are non-language dependent.
- Students scoring in the upper half of the CELDT 3 range (high 3) in secondary schools are likely to need:
 - Year-long leveled ELD and/or ELA with accommodations for language proficiency level.
 - Core courses taught through SDAIE with primary language support.
 - Electives (choice not normally limited by language proficiency level).

Newly Arrived English Learners with Limited or Interrupted Formal Schooling

Immigrant students with little or no prior schooling typically score at the beginning level of reading and writing in their primary language, and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade level academic program. These students need an academic program that will address their primary language literacy needs. At the elementary school level, appropriate grade level placement with appropriately leveled ELD is critical. Structured English Immersion will be generally preferable to a mainstream English setting.

In secondary schools, students in this category are likely to need an academic program with the following features:

- Year-long leveled ELD 2 periods for up to 2 years
- Primary language literacy
- Mathematics taught in their primary language
- Other content classes taught in the primary language
- Electives that are less language dependent in the beginning years

The above assumes that the student has an approved waiver for participation in a bilingual program, and there are sufficient students (20 or more at the same grade level) in the language group to justify such a program. Every effort will be made to provide needed primary language content classes when the number of students is sufficient to justify the class.

Long-Term English Learners

These students have more than five years of uninterrupted schooling in the United States. Long-term English learners often have high

oral fluency in English, but have not yet achieved the academic criteria to qualify for reclassification.

In determining program placement, it is important to first identify the student's academic and linguistic needs and then consider the following in regards to the student's educational history, in order to determine if the student's performance is related to his/her level of ELD, or to other issues that affect academic performance:

- The student's number of years in U.S. schools
- The quality and consistency of ELD instruction the student has had
- The consistency of the student's instructional program
- Patterns of language usage in the home

At the elementary school level, these students should be on an English Learner Catch-Up Plan [see Chapter 3]). As part of these plans, most will be assigned to formal interventions that address both language and academic needs.

Secondary school students in this category are likely to need the following:

- Focused efforts to motivate and engage the student who has spent a number of years struggling to master both language and content
- Accelerated ELD, either through an English Language Arts class with accommodations for the student's level of ELD, or an intervention class that addresses both language and literacy skills
- English Language Mainstream or SEI instruction in the core academic subjects, provided by an appropriately credentialed CLAD or BCLAD teacher
- Academic advising and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/graduation requirements

- Intervention support (before, during or after the school day and summer school if available)
- If not already on a catch-up plan, these students should be given one

Students With Fewer Than 5 Years as English Learners Who are Not Meeting Benchmarks and/or Not Making Expected Progress

These students have two to four years of uninterrupted schooling in the United States. Their level of English language development is variable, depending on their level of English upon entry to U.S. schools, the quality and consistency of their program in past years, and the pace of their year-to-year progress. At both the elementary and secondary levels, these students will need catch-up plans with interventions designed to accelerate their language and academic progress (see Chapter 3 for a detailed discussion of catch-up plans). Implementation of these plans needs to be carefully monitored to ensure that the student is showing accelerated progress.

English Learners who are Meeting Academic and English Language Development (ELD) Benchmarks

These students are typically showing expected growth on the CELDT, at least at the rate recommended by the state, and are scoring proficient or close to proficient (i.e., scoring at least 325) on the California Standards Tests (second grade and up), or meeting benchmarks on district established literacy and numeracy benchmarks in Transitional Kindergarten, Kindergarten and first grade. In the elementary grades, these students should meet expectations for progress toward reclassification.

Some will begin in Structured English Immersion, with reclassification and assignment to English Language Mainstream before promotion to middle school. Others will begin in a bilingual alternative program

and will typically remain in that program after reclassification, in order to continue their progress toward biliteracy.

Each ELD level is flexible with respect to duration, in order to allow a student to move to a higher level during the year, when assessment results indicate the student is ready. Students who master the course content standards are promoted to the next level or exited from the program. Students may need to repeat a level until they meet requirements for transition to the next level.

Secondary master schedules should allow for fluid and flexible movement throughout the year. In order for students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace, and must be able to move up ELD levels whenever necessary. They should not have to wait until the end of a semester/trimester or course in order to move levels. Change in ELD levels will be based on the following:

- CELDT progress
- ELD benchmark assessment results
- Classroom performance
- ELD curriculum-embedded assessments
- Teacher recommendation

Students who meet or exceed benchmarks as evidenced by semester/trimester reviews and/or teacher recommendation should be encouraged to accelerate to higher ELD levels.

Instructional Programs for English Learners

Structured English Immersion (SEI), TK–5

The Structured English Immersion model is designed for students whose CELDT scores are at the Beginning, Early Intermediate or Intermediate levels (Levels 1 to 3) The program goal is for English learners to develop a level of proficiency in English

sufficient to enable them to be successful in an English Language Mainstream program. The curriculum and manner of presentation are specifically designed for children who are learning the language. Teaching takes place “overwhelmingly” but not exclusively in English. The students receive daily, leveled *English Language Development (ELD)* instruction using district-approved materials. Access to core content is accomplished

through instructional strategies using *Specially Designed Academic Instruction in English (SDAIE)* techniques to enable English learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other required academic subjects. Instruction may include *primary language support* to motivate, clarify, direct, support, and explain.

Table 2.1: TK–5 Structured English Immersion (SEI) Program Components

Program Recipients	Program Elements	Staffing
English Learners <ul style="list-style-type: none"> • CELDT Level 1 (Beginning) • CELDT Level 2 (Early Intermediate) • CELDT Level 3 (Low Intermediate) 	<ul style="list-style-type: none"> • Core instruction taught overwhelmingly in English with primary language (L1) support • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development • Daily, leveled ELD instruction—minimum of 30 minutes (Kindergarten), 45 minutes (Grades 1–6), at least one period per day (Grades 7–12) • ELD Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD and core curriculum will be used • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials 	<ul style="list-style-type: none"> • All teachers must be appropriately certified with a CLAD or equivalent EL certification • The assignment of a BCLAD teacher is the best method for providing primary language support • Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher’s direction, provide primary language support as needed in the content areas • Preference is for a BCLAD teacher, or for a CLAD teacher who is bilingual/biliterate
Special Support Options for English Learners in SEI Programs: <ul style="list-style-type: none"> • Tutoring • Additional ELD instruction • Specialized instruction by personnel with literacy and EL expertise • Participation in Benchmark, Strategic, and/or Intensive interventions • Before and/or after school intervention programs • Migrant Education support • Grouping of students (leveling by language proficiency) • Summer school for students who are not progressing adequately • Additional support for Foster Youth and Homeless students • Additional support for Special Education Students with an IEP • Other appropriate services 		

English Language Mainstream (ELM), TK–5

This program is designed for students who score Early Advanced to Advanced (Levels 4 and 5) on the CELDT. All instruction is provided in English with additional, appropriate services. All English learners receive daily, leveled English Language

Development (ELD) instruction using district-approved materials. ELD instruction is monitored by appropriately trained district personnel to ensure that it is effectively implemented. Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program. The program may also include some primary language support.

Table 2.2: TK–5 English Language Mainstream (ELM) Program Components

Program Recipients	Program Elements	Staffing
English Learners <ul style="list-style-type: none"> • Level 4 (Early Advanced) • Level 5 (Advanced) • English learners at any level, whose parents request an English Language Mainstream placement. 	<ul style="list-style-type: none"> • Core instruction taught in English • District-adopted ELD and core curriculum materials aligned with the Common Core State Standards will be used • Core instruction taught in English • District-adopted ELD and core curriculum materials aligned with the Common Core State Standards will be used • SDAIE (Specially Designed Academic Instruction in English) strategies to help students access core curriculum • All lessons include language objectives to help access the core curriculum and for further development of the language needed for the academic task • Primary language (L1) support as needed • TK–5—Daily, leveled ELD instruction—30 minutes, not to include passing time • No more than two contiguous levels per group for ELD instruction • Sites are encouraged to consider longer ELD instruction to meet student needs as determined by data analysis • ELD instruction must include listening, speaking, reading, and writing • Development of cultural proficiency and positive self-esteem • Use of culturally relevant materials • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials. 	<ul style="list-style-type: none"> • All teachers—including classroom teachers, Special Education teachers and support staff—must be appropriately certified with a CLAD or equivalent EL certification
Special Support Options for English Learners in Mainstream English Programs: <ul style="list-style-type: none"> • Tutoring • Specialized instruction by personnel with literacy and EL expertise • Participation in Benchmark, Strategic, and/or Intensive interventions • Before and/or after school intervention programs • Migrant Education support • Summer school for students who are not progressing adequately • Additional support for Foster Youth and Homeless students • Additional support for Special Education Students with an IEP • Other appropriate services 		

Table 2.3: Elementary School Two-Way Language Immersion Program Components

Program Recipients	Program Elements	Staffing
<ul style="list-style-type: none"> • Native English speaking students • English learners at all levels of language proficiency, whose primary language is Spanish and who have an approved Parental Exception Waiver • Students of other language backgrounds who are proficient in English • Parents must apply for program participation and sign a contract regarding active participation • Acceptance is based on parental choice, prior participation, language proficiency and space availability • Students may enter the program at TK, K or 1st grade only, unless they are able to demonstrate grade level skills in both languages • Students continue to participate in the program after they develop proficiency in English and in Spanish. 	<ul style="list-style-type: none"> • District-adopted ELD and core curriculum materials aligned to the Common Core State Standards will be used • Core instruction taught in English and Spanish. Students receive approximately 50% of their instruction in English and 50% in Spanish in each subject area • Team teaching, with a Spanish proficient teacher and an English proficient teacher at each grade level to serve as language models • Transferable skills/concepts are taught in either English or Spanish, maintaining 50-50 language allocation • Non-transferable skills/concepts are taught in both English and Spanish • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons include language objectives to help access the core curriculum and for further development of the language needed for the academic task, in English and Spanish • Primary language (L1) support as needed • TK–5—Daily, leveled ELD instruction for ELs—minimum of 30 minutes, not to include passing time • Sites are encouraged to consider longer ELD instruction to meet student needs, as determined by data analysis • No more than two contiguous levels per ELD group • Daily Spanish language development instruction for students whose primary language is English. • All second language instruction must include listening, speaking, reading, and writing • Development of cultural proficiency and positive self-esteem • Use of culturally relevant materials • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials. • Full-day Transitional K/Kindergarten 	<ul style="list-style-type: none"> • BCLAD or equivalent teachers. • CLAD teachers may partner with BCLAD in teaming situations, to conduct English language instruction • All teachers should be culturally proficient • BCLAD Special Education staff • Bilingual (BCLAD preferred) substitute pool
<p>Special Support Options for English Learners in Two-Way Language Immersion Programs:</p> <ul style="list-style-type: none"> • Targeted tutoring in both languages based on student immersion needs • Specialized instruction by personnel with literacy and EL expertise • Participation in Benchmark, Strategic, and/or Intensive interventions • Before and/or after school intervention programs • Support for students with special needs, such as migrant, homeless, foster, transient • Summer school for targeted students not making adequate progress • Access to full range of Special Education services as needed (from SST to IEP/504 plan)—e.g., Bilingual Resource program • Other appropriate services 		

Mainstream program teachers are responsible for providing SDAIE instruction to access core subjects so that the content knowledge is comprehensible to the student.

Newcomer Programs for Elementary Students

The English Learner Master Plan Task Force recommends that two special adaptations of the Structured English Immersion program be developed at the elementary school level, to serve the needs of students entering the district in grades 2–5 who are recent immigrants to the United States and enter at the Beginning to Early Intermediate levels on the CELDT (Levels 1 and 2). A work group should be established to develop detailed models and implementation plans for these program adaptations. The two models that the work group should consider are:

1. A newcomer center which would serve students from various schools within the district, and
2. A “magnet classroom” model designed for schools with large populations of English learners.

As these models are developed the following guidelines should be considered:

- In the morning the students receive English Language Development and SDAIE instruction in classes that may be multi-age.
- In the afternoon the students are integrated with mainstream classes in which instruction continues to be scaffolded with SDAIE strategies. The manner in which this will be coordinated will be decided at the site level.
- Placement in this program is short-term, typically 1–2 years dependent on language proficiency.

Alternative Programs for English Learners

The district is committed to providing two bilingual alternative programs: a Two-Way Immersion program and a Developmental Bilingual program. The Two-Way Immersion program will be implemented within a feeder system, at one school within each grade span: 1 elementary, 1 middle and 1 high school. The Developmental Bilingual program will be implemented in one or more feeder patterns, depending on need as consistent with California Education Code (EC). The district’s intent is to eventually establish both of these programs in Transitional Kindergarten through 12th grades. The goal of both programs is that students become bilingual and biliterate. For this reason, participating English learners may continue to participate in the program after they have been reclassified. This is consistent with the district’s adoption of the “State Seal of Biliteracy.”

These programs will be established starting at the Transitional Kindergarten/Kindergarten and first grade levels and one grade level will be added per year. Both programs will be evaluated annually (see the evaluation design in Chapter 6). If results are positive and there is sufficient demand, they will be expanded in due course to the middle and high school levels.

Two-way Immersion Program

This is an enrichment program designed for Spanish speaking students at all levels of English language proficiency, native English speakers, and students of other language backgrounds who are fluent in English. Program recruitment efforts will be aimed at enrolling equal numbers of Spanish speaking English learners, fluent English proficient students and English Only students. The goal of the program is to develop academic language proficiency in English and Spanish, master grade level core standards, and develop cultural proficiency. Students are expected

Table 2.4: Elementary School Developmental Bilingual Program Components

Program Recipients	Program Elements	Staffing
<ul style="list-style-type: none"> • Priority for admission to the program will be given to Spanish speaking English learners at beginning levels of English language proficiency, whose primary language is Spanish • Spanish speaking IFEP students may also participate • Parents must have an approved Parental Exception Waiver for program participation • Acceptance is based on parental choice, prior participation, language proficiency and space availability 	<ul style="list-style-type: none"> • District-adopted ELD and core curriculum materials aligned to the Common Core State Standards will be used • Core instruction taught in English and Spanish. Students receive approximately 50% of the instruction in English and 50% in Spanish in each subject area • Team teaching, with a Spanish proficient teacher and an English proficient teacher at each grade level to serve as language models • Transferable skills/concepts are taught in either English or Spanish, maintaining a 50-50 language allocation • Non-transferable skills/concepts ARE TAUGHT IN BOTH English and Spanish • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons include language objectives to help access the core curriculum and for further development of the language needed for the academic task in English and Spanish • Primary language (L1) support as needed • TK–5 Daily, leveled ELD instruction for ELs—minimum of 30 minutes, not to include passing time • Sites are encouraged to consider longer ELD instruction to meet student needs, as determined by data analysis • No more than 2 contiguous levels per ELD group • ELD instruction must include listening, speaking, reading, and writing • Development of cultural proficiency and positive self-esteem • Use of culturally relevant materials • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials. 	<ul style="list-style-type: none"> • BCLAD or equivalent teachers • CLAD teachers may partner with BCLAD teachers in teaming situations, to conduct instruction in English • All teachers should be culturally proficient • BCLAD Special Education staff • Bilingual (BCLAD preferred) substitute pool
<p>Special Support Options for English Learners in Developmental Bilingual Programs:</p> <ul style="list-style-type: none"> • Targeted tutoring based on student needs • Specialized instruction by personnel with literacy and EL expertise • Participation in Benchmark, Strategic, and/or Intensive interventions • Before and/or after school intervention programs • Support for students with special needs, such as migrant, homeless, foster, transient • Summer school for targeted students not making adequate progress • Access to full range of Special Education services as needed (from SST to IEP/504 plan)—e.g., Bilingual Resource program • Other appropriate services 		

to demonstrate mastery of English Language Development standards and grade level content standards as measured by district-adopted and state assessments in both languages beginning in Transitional Kindergarten/Kindergarten. Classes consist of Spanish speaking English learners and English speaking students who are not English learners (fluent English proficient and English only students). The program includes daily, leveled English Language Development for Spanish-dominant students and Spanish as a Second Language for English dominant students. English learners and English proficient students are mixed in the same classroom and receive instruction in both languages daily. However, care is taken to avoid concurrent translation and language mixing during times specified for instruction in each language.

Developmental Bilingual Program

This is an alternative program of instruction designed for Spanish speaking students who are still working toward achievement of English proficiency. Students in this program must have a strong command of the Spanish language as determined by district assessments. This is an enrichment program with the goals of developing academic language proficiency in English and Spanish, mastering grade level core standards, and developing cultural proficiency. Students are expected to demonstrate mastery of English Language Development standards and grade level content standards as measured by district-approved and state assessments in both languages. Students typically continue in the program after attaining proficiency in English.

Table 2.5: Course assignment by English Language Development level, Grades 6–12 shows the proposed relationship between ELD and academic course placement.

CELDT Proficiency Level*	ELD Course Level	English Language Arts Course	Other Core Academic Courses
Beginning (Level 1)	I (2 periods daily)	None	<ul style="list-style-type: none"> Sheltered content instruction (SDAIE) with primary language support
Early Intermediate (Level 2)	II (2 periods daily)	None	<ul style="list-style-type: none"> Sheltered content instruction (SDAIE) with primary language support
Intermediate (Level 3)	III (1period daily)	Sheltered content instruction (SDAIE) with primary language support	<ul style="list-style-type: none"> Sheltered content instruction (SDAIE) with primary language support
Early Advanced (Level 4)	IV (1period daily)	English Mainstream class with SDAIE	<ul style="list-style-type: none"> English Mainstream class with SDAIE
Advanced (Level 5)	V (1 period daily)	English Mainstream class with SDAIE	<ul style="list-style-type: none"> English Mainstream class with SDAIE

*Note: The State of California is currently involved in a modification of the CELDT test in order to align with the new system of language proficiency levels that underlie the newly adopted English Language Development standards that are aligned to the Common Core State Standards. As the new CELDT test is developed and implemented over the next five years, it will be necessary to modify the Master Plan to incorporate these changes.

Table 2.6: Middle and High School Structured English Immersion Program Components

Program Recipients	Program Elements	Staffing
<ul style="list-style-type: none"> English Learners with the following CELDT levels: CELDT Level 1 (Beginning) CELDT Level 2 (Early Intermediate) CELDT Level 3 (Intermediate) <p>Note: Students at Level 3 should have a score in the low Intermediate range, defined as a score in the lower half of the Intermediate score range for the student's grade level</p>	<ul style="list-style-type: none"> Core instruction taught overwhelmingly in English with primary language (L1) support District-adopted ELD and core curriculum materials aligned with the Common Core State Standards will be used SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum All lessons include language objectives to help access the core curriculum and for further development of language needed for the academic task Daily, leveled ELD instruction one to two periods per day ELD Instruction must include listening, speaking, reading, and writing Development of cultural proficiency and positive self-esteem Use of culturally relevant materials Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials 	<ul style="list-style-type: none"> All teachers—including classroom teachers, Special Education teachers and support staff—must be appropriately certified with a CLAD or equivalent EL certification. The assignment of a BCLAD teacher is the best method for providing primary language support. Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher's direction, provide primary language support as needed in the content areas. Preference is for a BCLAD teacher, or for a CLAD who is bilingual/biliterate.
<p>Special Support Options for English Learners in SEI Programs:</p> <ul style="list-style-type: none"> Targeted tutoring based on student needs Specialized instruction by personnel with literacy and EL expertise Participation in Benchmark, Strategic, and/or Intensive interventions Before and/or after school intervention programs Support for students with special needs, such as migrant, homeless, foster, transient Summer school for targeted students not making adequate progress Special Education support for students with Individualized Education Plans (IEPs) Other appropriate services 		

Middle and High School Programs—Grades 6–12

At the middle and high school levels, grades 6–12, all English learners will be assigned to at least one section of English Language Development (ELD) instruction until the student has acquired proficiency in English. ELD instruction is monitored by appropriately trained district personnel to ensure that it is effectively implemented. Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program and may include primary language support. Mainstream

program teachers are responsible for providing SDAIE instruction to access core subjects so that the content knowledge is comprehensible to the student.

Structured English Immersion (SEI)—Grades 6–12

The Structured English Immersion model is designed for students with CELDT scores at the Beginning, Early Intermediate and Intermediate levels. The program goal is for English learners to develop a level of proficiency in English, sufficient to

Table 2.7: Middle and High School English Language Mainstream Program Components

Program Recipients	Program Elements	Staffing
<ul style="list-style-type: none"> • CELDT Levels Intermediate (Level 3) Early Advanced (Level 4) and Advanced (Level 5) • English Learners at any level, whose parents request a mainstream placement <p>Note: Students at Level 3 should have a score in the high Intermediate range, defined as a score in the upper half of the Intermediate score range for the student's grade level</p>	<ul style="list-style-type: none"> • Core instruction taught in English • District-adopted ELD and core curriculum materials aligned with the Common Core State Standards will be used • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons include language objectives to help access the core curriculum and for further development of the language needed for the academic task • Primary language (L1) support as needed • Daily, leveled ELD instruction —at least one period • ELD instruction must include listening, speaking, reading, and writing • Development of cultural proficiency and positive self-esteem • Use of culturally relevant materials • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials. 	<p>All teachers including classroom teachers, Special Education teachers and support staff—must be appropriately certified with a CLAD or equivalent EL certification</p>
<p>Special Support Options for English Learners in Mainstream English Programs:</p> <ul style="list-style-type: none"> • Targeted tutoring based on student needs • Specialized instruction by personnel with literacy and EL expertise • Participation in Benchmark, Strategic, and/or Intensive interventions • Before and/or after school intervention programs • Support for students with special needs, such as migrant, homeless, foster, transient • Summer school for targeted students not making adequate progress • Special Education support for students with Individualized Education Plans (IEPs) • Other appropriate services 		

enable them to be successful in an English Language Mainstream program. The curriculum and manner of presentation are specifically designed for children who are learning the language. Teaching takes place “overwhelmingly” but not exclusively in English. The students receive one or two periods of daily, leveled *English Language Development (ELD)* instruction using district-approved materials, until the student has attained sufficient fluency in English to transition to an English Language Mainstream program. ELD instruction is monitored by appropriately trained district personnel to ensure that it is effectively implemented. Access to core content is accomplished

through instructional strategies using *Specially Designed Academic Instruction in English (SDAIE)* techniques to enable English learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other required academic subjects. Instruction includes primary language support to motivate, clarify, direct, support, and explain.

Middle and High School English Language Mainstream (ELM), Grades 6–12

This program is designed for students with Intermediate, Early Advanced and Advanced CELDT scores (CELDT levels 3, 4 and 5).

All instruction is provided in English with additional appropriate services. All English learners will be assigned to at least one period of ELD instruction, using district-approved materials, until the student has acquired proficiency in English. ELD instruction is monitored by appropriately trained district personnel to ensure that it is effectively implemented. Specially Designed Academic Instruction in English (SDAIE) is a major feature of the English Language Mainstream program and may include primary language support. Mainstream program teachers are responsible for providing SDAIE instruction to access core subjects so that the content knowledge is comprehensible to the student.

Special Programs for Newly Arrived Students and Students with Interrupted Schooling

World Academy Program for Newly Arrived English Learners, Grades 6–12

The goals of this program are for students to attain academic English proficiency skills that will allow them to attain basic academic skills, pass the High school Exit Examination, and graduate from high school prepared for living-wage employment and a post-secondary educational program. The program is designed to assist students to accelerate their progress in high school. The World Academy Program is designed for rapid acquisition of English until the student reaches the Intermediate level. Students are expected to spend between six months and one year in the program, and to meet benchmarks for high school ELD 1 and ELD 2 coursework during that time. The program includes the following characteristics:

- Students are expected to accelerate through ELD levels 1 and 2 within one year;

- The program has an extended school year schedule;
- Student progress is evaluated each quarter (or semester), and students are given the opportunity to advance within the program or exit the program at those times, based on the progress they have made in ELD and academic coursework.
- Students exit from the program after one year, or when they reach overall CELDT Level 3 (Intermediate), whichever is sooner. In a small number of cases, students who have not made adequate progress in the first year may be allowed to continue in the program for a second year—for example, students who enter the program at mid-year of students who are not literate in their primary language.
- The program has clear entrance and exit criteria.
- The program will be implemented at separate sites for middle and high school students.
- Students will have the right to remain at the school site where the World Academy is located after transitioning out of the World Academy program.
- The World Academy program will include students with interrupted schooling as well as other recently arrived students. Students with interrupted schooling will be assisted to accelerate their academic progress until they are able to perform on grade level.

High school program characteristics

- Coursework in the World Academy program will count toward completion of graduation requirements.
- Preference is for a TESOL teacher to teach the ELD courses.

Draft secondary course schedule for the World Academy

Period	Year 1
1st	ELD
2nd	ELD
3rd	Math
4th	ELD
5th	Art or other elective Spanish for Spanish Speakers
6th	PE
Add'l Period	Science

English Learners will be given priority when the Master Schedule is developed. This will ensure that they will receive access to the electives that they require.

The World Academy has an intensive English Language Development focus for participating students. It differs from a regular ELD program in that a content subject breaks up the three blocks. Students are in a self-contained classroom for a part of the day, with a three-period integration schedule.

Program for Long-Term English Learners, Grades 6–12

These students were typically born in the U.S., and have been classified as English learners for more than five years, but do not meet the criteria for reclassification. They have conversational fluency in English, but lack academic language proficiency. They often are behind in credits toward graduation due to a lack of preparation for success in core academic classes taught using academic English. The goal of this program is for students to attain academic English proficiency and basic academic skills, pass the High school

Exit Examination, and graduate from high school prepared for living-wage employment and a post-secondary educational program. The program is designed to assist students to accelerate their progress in high school.

Program for Students with Interrupted Schooling, Grades 6–12

Newly arrived students with interrupted schooling will be eligible to participate in the World Academy program. Those who test at the Intermediate level on the CELDT will be enrolled in a one-period Intermediate ELD course designed especially to meet the needs of students with interrupted schooling.

Program for Students with Interrupted Schooling, Grades 9-12

The goal of this program is for students to attain academic English proficiency and basic academic skills, pass the High school Exit Examination, and graduate from high school prepared for living-wage employment and a post-secondary educational program. The program is designed to assist students to accelerate their progress in high school.

Program for English Learners, High School: Alternative Education

This section addresses services for English learners who are enrolled in a district alternative high school. These students were typically, but not exclusively, born in the U.S., and have been classified as English learners for more than five years, but do not meet the criteria for reclassification. They have conversational fluency in English, but lack academic language proficiency. These students typically struggle with reading and writing skills. They often are behind in credits toward graduation due to a lack of preparation for success in core academic classes taught using academic English. The goals of this program are: (1) for students to achieve credit recovery and graduate from high school; (2) for students to attain academic English proficiency and

Table 2.8: Middle and High School World Academy Program Components

Program Recipients	Program Elements	Staffing
<ul style="list-style-type: none"> Immigrant students with less than 2 years in the US whose CELDT scores are Level 1 (Beginning) or Level 2 (Early Intermediate) 	<ul style="list-style-type: none"> District-adopted ELD and core curriculum materials aligned to the Common Core State Standards will be used Intensive English Language Development (3 periods per day), leveled and designed to accelerate English acquisition to the intermediate level Core instruction taught in English, the target language, a minimum of one period per day within the sheltered classroom A minimum of one period per day in mainstream courses outside the Academy (such as PE, art, other electives that emphasize activity and interaction among students, and do not pose advanced language challenges) SDAIE (Specially Designed Academic Instruction in English) strategies used in all courses to access core curriculum Primary language (L1) and primary language literacy support when available. All lessons include language objectives to help access the core curriculum and for further development of language needed for the academic task ELD Instruction must include listening, speaking, reading, and writing Development of cultural proficiency and positive self-esteem Use of culturally relevant materials Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core adoptions, as well as supplemental materials. Primary language instruction will be provided when requested by a sufficient number of parents of newcomer ELs, via the waiver process. This may include grade-level content instruction in any of the core content areas: science, mathematics, language arts, social science. 	<ul style="list-style-type: none"> All teachers including classroom teachers, Special Education teachers and support staff must be appropriately certified with a CLAD or equivalent EL certification. The assignment of a BCLAD teacher is the best method for providing primary language support. Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher's direction, provide primary language support as needed in the content areas. Preference is for a BCLAD teacher, or for a CLAD who is bilingual/biliterate.
<p>Special Support Options for English Learners in World Academy Program may include:</p> <ul style="list-style-type: none"> Targeted tutoring based on student needs Specialized instruction by personnel with literacy and EL expertise Participation in Benchmark, Strategic, and/or Intensive interventions Before and/or after school intervention programs Support for students with special needs, such as migrant, homeless, foster, transient Summer school for targeted students not making adequate progress Special Education support for students with Individualized Education Plans (IEPs) Other appropriate services 		

Table 2.9: Middle and High School Program Components for Long-term English Learners

Program Recipients	Program Elements	Staffing
<ul style="list-style-type: none"> Students with 5 or more years classified as English learners who have not met district criteria for reclassification as RFEP 	<ul style="list-style-type: none"> District-adopted, well-articulated, research-based, standards-aligned, differentiated ELD and core curriculum materials will be used ELD courses especially designed for students with more than 5 years in the district ELD Instruction must include listening, speaking, reading, and writing, with a focus on expository reading and writing Instruction in mathematics, science and History/Social Science adapted to the students' needs and levels of proficiency in English. These courses include the following elements: SDAIE (Specially Designed Academic Instruction in English) strategies used in all courses to access core curriculum Primary language (L1) support as needed All lessons include language objectives to help access the core curriculum and for further development of language needed for the academic task Development of cultural proficiency and positive self-esteem Use of culturally relevant materials Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials. Accessible electives, such as PE, Art, Spanish for Spanish Speakers, etc. EL Catch-up Intervention Plan 	<ul style="list-style-type: none"> All teachers including classroom teachers, Special Education teachers and support staff must be appropriately certified with a CLAD or equivalent EL certification. The assignment of a BCLAD teacher is the best method for providing primary language support. Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher's direction, provide primary language support as needed in the content areas. Preference is for a BCLAD teacher, or for a CLAD who is bilingual/biliterate.
<p>Special Support Options for Long-Term English Learners:</p> <ul style="list-style-type: none"> Targeted tutoring based on student needs Specialized instruction by personnel with literacy and EL expertise Participation in Benchmark, Strategic, and/or Intensive interventions Before and/or after school intervention programs Support for students with special needs, such as migrant, homeless, foster, transient Summer school for targeted students not making adequate progress Special Education support for students with Individualized Education Plans (IEPs) Other appropriate services 		

Table 2.10: Middle and High School program component for students with interrupted schooling

Program Recipients	Program Elements	Staffing
Students with interrupted schooling and less than two years in the US whose CELDT scores are Level 1 (Beginning), or Level 2 (Early Intermediate) and who are not meeting benchmarks for progress in ELD and/or core curriculum.	<ul style="list-style-type: none"> District-adopted, well-articulated, research-based, standards-aligned, differentiated ELD and core curriculum materials will be used Intensive English Language Development (2 periods per day), leveled and designed to accelerate English acquisition to the intermediate level Students at the intermediate level enroll in a one-period Intermediate ELD course designed especially to meet the needs of students with interrupted schooling ELD Instruction must include listening, speaking, reading, and writing Instruction in mathematics, science and History/Social Science adapted to the students' needs and levels of proficiency in English. These courses include: SDAIE (Specially Designed Academic Instruction in English) strategies used in all courses to access core curriculum Primary language (L1) and primary language literacy support as needed All lessons include language objectives to help access the core curriculum and for further development of language needed for the academic task Development of cultural proficiency and positive self-esteem Use of culturally relevant materials Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials. Accessible electives, such as PE, Art, Spanish for Spanish Speakers, etc. 	<ul style="list-style-type: none"> All teachers including classroom teachers, Special Education teachers and support staff must be appropriately certified with a CLAD or equivalent EL certification. The assignment of a BCLAD teacher is the best method for providing primary language support. Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher's direction, provide primary language support as needed in the content areas. Preference is for a BCLAD teacher, or for a CLAD who is bilingual/biliterate
Special Support Options for English Learners With Interrupted Schooling: <ul style="list-style-type: none"> Targeted tutoring based on student needs Specialized instruction by personnel with literacy and EL expertise Participation in Benchmark, Strategic, and/or Intensive interventions Before and/or after school intervention programs Support for students with special needs, such as migrant, homeless, foster, transient Summer school for targeted students not making adequate progress Special Education support for students with Individualized Education Plans (IEPs) Other appropriate services 		

Table 2.11: *Alternative Education High School component for English Learners*

Program Recipients	Program Elements	Staffing
<p>ELs in need of credit recovery with Listening and Speaking proficiency level of Intermediate or above on the CELDT</p> <p>OR</p> <p>Case-by-case placement through collaborative decision of the Departments of Student Services and English Learner Services</p>	<ul style="list-style-type: none"> District or satellite Assessment Center will provide updated CELDT scores prior to enrollment at Alternative Education Part time bilingual Student Services Coordinator (shared with other sites) to work primarily with and support EL students and families Prior to enrollment in Alternative Education, an explicit list of academic, behavior and social interventions student participated in will be provided by the Comprehensive Administrator with an explanation of the outcomes of those interventions College and Career Advisor will support with funding, applying and acquiring information on post-secondary education. ELD Instruction must include listening, speaking, reading, and writing, with a focus on reading and writing No more than two contiguous levels of ELD should be combined into one class Development of cultural proficiency and positive self-esteem Use of culturally relevant materials Materials include print, audio, visual, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials. Technology resources to facilitate credit recovery, academic language and fluency in reading Technology resources to foster proficiency in listening, speaking, reading and writing Electives such as JROTC, PE, Service Learning, and Computer Technology will be offered. Bilingual, BCLAD Full Time teacher will be on site Bilingual Instructional Assistants will be assigned in SDAIE content classes scheduled and/ or where a large percentage of English learners are mainstreamed in core academic classes Support material in all subjects English Language Mainstream academic classes with SDAIE included in master schedule Alternative Education online learning environments Puente Program to share with other sites Students will be mainstreamed in History, Science, Electives and Math with instruction using the following elements: <ul style="list-style-type: none"> SDAIE (Specially Designed Academic Instruction in English) strategies used in all courses to access core curriculum All lessons include language objectives to help access the core curriculum and for further language development 	<ul style="list-style-type: none"> All teachers including classroom teachers, Special Education teachers and support staff must be appropriately certified with a CLAD or equivalent EL certification. The assignment of a BCLAD teacher is the best method for providing primary language support. Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher's direction, provide primary language support as needed in the content areas. Preference is for a BCLAD teacher, or for a CLAD who is bilingual/biliterate
<p>Special Support Options for English Learners in World Academy Program may include:</p> <ul style="list-style-type: none"> Targeted tutoring based on student needs Specialized instruction by personnel with literacy and EL expertise Before and/or after school intervention programs Support for students with special needs, such as migrant, homeless, foster, transient Summer school for targeted students not making adequate progress Special Education support for students with Individualized Education Plans (IEPs) Read 180 Other appropriate services 		

basic academic skills. The program provides individualized and modified instruction for students in small learning groups. It also assists students to pass the California High School Exit Examination. All Alternative Education sites will have an intake process on file for all incoming English learners who are enrolled mid-term/ semester or quarter.

English Language Development (ELD)

Each English learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible. ELD lessons are appropriate for students' identified levels of language proficiency. ELD lessons reflect curriculum, materials, and approaches that are designed to promote English learners' acquisition of listening, speaking, reading, and writing skills. ELD is designed to facilitate the acquisition of the linguistic competencies that native English speakers possess when they enter school and continue developing throughout life.

Overview of English Language Development (ELD)

The English Language Development (ELD) component of all instructional program models is research-based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP). Time and explicit direct instruction of academic language is necessary for this development to occur. It may take seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English learner will develop at his/ her own pace, depending on a multitude of environmental, personality, learning and educational factors.

ELD is a component of all instructional programs designed to serve the needs of English learners. Further, ELD is taught using a specific curriculum based on the California ELD Standards that addresses the teaching of the English language according to the level of English proficiency of each student. The purpose of ELD is to teach English learners to communicate effectively in English. ELD provides the foundation for literacy (reading and writing) as well as a pathway to the California English Language Arts Standards. The shared goal is to assist students in developing cognitive-academic proficiency in English. ELD can occur in a variety of instructional settings (e.g. self-contained classroom; flexible grouping, clustering of students at the same levels).

ELD must be a part of the daily program for every English learner. Each English learner should receive daily ELD instruction as part of their core curriculum using state-approved curricular materials that are on grade level and aligned to state standards. ELD must be



a planned, specific, intentional and explicit component of the total education of the English learner. There is no maximum amount of time for a student's ELD. However, it is mandatory in Mount Diablo Unified School District that each English learner receive at least the following: 30 minutes minimum of ELD per day (Transitional K/Kindergarten–Grade 5), not to include passing time, and at least one period per day in middle and high school. Middle and high school students at Levels 1 and 2 will receive two periods per day. Sites are encouraged to consider longer ELD instructional time to meet student needs, as determined by data analysis.

Student placement at a given ELD course level is based on initial assessment scores on the CELDT for new students, annual CELDT, ELD benchmark test performance, and teacher recommendations for returning students.

Research-based Guidelines for English Language Development Instruction

Saunders and Goldenberg (2010) reviewed the research on effective practices in English Language Development instruction and derived from the existing research a set of principles that are supported by past research. These principles include the following:

1. Providing ELD instruction is better than not providing it.
2. The likelihood of establishing or sustaining an effective ELD instructional program increases when schools and districts make it a priority.
3. Use of English during ELD instruction should be maximized; the primary language should be used strategically.
4. A separate block of time should be devoted to ELD instruction.
5. English learners should be carefully grouped by language proficiency for ELD instruction; for other portions of the school day they should be in

mixed classrooms and not in classrooms segregated by language proficiency.

6. ELD instruction should be planned and delivered with specific language objectives in mind.
7. ELD instruction should explicitly teach elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
8. ELD instruction should integrate meaning and communication to support explicit teaching of language.
9. ELD instruction should include carefully planned interactive activities among students.
10. ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.
11. ELD instruction should provide students with corrective feedback on form.
12. Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.
13. ELD instruction should emphasize academic language as well as conversational language.
14. ELD instruction should continue at least until students reach Level 4 (early advanced) and possibly through Level 5 (advanced).

Conditions Favorable to Acquiring Language

Various conditions help facilitate second language development. Language is comprehensible to the English learner when:

- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is accessed and developed
- The affective filter is low



- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process, but corrective feedback focused on form is important to the learning process.
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures)

English Language Development (ELD) Standards and Assessments

The ELD Standards provide expectations and descriptions of achievement at the Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced proficiency levels for English learners. ELD Standards address skills English learners must acquire in initial English learning to enable them to become proficient on the English Language Arts (ELA) standards.

As noted earlier in this document (see p. 5 in Chapter 1 and p. 17 in Chapter 2), the state has recently (i.e., in 2012) adopted new English Language Development standards that are based on the Common Core State Standards. Over the next several years, these new standards will be phased in through materials

adoption and professional development. The most important difference between the older standards and the newer ones is the definition of levels of English proficiency. The new standards are based on three proficiency levels: Emerging, Expanding and Bridging. Each of these levels is described in terms of “the knowledge, skills, and abilities in English... that are expected at exit from each proficiency level” (CDE, 2013, p. 5). Descriptions of student capabilities in the early stages of each level are also included. A modified form of the CELDT will also be developed and phased in. This new assessment will be based on the three levels that are described in the new standards. As the new ELD standards and state assessment are phased in, appropriate changes will be made in this Master Plan.

The ELD Standards are designed to provide a pathway(or bridge) leading the English learner toward capability to master the ELA standards, thus ensuring that English learners develop proficiency in both the English language and the concepts and skills contained in the ELA Standards. The ELD Standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English, rather than delaying the introduction of English reading.

A number of assessments are used to track students’ progress through the ELD Standards. These assessments include, but are not limited to, the following:

- District curriculum-embedded assessments
- Teacher created assessments aligned with the ELD Standards
- CELDT outcomes
- ADEPT results (elementary school)

The District bases the structure of its Transitional Kindergarten–12 ELD curriculum on Systematic ELD as developed and advocated by EL Achieve (Susana Dutro et. al.). A number of guidance materials

for teachers and administrators have been developed based on the state ELD standards and framework and Dutro's ELD Matrix. These materials include curriculum guides for teachers, benchmarks for each grade span and proficiency level, and an ELD compliance checklist, which allows principals to assess the adherence of the teachers to the guidelines for systematic ELD instruction. These materials will be revised and updated as needed.

English Language Development (ELD) Materials

Students will be taught using the most current district-adopted, well-articulated, research-based, standards-aligned, differentiated ELD curriculum materials. A list of these materials will be maintained on the district Web site.

Grouping for English Language Development

Students will be grouped into their ELD classes based on their English proficiency level. The optimum placement is one ELD level per class. Whenever possible, no more than two contiguous levels of ELD will be combined into one class, with the exception of small scattered populations which with careful consideration, may have multi-level/multi-grade combinations. Throughout the year, progress in ELD will be monitored and regrouping of ELD groups will be considered for the most optimal instructional setting. At the secondary level, the master schedule will vertically align ELD courses to allow year round flexibility in moving/scheduling students.

Primary Language Instruction vs. Primary Language Support

Primary Language Instruction

Primary language instruction consists of directed lessons, as well as student

participation, in and through the primary language. This instruction makes use of grade-level materials in the primary language (textbooks, audio-visuals, electronic media, and internet resources) that meet state content standards. Assignments and assessments are in the primary language. Primary language instruction is initially used in the alternative programs as the primary method to provide access to the core curriculum. For students in these programs, especially those at the Beginning and Early Intermediate levels of English acquisition, primary language instruction is an important resource that assists students to master grade level standards in the content areas while they are acquiring English. For students in the Two-Way Immersion Program and the Developmental Bilingual Program, primary language instruction is both an avenue to meeting grade level standards and a means of continuing to build full literacy in two languages. During periods of primary language instruction, some—relatively minor— amount of review may be done in English. For example, during lessons in the primary language, some English may be used to illustrate cognates, or to make connections with other content studied, but teachers should take care to avoid code-switching.

Primary Language Support

Primary language support is not the same as primary language instruction. It does not include directed lessons, assignments or assessments in the primary language. It may be provided within the Structured English Immersion or English Language Mainstream Programs by a teacher who is bilingual, a trained bilingual para-educator, or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students, and also to clarify, direct, support,

or explain concepts. Even where daily primary language support cannot be provided by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students and their families. These can include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. Classroom libraries should be stocked with age-appropriate bilingual dictionaries, including electronic translators, as well as fiction and non-fiction in the primary language. Students should be encouraged to take home materials in the primary language that they can review with parents and other family members. Every classroom enrolling English learners should have some primary language support materials. In addition, when 15 percent or more of the school's students are speakers of the same language, schools must translate all materials for parents into the primary language (see Chapter 5).

Accessing the Core Curriculum in Content Areas

It is essential that English learners also have access to well-articulated, standards-based core curriculum instruction. In the Structured English Immersion and English Language Mainstream settings, this core instruction in all subjects is taught “overwhelmingly” in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain. Primary language support may be provided by the classroom teacher or an instructional assistant. At times English learners may be grouped together by language for primary language content support.

Students enrolled in the alternative programs receive full access to grade level core curriculum by means of direct instruction in their primary language and in English, using SDAIE approaches, as appropriate to their levels of English language proficiency. They use state-approved curricular materials that are on grade level and aligned with state standards.

Characteristics of SDAIE

English learners access the core curriculum through classes that “shelter” the curriculum via Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum. SDAIE is:

- Purposeful, intentional, and explicit contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification) to provide students with a variety of resources in the classroom environment that they can use to construct meaning
- Task-based instruction that allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries)
- Language objectives integrated with content objectives throughout the instructional day
- Frontloading of language demands of content and vocabulary as needed to ensure that students have the necessary content and language background
- Language-sensitive and culture-sensitive content teaching
- Use of language modifications such as pause time, questioning, pacing, and highlighting

- Content developed through comprehensible language structures and vocabulary
- Making accommodations in the learning environment so more students are able to access the content
- Expecting and facilitating active student use of language for communication about content
- Emphasis on the big ideas and organizing principles that underlie the content
- Instruction that allows the teacher to frequently check for understanding using interactive strategies
- Integrating assessment in an ongoing and formative manner through observations, portfolios, journals, and product-development

Small Scattered Populations

At some district schools, there are very few English learners enrolled. Thus, it is not possible to create traditional Structured English Immersion or alternative settings. The following guidelines will be followed in providing services to these small and scattered populations:

1. The principal and the site EL Support Teacher are current on all requirements, attend training on the district's Master Plan for English Learners, and attend district meetings focused on English learner issues. An EL Support Teacher will be assigned to every site, for an amount of time proportionate to the school's English learner population size and specific site conditions.
2. The principal ensures that each grade has a CLAD or equivalent teacher, and that any English learners are placed with that teacher. If this is not possible, the principal arranges to have a CLAD or equivalent authorized teacher serve English learners

with ELD and other support on an itinerant basis. (For example, [a] a CLAD or equivalent kindergarten teacher who teaches in the AM, and does not share a room with another teacher, can be assigned to work 30–45 minutes each with two groups of English learners in the PM to provide them ELD; [b] grade level teachers might team to regroup students across classrooms, with English learners receiving ELD and other students doing other tasks related to grade level standards; the EL Support Teacher might participate in such small group instruction.) Program delivery depends on the number of students and their CELDT levels. Properly-credentialed personnel provide SDAIE instruction and primary language support as needed and as feasible.

3. School sites will aim to increase the number of BCLAD teachers through attrition in order to increase their capacity to provide student access to content instruction and the most effective communication with families.
4. As noted on p. 37, no more than two contiguous levels of ELD should be combined into one class.

Gifted and Talented Education (GATE)

Mount Diablo Unified School District is committed to ensure equity in the Gifted and Talented Education (GATE) program. The district ensures equal access to all English learners through its identification, referral process, and testing and teaching methodologies in its GATE program. It is the intent of the GATE program to place special emphasis on identifying students from varying backgrounds. Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. Students are assessed starting in Grade 3

through teacher and/or parent referral. Site administrators and/or site designee GATE coordinators work with school staff and parents to inform all about the GATE referral process, testing process, and GATE services. The district GATE administrator and the site administrators monitor GATE services. All GATE requirements must adhere to the Federal Program Monitoring (FPM) regulations and local board policies.

Commitment to Special Education Services

English learners have access to Special Education services just as all other students in the district. Careful review by the Student Study Team of all referrals takes place first. This review includes SST Referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, a parent interview and an interview with the student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country and growth being made. When it is determined that an English learner needs to be assessed, whether it be for speech, academic, or cognition issues, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status must be completely individualized and described in the Individualized Education Plan (IEP). English learners in grades K–12 with an IEP will receive ELD and SDAIE instruction that addresses their level of English proficiency, as reflected on CELDT or alternative language assessment sub-scores in listening, speaking,

reading and/or writing, in conjunction and collaboration with the general education teacher. ELD instruction is mandatory for all English learners, including those with IEPs. The IEP team members will decide if the student should receive ELD in the special education or regular education setting, and will document in the IEP this decision as well as the provision of services. For English learners receiving ELD in a special education classroom, the IEP will include linguistically and developmentally appropriate goals that address ELD in all four language domains as well as goals that support access to the content areas through primary language instruction and/or support where needed. For English learners receiving ELD in a regular education classroom, the IEP team will document any necessary accommodations and/or modifications. Special Education staff will receive the same training as general education staff in working with English learners. In Special Day classes, the Special Education staff provides ELD instruction to the English learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English learners with an IEP. Through the Parental Exception Waiver process, parents can select alternatives to the SEI program for their student. The Special Education department and the site will work together with the parent to ensure parental requests and educational goals are met. In addition, the Special Education department and site will ensure that translations are provided during meetings and that IEP documents are made available to parents in their primary language as required by state law.

The IEP team may review whether the student requires test variations, accommodations and/or modifications, or may take alternate assessments (such as the Alternative Proficiency Assessment for Students with Significant Disabilities) as an alternative to the CELDT.



Chapter Three

Monitoring of Student Progress and Reclassification





In This Chapter

Monitoring Student Progress and Reclassification

English Learner Catch-up Intervention Plans

Annual Parent Notification and Parental Exception Waiver Process

Reclassification

Monitoring Student Progress and Reclassification

Each English learner's language proficiency and academic progress are evaluated and monitored throughout the year by individual teachers, grade level or departmental teams, and specialists. In addition to this, formal reviews of English learners' progress will be held by a site English Learner Review Team (ELRT). The elementary ELRT consists of the site English Learner Support Teacher, classroom teachers, resource teachers and the principal. The secondary ELRT consists of the EL Coordinator, EL Support Teacher, English and/or ELD teacher, administrator with academic advising responsibilities, and principal or designee. The principal (or designee) will lead and facilitate the team's analysis of data and action planning. The purpose of the ELRT is to review student progress based on multiple measures and other information provided by the student's teachers, identify students who are developing significant and persistent academic deficiencies and produce action plans that will assist the students to achieve English language development benchmarks and grade level standards.

When a student meets the criteria for English proficiency and has demonstrated the ability to learn successfully in an English language

classroom, that student is reclassified from English learner (EL) to Reclassified Fluent English Proficient (RFEP) status. The district has defined clear criteria which the ELRT uses to make the decision to reclassify the student. These criteria and the reclassification process are presented in the final part of this chapter.

Assessments in Use in the District

Student progress is monitored based on a set of district-adopted and State-mandated assessments. These assessments are used to determine English language proficiency and evaluate academic progress. Assessment results are maintained in electronic form in the district database. This allows district administrators, principals, personnel involved in academic advising and teachers' rapid access to results in a variety of formats. This information is used for many purposes, including but not limited to:

- Initial identification and placement of English learners in an appropriate program,
- Monitoring student progress towards reclassification,
- Identification of students who have incurred academic deficits and are in need of additional support in order to overcome those deficits,

- Monitoring student progress during the course of the year and use of results in instructional planning,
- Evaluation of program effectiveness (see Chapter 6), and
- Determination of whether schools and the district have met state and federal accountability criteria.

The assessments that are used in the district include state-mandated assessments such as the California Assessment of Student Performance and Progress (CAASPP), the California High School Exit Examination (CAHSEE) and the California English Language Development Test (CELDT) as well as district-adopted tests. Because the district may change its suite of assessments from year to year, they are not listed in this Master Plan. However, a current list of the assessments in use will be maintained on the district web site.

Provisions for Students on Individualized Education Plans

In some circumstances, students with IEPs may be given alternative assessments in place of state mandated or district adopted assessments. The current state-approved alternatives to the California Standards Tests (CSTs) are the California Alternative Performance Assessment (CAPA) and the California Modified Assessment (CMA). When a student has an Individualized Educational Plan developed and approved by an IEP Team, this team may perform the functions of the English Learner Review Team discussed later in this chapter.

Use of Assessment Data for Instructional Planning

Teachers use formative ELD, language arts and mathematics curriculum embedded assessments and district benchmark assessments to analyze student progress after each testing window, for planning differentiated instruction and to provide classroom interventions/enrichment as

appropriate. CELDT data (supplemented by district-adopted assessment results) are used for instructional grouping in ELD at the elementary level, and student placement in appropriate ELD courses at the secondary schools. CST test results are used in conjunction with benchmark assessments in language arts and mathematics to identify students in need of benchmark, strategic and intensive interventions, and assign them to appropriate instructional schedules. Students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate and/or move to more advanced groups/classes.

Ongoing monitoring of student progress takes place at two levels:

1. Grade level and/or department teams hold regular collaboration meetings (at least monthly) to examine student data on the assessment used to determine short-term needs, and plan instruction accordingly. These collaboration meetings may include assignment of English learners to appropriate interventions/enrichment.
2. After each grading period, staff and English Learner Review Team (ELRT) meet to formally review the performance of each English learner. The ELRT includes the principal (or designee), site EL Support Teacher, the student's classroom teacher(s), and other personnel as appropriate. This might include resource teachers, intervention teachers, or other personnel. At the secondary level, the student's ELD teacher and English teacher will be members of the ELRT. The ELRT meetings may result in the development of a Catch-Up Plan for students found to be lagging behind ELD or academic achievement growth expectations.

English Learner Catch-up Intervention Plans

The district is committed to ensuring that all students meet the criteria for adequate annual progress. In the language of the district's Local Education Agency Plan (LEAP): "MDUSD assures that its English learners are making adequate yearly progress by closely monitoring the academic achievement of its English learners in the subject areas of English language Development, English Language Arts (ELA) and mathematics."

English learners' academic performance is monitored K–12 using formative, benchmark and summative assessments in order to identify academic needs and develop action plans and goals for student academic improvement. This monitoring of academic and language proficiency ensures that students are continuing to make expected academic growth. District formative and benchmark assessments provide information that informs instruction and alerts teachers to students who may be struggling or need to be challenged.

The elements of an English Learner Catch-up plan include:

1. **Standards:** *Clearly articulated and implemented content standards* for English Language Development (ELD) and the District's core curriculum (e.g. English/ language arts, math, science, social studies/history)
2. **Interim Benchmarks:** *Clearly defined interim benchmarks* to measure expected growth toward meeting ELD and grade-level content standards (See Chapter 4 Evaluation and Accountability for more specific information on benchmarks)
3. **Assessments:** A process to *objectively assess English learners' progress in ELD and the rest of the District's core curriculum using multiple measures*

4. **Interventions:** *Defined interventions, implemented for English learners who are not meeting the established interim benchmarks*
5. **Evaluation:** *A clearly defined process to determine the effectiveness of the Catch-Up Plan* as part of the District's overall program evaluation and improvement plan.

Developing English Learner Catch-up Intervention Plans

The district has developed an Individualized Learning Plan (ILP) process for students not making adequate progress in school. The Catch-up Intervention Plan process is an adaptation of the district's process that contains provision for the special needs of English learners and makes use of the assessment instruments that are specific to English learners, as well as the instruments that are required for all students.

The school principal and EL Support Teacher are responsible for annual monitoring of student progress, utilizing the district-adopted benchmarks. These benchmarks are shown in Chapter 6. Using district-developed Adequate Yearly Progress History forms to fill in the relevant information, they determine whether each English learner student has made adequate yearly progress, using the following guidelines:

- For Transitional K/Kindergarten and first grade, the student must meet the CELDT performance and the district reading assessment benchmark;
- For second–12th grades, the student must meet all of the following:
 - Meet CELDT performance benchmark
 - Meet the criterion-referenced test benchmark in English Language Arts or other English reading/language arts benchmark specified in the district criteria

- Meet the criterion-referenced test benchmark in mathematics or other mathematics benchmark specified in the district criteria

The principal, EL Coordinator and/or EL Support Teacher should refer each student who has not met benchmarks to the ELRT for review and development of a catch-up plan.

The work of the ELRT should proceed according to the following guidelines:

1. The ELRT should notify the parents that their child has been identified for intervention and updated on the child's progress, including changes in the plan over time. This process of notification should include letters home and discussion at the parent conferences.
2. Each catch-up plan should include interim growth benchmarks for the student, as noted above in the description of plan components. Progress during the year should be based on these benchmarks. At the end of the year, progress should be gauged on these benchmarks combined with the annual growth expectations established by the district and detailed in Chapter 6.
3. The interventions specified in the catch-up plans should make use as far as possible of the system of interventions developed by the district (for example, benchmark, strategic and intensive interventions), and supplemented with strategies that are specific to English learners.
4. District procedures for Response to Interventions (RTI) and Student Study Teams (SST) should be followed to determine if there is a language processing problem that is not due to an English learner's level of English proficiency.
5. At the end of each year, the ELRT should assess the progress of students with plans, and the effectiveness of their plans. If the

student's progress is not adequate, a meeting of the ELRT should be held with the parent invited, and a new plan developed.

6. After two years, if the student is still not meeting the plan's benchmarks and there is documented evidence that a variety of strategies have been used, the ELRT should consider referring the student to the Student Study Team (SST) for a more comprehensive examination of his/her needs, and planning of a more specialized program. Some students might need to be referred to an SST before this time.

Elementary School Monitoring Process

Each elementary school holds a minimum of one English Learner Review Team meeting each trimester.

- During the first trimester, the team reviews students who did not meet district benchmarks for adequate annual progress (see progress charts in Chapter 6), and establishes Catch-up Plans for those students who did not progress according to the benchmarks.



- During the second trimester, students who already have plans are monitored using formative and benchmark test results and report card grades. For those students who are still not meeting the interim growth benchmarks contained in their plan, the team modifies the plan.
- During the third trimester, after current-year CELDT scores are available, the team meets to identify students who have not made adequate annual progress on the CELDT according to district criteria for growth on that assessment (see Chapter 6), and establishes catch-up plans as needed for those students. These plans will continue in force until the team meeting in the first trimester of the following school year.

Middle and High School Monitoring Process

At the middle and high school levels, the process is similar to that of the elementary schools. However, the team will develop catch-up plans for all long-term English learners (i.e., those with 5 or more years in the district). For students with disabilities, the catch-up plan may be part of the IEP process, if appropriate.

Annual Parent Notification and Parental Exception Waiver Process

Each spring, after the English Learner Review Team has completed its work, the parent will be informed of the child's CELDT results. At that time, the parents will receive an Annual Notification form, noting program options and their child's options for program placement in the coming year. Parents may request an initial or continuing waiver at this time. Parental consent is necessary for changes in program.

Notification of the right to apply for the waiver will be presented at school functions, such

as back to school night, open house, School Site Council meetings, ELAC meetings and parent education meetings. In addition, general information about the district's placement options will be made available year-round at the school sites and district offices. This information will include an overview of the programs, placement and waiver procedures, and names and phone numbers of contact persons.

Every spring, parents of English learners will be invited to the school for an orientation to the instructional program options for the coming year and the parental exception waiver process. This orientation will be provided by trained personnel and presented in an objective manner. During this session, the parent will be informed of the legal requirements that must be adhered to in placing students and in granting parental exception waivers. In addition, information related to services provided to English learners will be shared. The orientation may include a multimedia presentation developed by the Department of English Learner Services which clearly explains the program options and waiver process. Parents will also receive a written explanation of the program options, waiver procedures and a reminder that they may request a waiver.

The Director of English Learner Services will hold schools accountable and ensure compliance with the procedures and related policies and laws described above. The Director of English Learner Services will also monitor and assist with coordination of the waiver requests between different schools to facilitate the implementation of Bilingual Alternative Program classrooms.

Reclassification

When an English learner demonstrates that he or she has reached a level of proficiency in English that is comparable to that of average native English speakers (i.e., Basic on the California Standards Tests) and can participate

equally with native speakers in the school's regular instructional program, he/she will be reclassified as Fluent English Proficient (FEP). The district's criteria and process for making this determination are explained in this section.

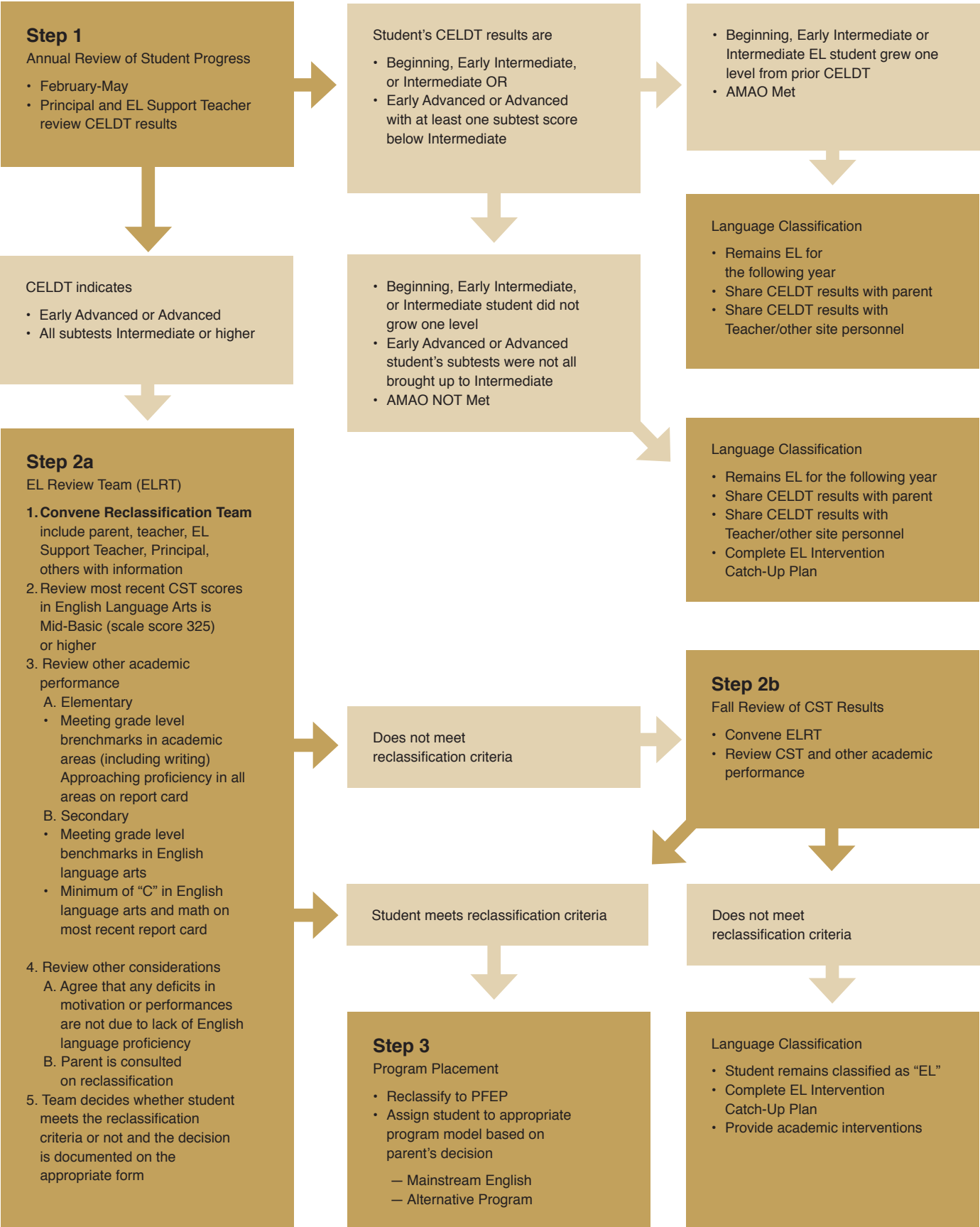
The Reclassification Process

The flow chart, on page 48, summarizes the process for making decisions related to reclassification. The annual reclassification process begins as soon as official CELDT results are received by the school.

Table 3.1: Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent CELDT test*	Advanced or Early Advanced overall At least Intermediate on all subtests (Listening, Speaking, Reading and Writing)
Academic Achievement	Most recent Californis Standards Tests (or CMSA) in English Language Arts	English Language Arts: Basic with a scale score of 325 or higher
Teacher Evaluation	Teacher's recommendation form, student work samples, and current report card	Teacher completes the recommendation form Elementary (3–5) <ul style="list-style-type: none"> • “Approaching Proficiency” or higher on the reading/language arts standards listed on the report card (Report card mark of “2” or higher) • Student is meeting grade level benchmarks in English reading and mathematics • Grade level writing sample indicates that student is at least approaching proficiency in English writing Grades 6–12: <ul style="list-style-type: none"> • Minimum of “C” in language arts and mathematics on the most current report card • Student is meeting grade level benchmarks in English reading • Grade level writing sample indicates that student is at least approaching proficiency in English writing <p>Note: If there are any deficits, the teacher documents in writing that:</p> <ul style="list-style-type: none"> • The student is performing successfully in academic areas • Any deficits in motivation or performance are unrelated to English language proficiency <p>Such exceptions must be approved by the English Learner Services Department</p>
Parent Consultation	Description and results of Consultation with parent	After having reviewed the data and received an appropriate explanation, and participated in discussion, the parent has the right and will be given the opportunity to sign the reclassification form.

Figure 3.1: The Reclassification Process



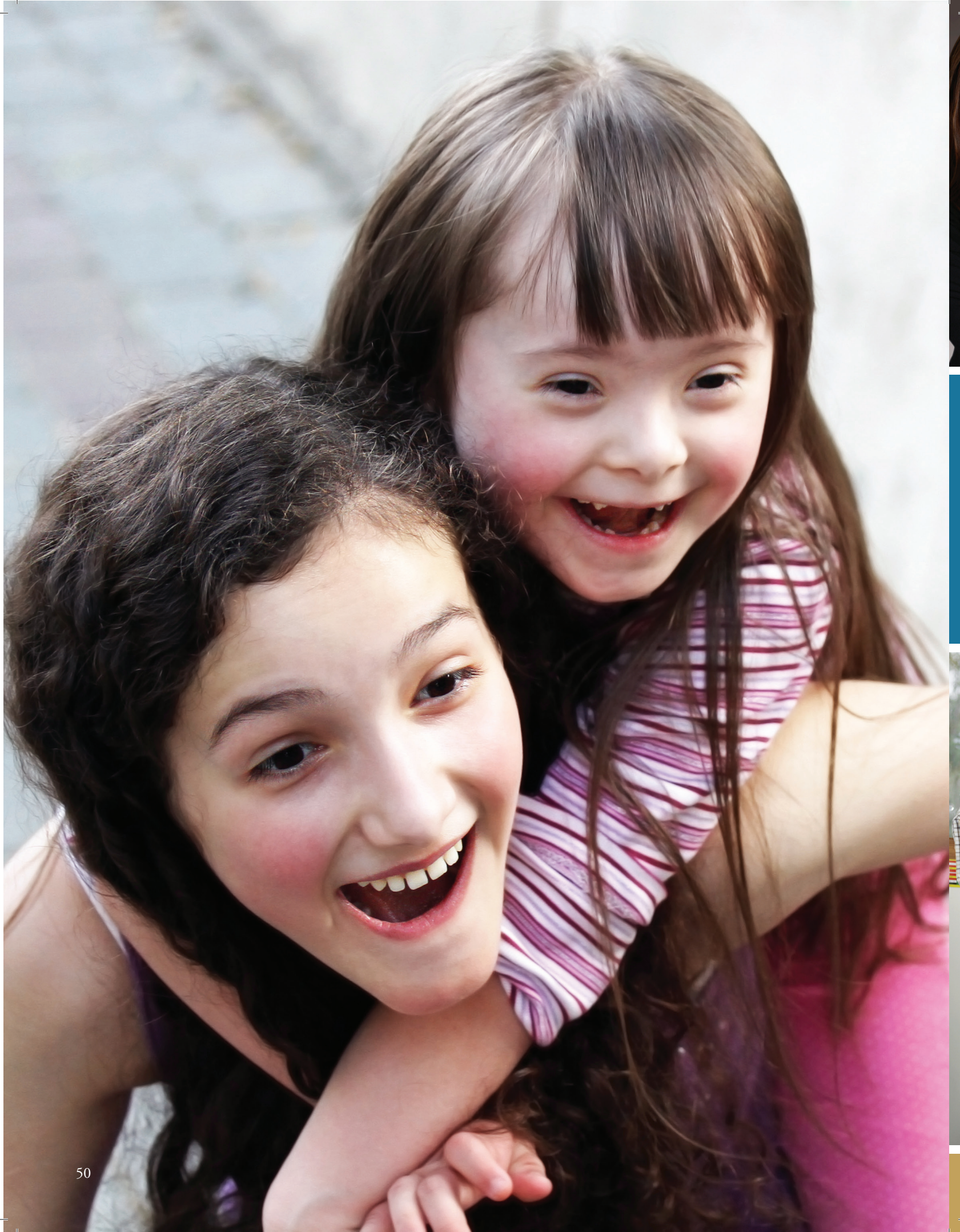
Monitoring of Reclassified Students

The English Learner Review Team at each site will monitor all reclassified students for a period of two years after reclassification, in order to ensure that they are making adequate academic progress. If the student's grades are not adequate, or if performance on tests or benchmark assessments indicates that academic progress is insufficient, the school re-evaluates the student's program and interventions are recommended. The EL Support Teacher will document the decisions made and follow-up monitoring of the student's academic progress. A reclassified student may take English Language Development (but is not required to do so) as part of his/her program of classes.

Reclassification Provision for Special Education Students

All students on an IEP must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess for appropriate language goals, modifications and accommodations. The EL Support Teacher at the school site will be included in the IEP team. The IEP team may consider the student's performance on alternative assessments to the CELDT (such as the ALPI).







Chapter Four

Staffing and Professional Development



4



In This Chapter

Staffing and
Certification

Teacher Authorizations

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Recruitment
procedures—
Paraprofessionals

Hiring Priorities and
Procedures

Requirements for
Teachers on Interim
Assignment for ELD,
Primary Language, and
SDAIE Instruction

District English Learner
Specialists

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Support Teachers

Professional
Development for All
Staff Who Work With
English Learners

Staffing and Professional Development

The Mount Diablo Unified School District is committed to ensuring that all English learners are taught by highly qualified teachers who are knowledgeable about and proficient in implementing research-based best instructional practices for English learners. In order to do this, the district will hire properly credentialed teachers and provide focused, effective and research-based professional development to all administrators, teachers and staff. This effort will prepare and empower educators with the instructional and leadership skills required to work effectively with English learners.

Staffing and Certification

The Mount Diablo Unified School District ensures that all teaching personnel whose assignment includes English learners hold appropriate certification to provide necessary instructional services to English learners. Teachers assigned to provide ELD, SDAIE and primary language instruction must be properly authorized or “actively pursuing” authorization. “Actively pursuing” authorization means that the teacher is making annual progress that will result in his/her authorization. Newly hired teachers

who do not hold the CLAD or equivalent authorization must sign an agreement stating that they will actively pursue the needed credential. All teachers who provide ELD and/or SDAIE must be appropriately authorized.

Teacher hiring and placement decisions are based on student and program need, including English learner enrollment data, and other relevant factors. Each year, the district assesses the need for and supply of qualified teachers and incorporates this information into a staffing plan. Where shortages exist, the district develops a plan to recruit, hire and train qualified teachers. The district’s collective bargaining agreements are adhered to in making all staffing decisions.

Teacher Authorizations

The district Personnel Services staff actively recruits and hires teachers who are fully certified to fill positions requiring a CLAD or BCLAD. The district actively recruits and hires teachers with BCLADs and grows BCLADs from para-educators and others in the community who have bilingual skills. The district also recognizes the importance of actively recruiting and hiring bilingual Special Education/resource teachers. If fully credentialed candidates holding the BCLAD/CLAD are not available, teachers in training

Table 4.1: Teacher Authorizations

Type of Instruction	Required Authorization
ELD	EL Authorization, CLAD, BCLAD, SB1969/SB395/AB2913 or equivalent
SDAIE	EL Authorization, CLAD, BCLAD, SB1969/SB395/AB2913 or equivalent
Primary Language	BCLAD or equivalent

*Note: The following are **desired qualifications** for teachers of English Language Development at the middle and high school levels: M.A. in Teaching of English as a Second Language (TESOL); National Board certification; extensive professional development in ELD.

for BCLAD/CLAD may fill the positions as long as they complete all requirements within the required time specifications—3 years for CLAD and 3 to 5 years for BCLAD. These teachers are required to sign an agreement to actively pursue the needed credential within the required time frame. “Actively pursuing” means the candidate is enrolled in classes or enrolled to take the state examination, and is passing courses/examinations. Each spring, during the preparation for submission of the annual Language Census (R-30) Report, the Personnel Services Department collects information from teachers on their progress in fulfilling the requirements.

Recruitment Procedures—Teachers

The district Director of English Learner Services works closely with the Assistant Superintendent of Personnel Services and the Personnel Services Department staff on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district’s approach to recruitment of teachers for English learners.

Each spring, following the annual R-30 Language Census report, the Assistant Superintendent of Personnel Services, in consultation with the Director of English Learner Services and school principals,

develops a plan for recruiting and hiring adequate numbers of qualified teachers to fully implement the English learner programs at each school, as described in the district’s EL Master Plan. The elements that comprise these programs include: English Language Development, content instruction with SDAIE strategies, primary language support, and primary language instruction in schools that have a program that requires such instruction.

Each principal develops a proposed three-year staffing plan for the school, based on projected English learner student numbers and program enrollment. Each spring, the Director of EL Services, the Assistant Superintendent of Personnel Services and Personnel Services staff review these plans. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, district Personnel Services staff and site administrators assign properly credentialed teachers to specific programs requiring their credentials and experience. When a sufficient number of authorized teachers is not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled. These efforts include:

- Job announcements sent to the following types of organizations:
 - » The Ed-Join database
 - » Educational placement centers with teacher training programs at private, UC and CSU campuses
 - » Major educational organizations including those associated with language minority students
 - » County Offices of Education
 - » Local school sites, the MDUSD Department of Personnel Services
 - » Colleges and universities identified as having a pool of potential bilingual teacher candidates, including departments such as Teacher Education, California Mini-Corps and teacher internship offices
 - » The district web site
- Announcements of openings may be placed in appropriate newspapers and organizational newsletters such as the following:
 - » Local community newspapers
 - » Newsletters of organizations such as the California Association of Bilingual Education (CABE) and the National Association for Bilingual Education (NABE) and the California Association of Teachers of English to Speakers of Other Languages (CATESOL)
 - » National Education Association (NEA), California Teachers Association (CTA), American Federation of Teachers (AFT) and California Federation of Teachers (CFT) publications
 - » Bilingual media (radio, television, publications)
- Recruiting booths at conferences such as (a minimum of one per year):
 - » National Association for Bilingual Education (NABE)
 - » California Association for Bilingual Education (CABE)
 - » California Association of Teachers of English to Speakers of Other Languages (CATESOL)
 - » Association of Mexican American Educators (AMAE)
 - » State Compensatory Education conference
 - » Asian American education associations
- Career Day events at local colleges/ universities and secondary schools, where the district provides information concerning needs for bilingual teachers and paraprofessionals, employment opportunities and procedures for hiring.
- Use of informal contacts in the community and/or local community organizations to identify potential local candidates.

Recruitment Procedures— Paraprofessionals

As the need arises, the district will recruit, train and support bilingual paraprofessionals from different language groups. Recruitment may include the following locations for dissemination of job announcements:

- Educational placement centers at private, CSU, UC, and surrounding community college campuses with teacher and/or paraprofessional training programs.
- County offices of education
- Churches and other community organizations
- Local school sites
- Surrounding adult schools
- County libraries
- Ed-Join database
- District web site
- Local community newspapers
- Bilingual radio and television stations

Advertising and recruitment efforts are continued until all positions are filled.

Hiring Priorities and Procedures

Highest priority is placed on the hiring of BCLAD or equivalent teachers and their subsequent placement, first in bilingual alternative programs and then in SEI classrooms, especially to work with Beginning and Early Intermediate students, as well as those most in need of primary language support in core curricular areas.

The second priority is CLAD or equivalent certified teachers. These teachers should be placed in SEI and mainstream classrooms with English learners. They may receive support from bilingual paraprofessionals who use the primary language to clarify, explain, motivate and direct students.

The third priority is bilingual teachers who do not yet have BCLAD authorization and who may be assigned to designated bilingual classrooms as a Bilingual Teacher-in-Training. These potential BCLAD teachers must gain BCLAD certification within a five year period.

The fourth priority is for teachers who are in the process of obtaining a CLAD or equivalent credential. At a minimum, these candidates must have an emergency CLAD credential and be enrolled in a certification program. Such teachers have three years to gain CLAD authorization.

Job applications, eligibility interviews, and processing procedures for teaching positions are handled at the district Personnel Services Department. Interviews for teachers are held at the district level.

The district's collective bargaining agreements are adhered to in making all staffing decisions.

Requirements for Teachers on Interim Assignment for ELD, Primary Language, and SDAIE Instruction

Teachers on interim assignment longer than 30 days are required to meet the same criteria as are teachers seeking appropriate credential authorizations.

District English Learner Specialists

A team of teachers on special assignment as English Learner Specialists will be assigned to the Department of English Learner Services. English Learner Specialists are required to hold a BCLAD or CLAD credential (BCLAD strongly preferred) with at least three years of successful experience teaching in Structured English Immersion, English Language Development or bilingual classrooms. Other qualifications include demonstrated knowledge of effective practices for educating English learners, thorough familiarity with district programs and services for ELs, and ability to work in a collegial manner with other teachers, administrators and staff. English Learner Specialists will focus on supporting faithful and effective implementation of the English Learner Master Plan and best practices in classroom instruction for English learners. Under the direction of the Director of English Learner Services, they will develop and implement professional development related to implementation of the Master Plan, including workshops for staff and administrators, and professional development sessions on best practices in English Language Development, SDAIE, primary language instruction/support, and cultural proficiency. They will provide content expertise and support for site administrators, and serve as peer coaches for classroom teachers. English Learner Specialists are selected using a process that includes both district and site personnel. English Learner Specialists will be hired to work with all levels,



elementary, middle school and high school. The number of English Learner Specialists needed will be determined by the Executive Director of Instructional Support, in consultation with the Director of English Learner Services, and set forth in a separate document.

Site English Learner Support Teachers

An English Learner Support Teacher will be provided for each district school, using a combination of site and district resources. These support teachers will be assigned proportionally based on the number of English learners and the specific needs of each site. The amount of time assigned may vary from year to year. English Learner Support Teachers are required to hold a BCLAD or CLAD credential (BCLAD strongly preferred) with at least three years of successful experience teaching in Structured English Immersion, English Language Development or bilingual classrooms. Other qualifications include demonstrated knowledge of effective practices for educating English learners, thorough familiarity with district programs and services for English learners, and ability to work in a collegial manner with other teachers, administrators and staff. English Learner

Support Teachers work closely with site principals and district staff on organization of services to English learners, maintenance and usage of assessment data, monitoring of student progress and reclassification. The role of English Learner Support Teachers also includes a significant focus on collaboration with other teachers, including provision of content expertise. This collaboration may include participation in peer coaching. Elementary English Learner Support Teachers may provide instruction during ELD rotations (i.e., grouping of students from different classrooms by CELDT level for ELD instruction) but may not be assigned as the sole teacher responsible for ELD instruction. English Learner Support Teachers are selected using a process that includes both district and site personnel.

Full-time EL Support Teachers will be assigned to elementary schools with relatively large numbers of English learners. For schools with smaller numbers of English learners, English Learner Support Teacher services will be pro-rated. At the middle and high schools, an English Language Development teacher will be given release time to carry out the functions of the English Learner Support Teacher. The number of periods of release time allocated will vary depending on the size of the secondary school's English learner population. The formula for deciding on allocations of time will be defined in a separate document.

Professional Development for All Staff Who Work With English Learners

Professional Development Regarding Master Plan Components

The EL Master Plan will be introduced to district and site staff through a carefully planned professional development process. The professional development will emphasize key features of the plan and procedures to

be adopted by all sites. This training will be given to all district and site administrators as well as all English Learner Support Teachers. Professional development sessions at each site for faculty and staff will be implemented in collaboration with the Department of English Learner Services by site teams organized by the principal or designee.

The Department of English Learner Services will also provide annual training on the English Learner Master Plan for all site staff members who have responsibility for implementing the plan. This will ensure that there will be a widespread understanding of the contents of the Master Plan and commitment to faithful and high quality implementation.

The professional development for administrators and English Learner Support Teachers will focus on the following:

- Review of Master Plan content
- Identification of critical responsibilities for implementation of the Master Plan
- Development of action plans for implementation of the Master Plan, including goals, objectives, resources needed, potential barriers to effective implementation, solutions to those barriers, alignment of Master Plan to site and district goals, and evidence of implementation
- Facilitation of site trainings

The professional development for site staff members will focus on the following:

- Review of Master Plan content
- Identification of critical site responsibilities for implementation of the Master Plan
- Development of action plans for implementation of the Master Plan, including goals, objectives, resources needed, potential barriers to effective implementation, solutions to those

barriers, alignment of Master Plan to site and district goals, and evidence of implementation

Professional Development to Support Instruction and Student Learning

In its current LEA Plan and Title III Plan (including addenda), the district has established English Language Development and SDAIE as priority areas for teacher and administrator professional development. The overall goal is to train and provide follow-up monitoring and coaching to ensure high quality utilization of effective ELD and SDAIE strategies at all school sites. Further, in order to ensure that a process of continuous improvement occurs, the district will foster development of professional learning communities for teachers of English Learners.

The Department of English Learner Services will develop a multi-year professional development plan that builds on prior professional development efforts to support and improve instruction in English Language Development and SDAIE. This plan will address the identified need to provide for consistency of implementation of effective instructional strategies, and may also include other areas of focus pertaining to instruction and student learning to meet the needs of English learners.

Specifically, the plan will include at least the following priority areas for professional development:

- Continuation of professional development on newly adopted English Language Development materials, Transitional K–12, until all ELD teachers have been trained.
- Systematic English Language Development training for all elementary teachers who have not yet participated.
- Continued training on ADEPT for elementary teachers. Administration of

this test by classroom teachers, as well as use of the results to inform instruction, is strongly encouraged.

- Revision of observational protocols for English Language Development and SDAIE, and training of administrators and English Learner Support Teachers on their use.
- Professional Development on SDAIE focus strategies for all English Language Arts, Mathematics, Science and History/ Social Science teachers at the secondary level, and for all elementary school teachers. These strategies, which were selected by the district, include (1) teaching academic vocabulary; (2) checking for understanding; and (3) oral language practice.
- Professional development on Guided Language Acquisition Design (GLAD) for Transitional K–8 teachers.
- Follow-up coaching for teachers on ELD and SDAIE strategies.
- Development of a professional learning community of secondary ELD teachers. This group would meet monthly to review student data and fine-tune instructional practices. It could also serve as a mechanism for providing feedback and suggestions to the Department of English Learner Services.
- Recruitment/development of a group of teachers willing to model “best SDAIE” practices.
- Development at each secondary site of a structure for communication between English Language Development and SDAIE core content teachers.
- Professional development on best practices for bilingual instruction and the establishment of a professional learning community of teachers assigned to Bilingual

Alternative (Developmental Bilingual and Two-Way Immersion) programs.

- Professional development on district-adopted ELD materials and supplemental materials for sheltered and primary language instruction.
- Monitoring of teacher implementation of best practices in ELD, SDAIE and primary language instruction, coupled with supportive coaching to ensure that best practices are implemented with fidelity (See Chapter 6 on monitoring of implementation).
- Professional development related to cultural proficiency.

Monitoring of Professional Development and Support

The site principal and the Director of English Learner Services monitor teacher professional development related to English learner support to ensure that all staff members working with English learners receive relevant professional development and support. The Assistant Superintendent of Personnel Services monitors the progress of teachers in training as they fulfill their agreements to complete requirements related to English learner services.

Site principals, district staff members, (e.g., district EL Specialists) and others as appropriate conduct classroom visits to monitor teacher implementation of best practices in ELD, SDAIE and primary language instruction. This monitoring is coupled with supportive coaching from EL Specialists and peer coaches to ensure that best practices are implemented with fidelity (See Chapter 6 on monitoring of implementation).



Chapter Five

Parent and Community Engagement



5



In This Chapter

The English Learner
Advisory Committee

District English Learner
Advisory Council

Strategies for
Promoting
Engagement with
Parents

Parent and Community Engagement

This chapter treats three major topics in regard to the engagement of parents of English learners in their children's education. The first and second parts of the chapter address parent participation in governance of the school through the English Learner Advisory Committee (ELAC) and at the district level through the District English Learner Advisory Council (DELAC). The final section of the chapter—Strategies for Promoting Engagement with Parents—presents a description of activities designed to help parents support their child's school success and advocate for their children in the schools and community.

The English Learner Advisory Committee

Role of the ELAC

Each school with 21 or more English learners must establish a functioning English Learner Advisory Committee (ELAC). This committee advises the school principal and staff on issues that include at least the following legal mandates:

- Development of the school's Single Plan for Student Achievement;

- Consultation with the principal and school staff on the school's programs for English learners;
- Development of the school's needs assessment;
- Administration of the annual language census report;
- Efforts to make parents aware of the importance of regular school attendance.

In carrying out its advisory responsibilities, the ELAC may engage in activities such as the following:

- Review of academic performance measures for English learners;
- Discussion of how to meet the social and academic needs of English learners;
- Communication with parents and the broader community;
- Strengthening coordination with the district, the Department of English Learner Services, and the DELAC to ensure that all English learners are provided with appropriate programs.

ELAC Membership Guidelines

1. The proportion of ELAC members who are parents of English learners must at least equal the percentage of English learners enrolled in the school.

2. ELAC Membership will include parents and school staff. There must be more parents than staff members on the committee. District guidance to principals directs that the ELAC should have at least 5 parent and 3 staff members. If more than 62.5% of a school's students are English learners, then the number of parents should be increased accordingly.
3. Members of the ELAC are elected. School staff representatives are selected by the staff, and parent members are elected by parents/guardians of English learners.
4. All parents/guardians of English learners must be given the opportunity to vote, and to elect ELAC members.
5. The school will actively encourage all parents of English learners to stand for election to ELAC and DELAC, to vote for official members, and to attend ELAC and DELAC meetings, even if not a formal representative.
6. The term of service for ELAC members is two years. Members serve overlapping terms, so that each year one half of the membership will be elected.
7. If a member must be replaced during the year, the ELAC will hold an election, with the principal's guidance. The alternate member with the most votes will hold office until the end of the original member's term.
8. The first meeting of the ELAC will be held by October 15 of each year.
9. The ELAC elects its officers each year:
 - A chairperson who will lead all meetings;
 - A vice-chairperson to conduct meetings in the absence of the chair;
 - A secretary who will be responsible for the meeting minutes.
10. At its first or second meeting, the ELAC will elect a representative and alternate to the District English Learner Advisory Committee (DELAC). The representative and alternate will be selected by October 30 of each year.
11. The ELAC will also appoint one member to attend School Site Council (SSC) meetings and report back to the ELAC on the development and implementation of the school site plan. School sites will provide translation of documents and interpretation during meetings, as needed.
12. The ELAC may decide to give its functions to another committee or subcommittee, but that committee must comply with the ELAC membership guidelines as listed in Item 1 above (i.e., the committee to which the ELAC assigns its functions must have as members at least the same percentage of parents of English learners as their children represent in the student body).
13. Members will receive training on their responsibilities as ELAC members.
14. Materials for the use of the ELAC will be given to members in their home language(s).

Guidelines for Implementation of the ELAC

1. The site principal (or designee) is responsible for establishing the ELAC, and for ensuring that the ELAC meets at least 6 to 8 times per year. These meetings will include ELAC business, informational workshops, and community events.
2. The principal (or designee) will coordinate ELAC meetings, communication and documentation between the site and the District's Department of English Learner Services.
3. The principal (or designee) will meet with the ELAC president to plan the agenda prior to each ELAC meeting.
4. Meeting dates will be determined and publicized in advance, in English and

other appropriate languages. Parents should receive at least 72 hours advance notice of ELAC meetings.

5. The principal (or designee) will attend and assist the ELAC president in running the meetings in a consistent manner throughout the year.
6. ELAC meetings will be conducted with agendas and minutes.
7. The ELAC will adopt by-laws and conduct meetings in accordance with them. The district has developed recommended by-laws for ELACs to use. Site ELACs may amend these by-laws to accommodate the unique features and needs of the school.
8. Each site will provide child care for the meetings.
9. The Principal or designee will maintain all ELAC records (calendar, flyers/ announcements, agendas, minutes, sign-in sheets) in an ELAC binder.
10. Within two weeks following each meeting, the site will submit copies of the meeting

agenda, the minutes, including a clear indication of which official members were present, and the sign-in sheet, to the Director of English Learner Services.

11. The Director of English Learner Services will hold schools accountable and ensure compliance with these procedures and related legal mandates, policies and guidelines.
12. Categorical funds may be used to support training, translation services, printed material, child care and refreshments as allowable for parents attending ELAC meetings.

Training for ELAC Members

Each year, all ELAC members will be provided with training sessions which will be completed by November 30. This training will cover the following topics:

- Legally mandated purposes of the ELAC;
- ELAC officers and their functions;
- How to conduct meetings (including parliamentary procedure);
- ELAC by-laws: how to write or amend them.

Additional materials and training designed to assist ELAC members in carrying out their responsibilities may be organized by the district or the site principal. ELAC members should have a voice in selection of training content.

District English Learner Advisory Council

Role of the DELAC

If a district has 51 or more English learners enrolled, it is required to establish a functioning District English Learner Advisory Council (DELAC). The purpose of the DELAC is to advise the governing board on at least the following:



1. The development of a district Master Plan for English Learner Programs and Services, that takes into consideration the school site plans for English learners;
2. A district-wide needs assessment on a school-by-school basis;
3. The district program, goals, and objectives for services for English learners;
4. The plan to ensure compliance with applicable teacher and instructional assistant requirements;
5. Administration of the annual language census;
6. Review of and comment on the district's student reclassification procedures;
7. Review of and comment on the written notifications required to be sent to parents and guardians.

DELAC Membership Guidelines

1. At its first or second meeting, each site ELAC will elect a representative and alternate to the District English Learner Advisory Committee (DELAC). The representative and alternate will be selected by October 30 of each year.
2. The term of service for DELAC members is two years. Members serve overlapping terms, so that each year one half of the membership will be elected.
3. If a member must be replaced during the year, the replacement will serve for the remainder of the year. An election must be held at the beginning of the following year to fill the position.
4. Each representative is responsible for attending all DELAC meetings and for presenting the information received at the meetings of the school's ELAC.
5. The DELAC representatives will elect the following officers each year:

- » A chairperson who will lead all meetings;
- » A vice-chairperson to conduct meetings in the absence of the chair;
- » A secretary who will be responsible for the minutes.

Guidelines for Implementation of the DELAC

1. The DELAC will meet at least 6–8 times per year and will operate according to guidelines contained in state and federal regulations and in its by-laws.
2. The DELAC will adopt and follow by-laws.
3. Agendas and minutes of DELAC meetings will be posted on the District's Web site.
4. The district's Director of English Learner Services or designee will serve as district liaison to the DELAC. This person will assist with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
5. The DELAC President will preside at meetings and sign all letters, reports and other committee communications, with prior approval of the membership. In the President's absence, resignation or inability to perform the duties, the Vice-President will assume these duties.
6. The DELAC President will assist with the preparation of the agenda and will conduct the meeting. The Vice-President will conduct the meeting in the absence of the President.
7. The Department of English Learner Services will plan and organize the meeting details (meeting notices, childcare, translation services, refreshments, and any other necessary arrangements).

8. The DELAC will communicate its ongoing advice to the Superintendent and Governing Board via the Director of English Learner Services.
9. Once each year the DELAC will make a presentation to the Superintendent and the Governing Board.

Training for DELAC Members

Each year, the district will provide all DELAC members with appropriate training, materials and information to assist the members in carrying out their responsibilities and any required duties. DELAC members will have input into the content of training each year. The minutes of the DELAC meetings will clearly reflect the training areas that were covered during the meeting. It is the responsibility of the DELAC representatives to share information between ELAC and DELAC.

Strategies for Promoting Engagement with Parents

The district is committed to working proactively to promote positive and productive working relationships with parents. Epstein (2001) provides a framework for thinking about and designing systems to support parent involvement and school/family engagement. This section uses Epstein's six types of parent involvement as an organizing tool. The bulleted lists of activities for each type of involvement are intended as suggestions of advisable ways to enhance parental involvement.

Parenting

Families provide basic support for children's health, growth, and development. Schools provide assistance and information to help parents support developmental ages and stages from preschool through high school. Activities designed to foster this include:

- Providing parent workshops at each grade level in classroom groups, with specific training for parents on how to assist their children in school work.
- Holding informational workshops for parents and families at the district and at the school level, on topics suggested by school personnel, parents and students (for example, helping your child with homework).

Communication

Two-way communication on a regular basis happens between families and schools about educational standards/expectations, children's progress, educational programs and choices. Communication in the home language is a critical factor. When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. Translators will be made available for all parent/teacher conferences; school meetings; SST, IEP, and retention meetings; suspension and expulsion hearings; and for all due process actions held at the district level. Communication with parents, whether written or oral, will be conducted in a manner that is comprehensible to them. Use of legalisms and professional jargon will be kept to a minimum. Where such language cannot be avoided, an effort will be made to explain in layperson's language the meanings of the terms used.

Activities intended to encourage communication include:

1. Survey stakeholders to collect information on their needs.
2. Fully communicate to parents the program options available to their students with a full spirit of including parents as partners in education. For example, develop a policy of clear and timely communication between teacher and parent.

3. Provide professional development in cultural proficiency for school staff (teachers and management).
4. Hold early parent-teacher conferences for at-risk students or at parents' request within a month and a half of the start of school, or every 3 months.
5. Consistently communicate via the automated message system and written school communications in the language(s) of the parents (i.e., the language(s) parents speak and understand) when the school population for a specific language comprises at least 15% of the enrollment of the school.
6. Be positive, consistent and creative communicators.
7. Encourage and support teacher home visits for all students.
8. Develop a pool of district approved translators for bilingual services, in order to eliminate the language barrier.
9. Hold Principal/Parent coffee and doughnut sessions
10. Provide parents with referrals for ESL classes.
11. Provide high quality, culturally competent site parent liaisons that speak the most dominant second language in the school.
12. Create and support a district-wide on-call language translation resource center.

Volunteering

Schools expand the services and experiences they can offer to children and their families by developing volunteer opportunities for parents and community and opportunities to attend and participate in school/program activities for children. Activities intended to encourage volunteering include:

1. Search for ways to minimize the barriers to volunteering in the classroom (i.e., fingerprints, TB testing, language barrier).
2. Include willing parents in the pool of district-approved translators.

Learning at Home

Schools empower parents by providing information, resources, and materials to assist families to support and monitor their children's learning. Activities intended to encourage learning at home include:

1. Develop a teacher-parent partnership regarding how to take tests and how to take them seriously. Speak of the benefits of testing at a proficient level and the consequences of not testing at a proficient level.
2. Make teachers available for homework help.
3. Hold family education nights, focused on helping children with understanding material in such content as mathematics, literacy, science and history/social science

Decision Making and Advocacy

Educators and parent leaders work together on advisory/decision making groups, and through this process develop parent leaders and parents who advocate for children. Activities intended to encourage decision making and advocacy include:

1. Develop a process whereby the DELAC makes a report to the board every quarter.
2. Establish partnerships with other organizations (for example, United Latino Voice) that advocate for education.
3. Provide for easier access to the superintendent to discuss issues related to English learners.

4. Develop and implement an annual parent to teacher information forum to communicate parents' concerns, learning styles and health/emotional needs.

Relationship Building and Collaboration with the Community

Schools establish a welcoming school environment, celebration events, and activities that create positive relationships among families, schools and community. These can serve as a “gateway” for strengthening long-term partnerships. Activities intended to encourage relationship building/collaborating with the community include:

1. Hold student recognition and awards nights to celebrate student achievement on the CELDT, and the California Standards Tests (CST) in English-Language Arts and Mathematics.
2. Recognize not only those students who scored Early Advanced/Advanced on the CELDT or Proficient/Advanced on the CSTs, but also those who increased their scores or advanced to higher levels, or were reclassified.

The district will provide ongoing professional development for staff on how to work with parents, including communication skills and sensitivity to parent backgrounds, needs and concerns. The district and schools will continue to provide parent outreach and education, including meetings, workshops, and programs for parents and families. The district's LEA plan and school plans will outline measurable goals, objectives and activities that promote parent and community engagement.



Chapter Six

Evaluation and Accountability





In This Chapter

English Learner
Coordinating Council

Evaluation Goals and
Design

Monitoring Program
Implementation

Using Program
Effectiveness
Information to Improve
Implementation and
Modify the Program

Evaluating Program
Effectiveness

Evaluation and Accountability

Evaluation and accountability are everyone's responsibility. This includes students, parents and all personnel at the school and district levels—teachers, instructional assistants and administrators. Rather than considering evaluation as a specific event (or an annual report), we consider it to be part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Master Plan.

English Learner Coordinating Council

The Superintendent or designee convenes and leads the English Learner Coordinating Council with support from the Director of English Learner Services. The council will convene at a minimum of four times per year. This council is designed to ensure that district stakeholders have a mechanism to plan and coordinate the implementation of English Learner instructional services. The council is comprised of: (1) the Superintendent; (2) Assistant Superintendents of Student Achievement and School Support, Special

Education; (3) Directors of English Learner Services, Elementary Support, and Secondary Support; (4) Coordinators within the Division of Student Achievement and School Support; (5) representatives from the following groups: Principals, EL Specialists, other Teachers on Special Assignment, English Learner Support Teachers, Research and Evaluation, Adult Education, Educational Services, Personnel, Special Education, and Mount Diablo Education Association (MDEA). Others participate, as needed. In addition, the District English Learner Advisory Council (DELAC) communicates its recommendations to the English Learner Coordinating Council, and the English Learner Coordinating Council communicates its deliberations and recommendations to the DELAC and to the community, via the Director of English Learner Services.

The English Learner Coordinating Council meets to discuss topics pertaining to the implementation of programs for English learners in the district. It fulfills the following functions:

1. Serves as a clearinghouse for strategies, ideas and suggestions for English learner programs, staff development, and as a focus group for collaborative problem-solving;

2. Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's programs for English learners;
3. Makes recommendations for reporting on the performance of English learners;
4. Contributes to the review of the annual evaluation report;
5. Ensures communication and integration as we continue to bring clarity, consistency, compliance and continuing improvement to the District's programs for English learners.

Evaluation Goals and Design

The district will conduct an annual evaluation of programs and services for English learners. Programs and services for English learners are structured around seven goals. The evaluation activities will focus on the evaluation questions listed in the following table. The evaluation will be conducted as collaboration between the Director of English Learner Services, the Director of Research and Evaluation, under the overall supervision of the Executive Director of Instructional Support

Monitoring Program Implementation

Goal 1: Program Implementation as Described in the Master Plan for English Learners

District and site staff will periodically monitor implementation of all English learner programs. The Superintendent will hold all principals accountable for full implementation of the Master Plan for English Learners. The primary goal of monitoring is to ensure

that every school in the district has effective and compliant programs for English learners. The monitoring process is designed to:

- Establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved
- Promote full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation and evaluation activities
- Provide for high levels of coordination between district-level and site-level improvement efforts
- Ensure that program evaluation is an integral part of school improvement initiatives and activities
- Provide a basis for review and modification of the Master Plan for English Learners every three to four years

This monitoring will consist of the following activities:

Principal Assurances (self-review)

School principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Throughout the academic school year, principals complete sections of a checklist of English learner program services and submit them to the Director of English Learner Services according to the timeline indicated on the checklist. This facilitates ongoing communication with the Director of English Learner Services, and assists in the monitoring of consistent implementation of this master plan throughout the school district. The Director of English Learner Services will review all Principals' Assurances Checklists after each submission three times per year (October, February, and May).

Table 6.1: Evaluation Design—Goals and Evaluation Questions

Goals	Evaluation Questions
1. English learner programs are fully implemented as described in the Master Plan for English learners	<p>1.1 Are English learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? (see Chapter 2 for program descriptions)</p> <p>1.2 To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of English learners and staff?</p>
2. English Learners will have full access to the core curriculum	<p>2.1 Are English Learners given full access to core instruction?</p> <p>2.2 Are English Learners receiving daily ELD leveled instruction?</p>
3. All English learners will master the English language as efficiently and effectively as possible.	<p>3.1 Are English learners making adequate progress on ELD benchmark assessments?</p> <p>3.2 Do English learners meet the state's Annual Measurable Academic Objective with regard to English learner gains on the CELDT test?</p> <p>3.3 Are 75% or more of English learners reaching English proficiency as measured by the CELDT in 5 years or less?</p> <p>3.4 Are 75% or more of English learners reclassified within 6 years?</p>
4. English learners will achieve academic success comparable to EOs.	<p>4.1 Are English learners making adequate progress on benchmark assessments in content areas (ELD, ELA, and Math)?</p> <p>4.2 Do English learners (and RFEPs) meet the state Adequate Yearly Progress criterion in English Language Arts?</p> <p>4.3 Do English learners (and RFEPs) meet the state Adequate Yearly Progress criterion in mathematics?</p> <p>4.4 Are English learners (and RFEPs) in high school making expected progress toward graduation?</p> <p>4.5 Are English learners proportionally represented in Special Education and GATE referrals?</p> <p>4.6 Are English learners (and RFEPs) proportionally represented in the following categories:</p> <ul style="list-style-type: none"> • Passing the CAHSEE by the end of Grade 10; • Participating in Advanced Placement (AP) courses; • Meeting UC/CSU requirements at high school graduation; • Taking and passing college entrance examinations; • Being admitted to two and 4-year colleges/universities? • Is there an annual increase in the percentage of English learners (and RFEPs) for each of the success factors listed in the previous bullets?
5. Parents of English learners and RFEPs participate meaningfully in their children's education.	<p>5.1 Are parents of English learners and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?</p> <p>5.2 Is the rate of parent participation increasing?</p>
6. Rates for English learners and RFEPs in categories indicating risk for school failure are no greater than those for EOs.	<p>6.1 Are English learners (and RFEPs) overrepresented in the following categories:</p> <ul style="list-style-type: none"> • Excessive absences and tardies • Suspensions, expulsions, other discipline • Retentions in grades K–6 • Dropouts • Enrollment in Alternative Programs (continuation/county programs, etc.) due to graduation credit deficiencies • Percent Far Below Basic and Below Basic on the California Standards Tests <p>6.2 Is there an annual decrease in the percentage of English learners and RFEPs for each of the risk factors defined in the previous bullets?</p>
7. Students enrolled in the Two-Way Immersion and Developmental Bilingual Programs will master language skills in Spanish and English.	<p>7.1 What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these programs score at/above Proficient in reading/language arts and mathematics on the state Standards Test in Spanish (STS)/District Benchmarks or a comparable measure of academic achievement in Spanish?</p> <p>7.2 What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these programs score at/above Proficient in English Language Arts and Mathematics on the California Standards Tests?</p>

Instructional Schedule Reviews

All schools will submit to the Director of English Learner Services the following instructional schedules and class rosters related to provision of services for English learners. These must be submitted by the end of the third week of each school year.

- English Language Development
- Sheltered instruction (SDAIE)
- Primary language support
- Primary language instruction
- The school's master schedule

English Learner Document Reviews

All schools will conduct annual self-monitoring by reviewing key files and documents. These reviews will include evidence of the following: parent notification, placement, assessment, ELD instruction, and parental involvement. A district-developed form will be used to record the results of the school's document review. The school self-reviews will be examined and validated by district teams consisting of the Director of English Learner Services, EL Specialists, English Learner Support Teachers, and the site principal. Findings will be reported back to the site principal who will determine next steps for school improvement work, and report back to the Superintendent or designee.

ELD/SDAIE Walkthroughs

(district and site facilitated self-reviews)

These reviews will include monitoring of ELD schedules and instructional minutes, ELD groupings by language proficiency levels, teacher interviews, and visits to selected classrooms. District-developed ELD and SDAIE observational checklists will be used during the classroom visits. The district-facilitated reviews will be conducted by teams consisting of the Director of English Learner Services, site EL Support Teachers, district EL Specialists, and the site principal.

Site-facilitated reviews will consist of school teams which will include the site principal, EL Support Teachers and classroom teachers. Site level reviews will be conducted annually at a minimum. Trimester walkthroughs will be encouraged. The Director of English Learner Services will develop a schedule of district committee walkthroughs which ensures that each school receives such a visit at least once every two years. Findings will be reported to the school principal who will determine next steps for school improvement work and report back to the Superintendent or designee.

State Designed Self Study Instruments

State designed self-study instruments such as the Academic Program Survey (APS), the English Learner Subgroup Self-Assessment (ELSSA) and reports of findings written by external monitoring and support entities (such as Federal Program Monitoring [FPM] teams and District Assistance Intervention Teams [DAIT]) will also be reviewed. The state self-study instruments will be completed by the Assistant Superintendents along with Support Staff and site principals. Findings are reported to the site principal who will determine next steps for school improvement work and report back to the Superintendent or designee.

Ongoing coaching and staff development support

EL Specialists and EL Support Teachers will help organize site staff development and assist with classroom coaching (see Professional Development, Chapter 4). Coaching visits to classrooms will use the district-developed ELD and SDAIE checklists referred to in Chapters 2 and 4. They will assist with the document reviews and ELD/SDAIE Instructional Walkthroughs. The District Director of English Learner Services will have lead responsibility for organizing in-depth reviews and any needed follow-up.



Goal 2: English Learner Access to Core Curriculum

Each site principal is responsible for ensuring that English learners have access to core curriculum.

Secondary principals will work closely with site EL Support Teachers in the development of the Master Schedule to ensure that sections reflect the needs of English learners. The Director of English Learner Services will review Master Schedules and will work closely with EL Specialists to determine appropriate placements of English learners.

Elementary principals will work with site EL Support Teachers to determine appropriate placement and instructional setting for English learners. EL Support Teachers will assist teachers with creating appropriate ELD groupings by language proficiency

levels to ensure that every English learner is appropriately placed. The Director of English Learner Services will review ELD schedules, ELD groupings by language proficiency levels, and instructional minutes.

Goal 3: Mastery of English

The Director of English Learner Services, principals, EL Support Teachers, and classroom teachers will analyze annual CELDT results, ELD benchmarks, and progress toward meeting criteria for reclassification. Data will be disaggregated by number of years in the district, program placement, initial CELDT level, and other relevant variables.

The Research and Evaluation Department will complete an analysis of CELDT growth (Annual Measurable Academic Objectives AMAO's) by district, school, language group and program. The Director of English Learner Services will review and report findings and trends to principals and EL Support Teachers, who will work with site staff to continue the development of school improvement work.

Goal 4: Academic Success

Each elementary site principal will review and analyze CST performance data in English Language Arts and Mathematics. The analysis will include cross-sectional profiles of performance by CELDT level as well as disaggregation of data by grade level and language group.

- Data on other indicators (to be determined) will be distributed by the Research and Evaluation Department using table formats that are standardized across schools.
- Principals will analyze data with site staff to determine trends and areas of need, and to develop action plans.

- In addition to reviewing SBAC and CELDT data, principals will analyze data from benchmark assessments to determine progress toward action plan objectives and will modify as needed.

Each secondary site principal, department representatives, and the site English Learner Review Team will review and analyze CST and CAHSEE performance data in English Language Arts and Mathematics. The analysis will include cross-sectional profiles of performance by CELDT level as well as disaggregation of data by school, grade level and language group.

- Data on other indicators (to be determined) will be distributed by the Research and Evaluation Department using table formats that are standardized across schools.
- Principals will analyze data with site staff to determine trends and areas of need, and to develop action plans.
- These indicators include A–G coursework, college acceptance, college retention, etc.

This set of activities will be further defined by the Director of English Learner Services after consultation with site principals, other district Directors and central office staff, and evaluators.

Goal 5: Parent Engagement

The Director of English Learner Services and EL Specialists will work with the DELAC and ELACs to develop specific indicators, benchmarks, instruments, and a calendar of procedures for evaluating parent engagement with schools and the district. Sites will report to the district on parent activities implemented during the year, as well as parent involvement in a set of activities to be defined in a standardized way across sites. A parent participation form will be completed each

spring and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole and will guide parental involvement practices.

Goal 6: Indicators of Risk for School Failure

The Department of English Learner Services will request and collect the following data regarding English learners:

- Suspensions, expulsions, and other disciplinary actions
- English learners identified for Individualized Educational Plans (IEP's)
- Alternative Placements (Adult Education, Continuation School, etc.)
- Retention Rates
- Attendance
- Credit deficient high school students (9th–12th grade)
- Completion of A–G requirements
- Graduation and dropout rates

(A methodology for analyzing dropouts will be developed that will mirror the state's dropout reporting paradigm used for the No Child Left Behind reports. Dropout data are disaggregated by language classification, grade level, and other relevant factors)

Goal 7: Language/Literacy development in two languages for Students in the Two-Way Immersion and Developmental Bilingual Programs

Selected benchmark assessments will be administered in both English and the primary language (currently Spanish) for students in these two Bilingual Alternative programs. Site principals, EL Support Teachers and school staff will analyze English learners' reading and mathematics scores on the District's

benchmarks in English and the primary language (currently Spanish), CELDT, STS, SBAC scores in English Language Arts and Mathematics during collaboration meetings each academic term. The working group planning the Bilingual Alternative Programs will identify an alternative assessment in Spanish for FEP and EO students.

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered and the analysis performed provide a rich source of information on program implementation and outcomes. The data will be used at the district and site levels for school improvement work.

Site level Use of Information

The self-review materials will assist sites to determine strengths and areas of need in their programs, and to make adjustments accordingly. Site level reports identifying missing progress and proficiency goals will be provided in order to assist school staff in identifying students in need of greater support. Individual teachers and grade level teams (departments at the secondary level) will use ELD and SDAIE checklists to do self-assessments on program implementation. School visitations conducted by administrators and central office personnel will provide an additional perspective on classroom implementation of recommended instructional practices. After gathering and discussing the checklist information, each site will develop an action plan for professional development that establishes needs, long-term goals and types of professional development experiences that are needed to improve instruction. The site plan for professional development should be clearly articulated with the district plan for professional development, and should

include prioritization and support. Annual improvement objectives and timelines will also be established. This information will be included in the school's Single Plan for Student Achievement.

The site will also be able to compare student outcomes at the site level to district goals for English learners and use this information to plan for improved implementation of the English learner programs. The data reviewed and conclusions reached in the process of site level planning will be shared with the site ELAC members.

District Level Use of Information

At the district level, the annual analyses of program implementation information and student outcomes will determine the level of effectiveness of English learner programs. Putting outcome data together with the site self-reviews will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This will provide a foundation for program improvement planning, including professional development priorities and plans, in future years.

An annual evaluation report on English learner programs will be shared at a regular meeting of the School Board in the fall of each school year. Data from the annual evaluation will also be shared with DELAC members. The report will focus on the extent to which programs have been implemented, and an analysis of student performance on the indicators specified in Table 6.1.

Table 6.2: Evaluation And Accountability: Roles and Responsibilities

Role	Responsibilities
Student	<ul style="list-style-type: none"> • Attends school daily, arrives on time, and works for high achievement • Participates in school activities • Communicates regularly with parents, teachers, and support staff
Parent	<ul style="list-style-type: none"> • Monitors and promotes English learner's progress in academics, homework, attendance, behavior • Supports English learner in activities to promote student achievement • Communicates regularly regarding student progress with student, teachers and school • Attends parent conferences and school functions (e.g., Open House, conferences) • Attends meetings regarding placement and reclassification of the student • Participates in school committees—ELAC, Site Council, etc.
Classroom Teacher	<ul style="list-style-type: none"> • Implements specific English learner programs as described in the Master Plan for English learners and provides instruction that aligns with state frameworks and district/state standards • Ensures delivery of appropriate ELD instruction • Ensures access to core curriculum through specific, intentional and explicit use of SDAIE strategies. • Monitors English learners' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures • Determines/implements differentiated strategies for English learners and RFEP students • Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals • Attends team meetings and informs parents of progress and strategies to support students in meeting standards. • Uses data to understand and respond to student needs.
Bilingual Assistant	<ul style="list-style-type: none"> • Provides primary language support to English learners, individually or in small groups. • Works under the direction of the classroom teacher.
Principal	<ul style="list-style-type: none"> • Monitors all aspects of staffing for and instruction in English learner programs, according to the Master Plan • Analyzes and uses data to facilitate student progress monitoring • Organizes and convenes the site English Learner Review Team • Oversees student placement decisions • Is responsible for all procedures and legal requirements pertaining to English learners at the school • Monitors all components of services to ELs, including placement of English learners and the reclassification process • Reports periodically to district administrators on implementation of English learner programs and services • Provides leadership in all aspects of the educational program.
District EL Specialist	<ul style="list-style-type: none"> • Supports site administrators and EL Support Teachers in the implementation of the Master Plan for English Learners. • Helps organize and deliver staff development • Supports parent involvement, such as parent conferences, workshops, ELAC, and DELAC, • Assists with the document reviews and has lead responsibility for organizing in-depth reviews and any follow-up • Provides content expertise and peer coaching • Provides resources and support in English Language Development, primary language instruction, SDAIE, Special Education, and the education of gifted students • Is supervised by the Director of English Learner Services.

Table 6.2: Evaluation And Accountability: Roles and Responsibilities (continued)

Role	Responsibilities
Site EL Support Teacher	<ul style="list-style-type: none"> • Supports site administrator by implementing process and procedures for monitoring and documenting English learner progress, including annual testing, primary language assessment and reclassification • Monitors the accuracy of English learners' data in the district computer system, including numbers of waivers applied for and approved • Informs staff of progress of identified students toward reclassification • Responsible for student placement and scheduling, in collaboration with the principal • Serves as a resource for the Student Study Team, grade level/departmental collaboration, and English Learner Review Team. • Supports ELRT in consideration of data, development and monitoring of EL Catch-up Intervention Plans • Provides input on staff development opportunities and needs for teachers of English learners • Assists with data collection and surveys • Provides academic and personal counseling for ELs • Provides support and resources for parents of English learners, including ELAC • May participate in grade level ELD rotations at elementary schools • Is supervised by the site Principal, with input from the Director of EL Services.
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> • Examines program evaluation findings annually and frames recommendations for program improvement for the following year as part of its advisory role • Reviews the Annual Language Census report • Provides annual report to Board of Trustees • Advises on issues relevant to English learners in the district
School Site English Learner Advisory Committee (ELAC)	<ul style="list-style-type: none"> • Advises the principal and school staff on topics related to English learners (including advising the in the development of the school plan). • May review site data on program effectiveness and student achievement • Monitors the use of categorical EIA-LEP, Title III and other funds designated for EL services
Executive Director of Instructional Support	<ul style="list-style-type: none"> • Supervises Director of English Learner Services • Analyzes district and school site data • Provides overall support for English learner programs • Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites • Collaborates with district staff and parent groups on annual program evaluation. • Shares results of program evaluation with stakeholders (Superintendent, School Board, teachers, administrators, other staff, parents and community)

Table 6.2: Evaluation And Accountability: Roles and Responsibilities (continued)

Goals	Responsibilities
Director of English Learner Services	<ul style="list-style-type: none"> • Supports sites in implementing the Master Plan for English Learners, monitors implementation of Master Plan, Evaluation Plan, and Monitoring Plan; reviews district and site English learner data • Monitors and supports implementation of the LEA and Title III Plans in regards to English learners • Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English learners • Develops work plan for, supervises, and works closely with Administrator of EL and Socioeconomically Disadvantaged Student Support and EL Specialists • Meets with principals to review site plans for services to English learners • Monitors compliance and English learner procedures at the site and district levels • Works with other administrators to provide ongoing training for site EL Support Teachers, classroom teachers, instructional assistants, and support staff (e.g., administrative assistants and school office staff) • Collaborates with the Director of Secondary Support to lead the Secondary Professional Learning Community • Works with principals and Assistant Superintendent of Personnel Services to ensure timely recruitment, hiring and training of teachers for EL assignments • Meets regularly with site EL Support Teachers and provides input to principals regarding their evaluation • Works with Assistant Superintendent of Student Achievement and School Support to prepare the English learner annual evaluation report • At the direction of the Superintendent supports the coordination of the English Learner Coordinating Council
Administrator of English Learner and Socioeconomically Disadvantaged Student Support	<ul style="list-style-type: none"> • Assists Director of English Learner Services in supporting sites in the implementation of the Master Plan for English Learners, LEA Plan and Title III Plan • Assists schools in site plan development, implementation and evaluation, especially as it relates to the improvement of instruction and academic achievement of English learners. • Provides support to school administrators in forming and leading English Learner Advisory Committees (ELAC) • Coordinates formation of and facilitates the District English Learner Advisory Committee (DELAC) • Provides for parent education and parent engagement as appropriate • Works with Director of English Learner Services and EL Specialists on the planning and delivery of professional development related to English learner programs and services • Assists with coordination and implementation of the monitoring and evaluation process for English learner programs and services • Is a member and attends meetings of the English Learner Coordinating Council; assists the Director of English Learner Services in coordinating that group's activities.

Table 6.2: Evaluation And Accountability: Roles and Responsibilities (continued)

Role	Responsibilities
Assistant Superintendent of Elementary Schools	<ul style="list-style-type: none"> • Supports elementary school sites and administrators in efforts to maximize achievement, including the achievement of English learners • Assists with the monitoring and evaluation of elementary school programs and services to English learners • Collaborates with the Director of English Learner Services, Assistant Superintendent of Middle Schools, Assistant Superintendent of High Schools, the Director of Secondary Support, and other administrators within the instructional support to ensure coordination, alignment and articulation of District programs, including programs for English learners • Collaborates with the Assistant Superintendent of Middle Schools and the Assistant Superintendent of High Schools to monitor the implementation of the District's standards-based curriculum, including curriculum for English learners • Develops and coordinates the professional development program for elementary school teachers and administrators, integrating professional development related to English learners • Supervises the textbook adoption process for elementary schools, including adoption of textbooks for English learner programs
Assistant Superintendent of Middle Schools and the Assistant Superintendent of High Schools	<ul style="list-style-type: none"> • Supports secondary school sites and administrators in efforts to maximize achievement, including the achievement of English learners • Assists with the monitoring and evaluation of secondary school programs and services to English learners • Collaborates with the Director of English Learner Services, and other administrators within the Division of Instructional Support to ensure coordination, alignment and articulation of District programs, including programs for English learners • Collaborates with the Assistant Superintendent of Elementary and the Director of English Learner Services to monitor the implementation of the District's standards-based curriculum, including curriculum for English learners • Develops and coordinates the professional development program for secondary school teachers and administrators, integrating professional development related to English learners • Supervises the textbook adoption process for secondary schools, including adoption of textbooks for English learner programs
Director of Personnel Services	<ul style="list-style-type: none"> • Recruits and monitors placement of English learner staff in collaboration with principals and the Director of English Learner Services • Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of Master Plan for English Learners in collaboration with the Director of English Learner Services • Monitors credentials of all personnel working with English learners
Superintendent	<ul style="list-style-type: none"> • Evaluates District's goals relative to the LEA and Title III Plans, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability • Convenes and chairs the English Learner Coordinating Council

Evaluating Program Effectiveness

The district has identified benchmarks for all program options for English learners. These benchmarks are shown at the end of the chapter (Tables 6.3 to 6.5). These tables list expectations for the level of achievement that students should attain as they progress through district schools. Note that the tables are built around two main parameters in addition to program type:

1. The student's initial CELDT level,* and
2. The number of years in the program (for CELDT). The evaluation questions related to student outcomes are keyed to these tables and to expectations for achievement

*Note: The benchmarks in the following tables will need to be revised in order to reflect the system of levels in the revised CELDT when it is implemented (see p. 11 for more information).



Table 6.3: Expected Benchmarks for Structured English Immersion (SEI) and English Language Mainstream Programs*

Overall CELDT Level at Time of Entrance to the Program	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Overall Early Advanced/ one or more subtests below Intermediate)	Level 4 or 5 (Overall Early Adv. Or Advanced/ all subtests Intermediate or higher)	Reclassified
Timeline toward reclassification based on CELDT overall score at time of initial enrollment	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on California Standards Test—English Language Arts (CST-ELA)	Far Below Basic	Below Basic	Low Basic—Scale Score below 325	High Basic—Scale Score 325 or higher	High Basic	High Basic to Advanced
Expected Performance Level on California Standards Test—Mathematics (CST-Math)	Far Below Basic	Below Basic	Low Basic	High Basic	High Basic to Proficient	High Basic to Advanced

*Transitional K/Kindergarten and first grade students do not take the California Standards Tests. These students will be expected to meet grade level literacy and mathematics benchmarks established by the district for these programs.

Table 6.4: Expected Benchmarks for Two-Way Immersion Program and Developmental Bilingual Programs*

Overall CELDT Level at Time of Entrance to the Program	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Overall Early Advanced/ one or more subtests below Intermediate)	Level 4 or 5 (Overall Early Adv. Or Advanced/ all subtests Intermediate or higher)	Reclassified
Timeline toward reclassification based on CELDT overall score at time of initial enrollment	1st year	1st–2nd year	2nd–3rd year	3rd–4th year	4th–5th year	5th–6th year
		1st year	1st–2nd year	2nd–3rd year	3rd–4th year	4th–5th year
			1st year	1st–2nd year	2nd–3rd year	3rd–4th year
				1st year	1st–2nd year	2nd–3rd year
					1st year	1st–2nd year
Expected Performance Level on Standards Test in Spanish (STS)	Proficient or Advanced					Proficient or Advanced
Expected Performance Level on California Standards Test—English Language Arts (CST-ELA)	Far Below Basic	Below Basic	Low Basic—Scale Score below 325	High Basic – Scale Score 325 or higher	High Basic to Proficient	High Basic to Advanced
Expected Performance Level on California Standards Test – Mathematics (CST-Math)	Far Below Basic	Below Basic	Low Basic	High Basic	High Basic to Proficient	High Basic to Advanced

*Transitional K/Kindergarten and first grade students do not take the California Standards Tests. These students will be expected to meet grade level literacy and mathematics benchmarks established by the district for these programs.

Students are expected to continue in the program after reclassification.





Chapter Seven

Funding





In This Chapter

General and
Categorical Funding

General Fund
Resources

Categorical Funds

Equity in Funding for
School Sites

Funding

In the 2013-2014 school-year, the state of California changed the way school districts are funded. The new model, called the Local Control Funding Formula (LCFF), allows districts more freedom in how funds are spent but also requires the development of a Local Control and Accountability Plan (LCAP) that links spending to specific district goals for student achievement. Districts will now be held accountable to the specific ways in which they are spending money and how those decisions are improving student outcomes. All California school districts are required to develop a three-year plan that identifies strategies to support learning and shows how our district uses its resources to support students.

A key aspect of the LCAP process is the engagement of parents/guardians in providing input and feedback. Districts are required to form an English Learner Parent Advisory Committee and a Parent Advisory Committee (PAC). Mt. Diablo Unified School District's (MDUSD) already established District English Learner Advisory Committee (DELAC) serves in this capacity representing English Learner (EL) students and families, in lieu of forming a new ELPAC (English Learning Parent Advisory Committee), as allowed for in the related Ed Code. The Parent Advisory Council

also supports MDUSD with the Local Control Accountability Plan (LCAP).

From January through May 2014, over 18 meetings were held to collect input from parents, students, staff, Board committees, and community groups. An LCAP Focus Group worked to take the information collected from those meetings and develop the Goals and Actions reflected in the draft plan. On May 22, 2014 a joint meeting was held with the District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC). Together they provided a forum for consulting MDUSD parent representatives on the three-year plan now required of all school districts in California.

During the 2014-2015 school-year and beyond, the DELAC and PAC will remain integral partners in monitoring the implementation of the Local Control Accountability Plan, the use of funds in it, and its annual evaluation and updates.

Funds are allocated following requirements outlined in Education Code, state regulations, and district policies. There have been no changes in how districts receive or use federal funds. State funds were changed dramatically under the Local Control Funding Formula. Districts used to receive money from the state through the revenue limit and categorical

funds. This has been changed to Base, Supplemental, and Concentration grants. Due to our enrollment demographics, Mt. Diablo Unified School District receives Base and Supplemental state funds. We do not qualify for Concentration grant funds as we have less than 55% of our students unduplicated as low income, English language learners, or foster youth.

Some state categorical funds remain as do the federal programs such as Title I, Title II, and Title III. These funds are used to supplement the basic education program (provide additional resources and services) and not to supplant (replace) general funds.

Expenditures are audited annually by the District's Budget and Fiscal Services Department and external auditors.

The following process is used to develop plans for program operations and improvement, and the allocation of funds.

1. The School Board approves the District's Local Control Accountability Plan (LCAP). This is a plan designed to meet the needs of all students and includes actions and services to increase or improve outcomes for low income, English language learners, and foster youth students. The LCAP also supports the schools' Single Plans for Student Achievement (SPSA).
2. The Board also approves the Superintendent's Goals and Objectives which identifies and prioritizes additional needs and actions.
3. Funds are allocated according to the Consolidated Application to support the services and actions identified in the LCAP, the Single Plans for Student Achievement, and to support the Superintendent's Goals and Objectives. It is important to remember that, at this time, the LCAP is only required to address the use of Base and Supplemental LCFF funds.



Table 7.1: Major Categorical Programs: Funding Sources and Allowable Expenditures

Funding Source	TITLE 1 PART A I	TITLE II
Funding Description	A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.	A federal program to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.
Students to be Served	Students who are Far Below Basic, Below Basic and Basic on CST, including English learners and Special Education Students	All students, including English learners
Inappropriate Expenditure Examples	Examples of Expenditures Not Appropriate for Funding Source	
	<ul style="list-style-type: none"> • Supplanting general funds • Strategies not based on scientific research or with no data to support increased achievement • Regular teacher salary and benefits 	<ul style="list-style-type: none"> • Supplanting general funds • Capital outlay • Regular teacher salary and benefits
	Examples of Expenditures Appropriate for Funding Source	
Support for English Language Arts, ELD and Math	<ul style="list-style-type: none"> • Extended day/year for targeted students • Supplemental instructional materials that support standards and core program • Specialized and targeted intervention • Extended day/week/year for targeted students • Primary language instruction/ support • Primary language materials • Academic interventions 	
Support Personnel	<ul style="list-style-type: none"> • Reading/Math/ELD coaches • Intervention teachers • Instructional Assistants 	
Support for Other Core Subject Areas: Science, PE, Visual & Performing Arts		

TITLE III	
<ul style="list-style-type: none"> Federal programs providing funding to improve the education of English learners and immigrant students by assisting them in learning English and meeting state academic standards 	
<ul style="list-style-type: none"> English learners and immigrant students, K–12 	
<ul style="list-style-type: none"> Supplanting general funds 	
<ul style="list-style-type: none"> Academic interventions & PD Supplemental instructional materials that support standards and core program Specialized and targeted interventions & PD Extended day/week/year for targeted students Supplemental instructional materials and equipment Primary language instruction/support & PD Primary language materials & PD Provision of “high quality language instruction educational programs” 	<ul style="list-style-type: none"> Provision of high quality professional development for classroom teachers, principals, administrators and other school or community-based organizational personnel Upgrading program objectives and effective instructional strategies Improving the instructional program for English learners by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures Academy of Language, Arts and Sciences (Summer Academy)
<ul style="list-style-type: none"> Teachers on special assignment, peer coaches English/Language Arts/Math/ ELD coaches Intervention teacher Instructional Aide/Para-educators 	<ul style="list-style-type: none"> Multilingual parent advisor Multilingual community liaison EL Specialists
<ul style="list-style-type: none"> Instructional materials and equipment Professional development Academy of Language, Arts and Sciences (Summer Academy) 	

NOTE: All uses of Title I, Title II and Title III funds must be based on scientifically-based research and data that verify actions resulting in increased achievement.

Table 7.1: (Continued)

Funding Source	TITLE 1 PART A I	TITLE II
Examples of Expenditures Appropriate for Funding Source		
Capacity Building/ Professional Development	<ul style="list-style-type: none"> • Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/ Workshops that support school plan goals 	<p>List of authorized activities. States and districts may differ in what they choose to fund</p> <ul style="list-style-type: none"> • Signing and retention bonuses and differential pay for NCLB-qualified teachers • Bonuses and reimbursement for course work for teacher certification in areas of high need (i.e., math, science, special education and English-language acquisition) • Bonuses and reimbursement for course work for advanced degrees or certification (i.e., National Board Certification) • Merit pay linked to measurable increases in student academic achievement • Partnerships with for-profit and nonprofit entities through grants or contracts to provide professional development activities, course work, test preparation, and testing • Paraprofessional training toward teacher certification • High-quality professional development and training in core content knowledge and effective instructional strategies, methods, and skills required to meet the NCLB teacher requirements • High-quality professional development in the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments • Training in the use of technology for instruction and analyzing achievement data • Teacher mentoring, induction, and support programs for new teachers • Implementation of approved CTC alternative certification and internship programs • Teacher salaries for class size reduction (teachers must be NCLB compliant at the time of hire or placement in program)
School Climate, Parent Engagement, Family Support and Learning Environment	<ul style="list-style-type: none"> • Set-aside 1% of Title I allocation for parent involvement activities • Food for parent meetings & trainings • School Site Council expenditures • Parent training/ education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation / Interpretation • Support Personnel: • Attendance incentives & Home Visits • Parent Advisor/Community Liaison • Parent Orientations • Kinder Academy & Pre-K Articulation • Attendance clerk • Student Outreach Worker • Counselor/Therapist 	<ul style="list-style-type: none"> • Food for parent meetings & trainings • School Site Council expenditures • Parent training/ education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation / Interpretation • Support Personnel: • Attendance incentives & Home Visits • Multilingual Parent Advisor/ Community Liaison • Parent Orientations • Kinder Academy & Pre-K Articulation • Multilingual Attendance clerk • Additional Personnel

Table 7.1: (Continued)

TITLE III	
Examples Of Expenditures Appropriate For This Funding Source	
<ul style="list-style-type: none"> • Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes 	<ul style="list-style-type: none"> • Training Materials/ Resources • Duplication • Conferences/Workshops that support school plan goals • Food: Reasonable costs associated with teacher professional development that extends over a meal period
<ul style="list-style-type: none"> • Food for parent meetings & trainings • School Site Council expenditures • Parent training/education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation 	<ul style="list-style-type: none"> • Support Personnel • Bilingual Parent Advisor/ Community Liaison • Bilingual Attendance Clerk • Bilingual Student Outreach Worker • Attendance Incentives • Home Visits • Parent Orientations

NOTE: All uses of Title I, Title II and Title III funds must be based on scientifically-based research and data that verify actions resulting in increased achievement.

4. The School Board approves the district's annual budget and periodic adjustments.
5. The principal coordinates development of the SPSA and prioritization of the needs based on data. The School Site Council develops the Single Plan for Student Achievement (SPSA) and annually reviews and updates it. ELAC members may advise and give input on the site plan. The goals and actions in the SPSAs and the LCAP should support each other.
6. The School Board approves the schools' SPSA's and the budgets to support the SPSA's.
7. Private schools in the district's attendance area are consulted regarding participation in activities supported by Title I, Title II, and Title III.

Each fall, the district and site budgets are shared with the DELAC and site ELACs. In the spring, in preparation for the development of each school's Single Plan for Student Achievement and the District's Title III plan, information on anticipated allocations is provided to the DELAC and the site ELAC's. The Master Plan for English Learners will be aligned programmatically and fiscally to major policy, planning, and budgeting documents used at the district and site levels, including but not limited to:

1. Mt. Diablo Unified School District Board Policies
2. District Board and Superintendent Goals
3. Title III Corrective Action Plans
4. LEA Plan and Addenda
5. Local Control Accountability Plan
6. Single Plans for Student Achievement
7. Other relevant federal, state, and local directives

Base Fund Resources

The district uses Base Fund and categorical funds that do not contain "supplement not supplant" provisions to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (e.g. library and health) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide universal access supplements to ensure English learners have access to the core curriculum. The base program also includes district adopted ELD program core materials. The district provides primary language instructional materials for students enrolled in bilingual alternative programs.

Categorical Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for English learners. When the program contains "supplement not supplant" provisions, these categorical funds should not be used to supplant Base or Supplemental LCFF funds or other state or local resources. The tables on the following pages provide information on several important sources of supplemental funds.

Equity in Funding for School Sites

In order to ensure that funding for services to English learners is distributed in an equitable manner to the schools, the district will distribute funds according to a formula based on guidelines from the California Department of Education.



References Glossary Bibliography



Legal References

State and Federal Law

The complete list of State and Federal regulations or other legal mandates governing the program may not be included within this document. Applicable legal citations for this program include, but are not limited to, the following:

Federal Law

20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009–1013; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041–1042.

Public Law 107–110

January 8, 2002. §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.

State Law

EC 305–306, 310–311, 313, 33051(a) (3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.

Williams Settlement

Eliezer Williams, et al. v. State of California, et al. (Williams) case was filed as a class action suit in San Francisco in 2000. It alleged that public school students were not provided with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by state legislation, requires state and county monitoring of materials, school facilities and teachers. See: <http://www.cde.ca.gov/fg/fo/profile.asp?id=1040>

Glossary of Terms

A

Access to Core

Providing English learners with simultaneous access to both ELD and the core content in language arts, mathematics, history/social science and science, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

Alternative Education Program

A category of educational programs, most of which are targeted toward students whose needs are such that they are not well served in the comprehensive secondary school's program. Alternative Education in the MDUSD includes programs for 16 and 17 year old students who are deficient in high school credits toward graduation. Participation in an alternative school program allows them to accelerate their progress toward graduation.

(AMAE)

Association of Mexican American Educators

(AMAO) Annual Measurable Academic Objective

An accountability measure related to the education of English learners. AMAO targets, having to do with progress in acquiring English fluency and academic achievement as measured by the California Standards Tests (CSTs) and the California English Language Development Test (CELDT), are established for all districts in the state. Districts receiving federal Title III funds and failing to meet these targets for two or more successive years are subject to state review.

(AMO) Annual Measurable Objective

A key part of the federal school accountability system under No Child Left Behind. Annual targets are set for all schools and districts in the state for the percent of students scoring Proficient and Advanced on the California Standards Tests in English Language Arts and Mathematics. All schools and districts in the state are evaluated on the annual targets. Schools and districts receiving Title I funds are subject to sanctions if they fail to meet all targets for two or more successive years. The targets apply to English learners as well as other significant subgroups in the school/district.

(API) Academic Performance Index

A California state accountability measure that combines results from several state assessments. Each school in the state is assigned an annual improvement target on the API. Schools that consistently fail to meet targets may be subject to state sanctions.

(APS) Academic Program Survey

A self-study instrument developed by the California Department of Education to assist schools in evaluating their effectiveness in implementing high-quality instructional programs in Reading/Language Arts and Mathematics; The APS focuses on nine Essential Program Components proven by research to be components of highly effective schools.

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development:

Credential or certificate which authorizes the holder to provide ELD, SDAIE, and primary language instruction.

(BTSA) Beginning Teacher Support & Assessment

The purpose of BTSA as set forth in the California Education Code, Section 44279.2(b) is to... “provide an effective transition into the teaching career for first year and second-year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers.”

(BICS) Basic Interpersonal Communication Skills:

Language used in everyday social interactions.

Bilingual Alternative Program

A program option for English learners whose parents choose to waive the requirement to participate in a program that is taught overwhelmingly in English. The Bilingual Alternative Program models in the Mount Diablo Unified School District include the Developmental Bilingual Program and the Two-Way Immersion Program, which both include primary language instruction, daily leveled ELD, and SDAIE instruction in English. These programs will be provided with primary language instruction in Spanish.

C

(CABE)

California Association for Bilingual Education.

(CAHSEE) California High School Exit Examination

A state examination a student must pass in order to graduate from high school in California.

Content Standards

Standards adopted by the California State Board of Education which specify what all California children are expected to know and be able to do in each grade or course.

(CALP) Cognitive Academic Language Proficiency:

A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.

(CAPA) California Alternate Performance Assessment

A state-approved exam designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA, even with accommodations and/or modifications.

Catch-Up Plan

A plan to assist English learners in accessing and mastering ELD and recouping any academic deficits to mastering grade level standards in the core curriculum.

(CATESOL)

California Association of Teachers of English to Speakers of Other Languages.

(CDE) California Department of Education

Oversees the public school system in California and enforces education law, regulations and school improvement programs.

(CELDT) California English Language Development Test

A state assessment given to initially identify English learners in California public schools and to assess growth in English language proficiency on an annual basis. CELDT subtests include Listening, Speaking, Reading and Writing.

(CLAD) Cross-cultural Language and Academic Development

Credential or certificate which authorizes the holder to teach ELD and SDAIE.

(CMA) California Modified Assessment

A state-approved exam designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of California content standards with or without accommodations. The CMA is developed to provide more access so that students can better demonstrate their knowledge of content standards and must be clearly identified in the student's IEP as an alternative to the administration of the standard CST.

Cooperative Learning

Strategies for grouping students to work collaboratively. Used to facilitate learning and language acquisition through structured activities where students are actively engaged.

Core Curriculum

Curriculum designed to facilitate teaching and learning of California content standards in core subject areas including English language arts, mathematics, science, history/social science.

(CST) California Standards Test

A state-approved exam in English-language arts, mathematics, science, and history-social science administered only to students in California public schools. Developed specifically to assess students' knowledge of the California content standards.

(CTC) California Commission on Teacher Credentialing

A commission which oversees the certification of all teachers in the state of California. SEE: www.ctc.ca.gov/

(CTEL) California Teacher of English Learners examination

An examination that leads to CLAD authorization.

Cultural Proficiency

The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.

D**(DAIT) District Assistance Intervention Team**

A team of external experts which conducts a capacity study of district operations in a district in Year 3 of Program Improvement status under the No Child Left Behind Act.

(DELAC) District English Learner Advisory Council

A district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for English learners.

Developmental Bilingual (DB) Program

A Bilingual Alternative program in which the goal is acquisition of academic proficiency in two languages, for example English and Spanish, together with mastery of academic core content and cultural proficiency. The program serves only students whose primary language is Spanish.

Differentiated Instruction

Instruction using different methods or strategies designed to meet the wide range of educational needs of students.

E**Early Exit**

A bilingual alternative program aims to develop fluency in English as quickly as possible (i.e. within 2 or 3 years). Upon attaining English fluency according to district criteria, the student is transferred from the early exit bilingual program to a regular (English language mainstream) program.

(EL) English Learner

A classification used to identify a student who is not currently proficient in English and whose primary language is not English; (also called Limited English Proficient [LEP] student).

(ELA) English Language Arts

A core subject area which includes instruction in English (reading, writing, listening and speaking).

(ELAC) English Learner Advisory Committee

A site-level committee that advises the principal and school staff on programs and services for English learners.

(ELD) English Language Development

Systematic, daily, leveled, standards-based instruction in the English language for students who have been identified as English learners.

(EL Master Plan) Master Plan for English Learners

A comprehensive plan which articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English learners; to support parental involvement; and to ensure academic achievement for all English learners.

(ELRT) English Learner Review Team

A school site team that monitors progress of English learners. The ELRT identifies students who are not meeting standards for English language and academic progress, develops catch-up plans for those students, and identifies students who are eligible for reclassification as fluent in English (RFEP)

English Language Mainstream Program

An instructional model, designed for English learners with reasonable fluency in English. Core content is taught in English using SDAIE methodology along with of daily leveled ELD.

English Learner Coordinating Council

Chaired by the Superintendent or designee, and facilitated by the Director of English Learner Services with representation from teachers and administrators at all levels. This group convenes to plan and coordinate implementation of English Learner services throughout the district.

EL Specialist

A district teacher-on-special-assignment who supports EL Support Teachers and the Director of English Learner Services in the implementation of the English Learner Master Plan, including the organization and delivery of staff development.

EL Support Teacher

A teacher assigned to site(s) who is trained to support the site administrator in the implementation of the EL Master Plan, including site responsibilities for record keeping, annual assessment, reclassification, monitoring of student progress, and coordination of ELAC, instructional coaching, and other duties as assigned.

(EO) English-Only student

A student with a primary language of English, and no other language.

F**(FEP) Fluent English Proficient**

Students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students.

(FPM) Federal Program Monitoring

A state review process focused on determining whether a district's programs are in compliance with federal and state law and regulations.

G

(GATE) Gifted and Talented Education

A program/designation for students who have exhibited excellence or capacity for excellence far beyond that of their peers according to district-established criteria.

H

(HLS) Home Language Survey

A questionnaire, required in California public schools, to be completed by parents at the time of registration, which elicits information about the language background of the child, to determine the primary language of the student.

I

(IEP) Individualized Education Plan

This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

(I-FEP) Initially Fluent English Proficient

A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

L

Language Acquisition

A natural process, progressing through predictable stages, whereby language is acquired.

Language Allocation

A systematic division of instructional time between the two languages taught in a bilingual alternative program. In MDUSD, for example, the Two-Way Immersion and Developmental Bilingual programs have a 50-50 language allocation. This means that

teaching takes place half the time in English and half the time in the other language taught in the program. The specifics of how this time is counted and divided among subject areas vary from one program to another. It is usually the prerogative of the district, in consultation with the program's administrator and teachers, to develop a language allocation plan. It is important that this plan represent a thoughtful, systematic approach and that its implementation be monitored.

Late Exit

A bilingual alternative program which has the goal of developing bilingual and biliterate students. Students typically remain in the program even after they are reclassified as fluent in English, in order to continue the development of language and literacy in both languages. These programs contrast with Early Exit bilingual programs, which aim to develop fluency in English as quickly as possible (i.e., within 2 or 3 years). Upon attaining English fluency according to district criteria, the student is transferred from the early exit bilingual program to a regular (English language mainstream) program.

(LEA) Local Education Agency

Usually refers to a district, but may also refer to a County Office of Education.

(L1) Primary language

The language that has been identified as the student's native or home language.

(L2) The second language students acquire

(Usually refers to English).

Long Term English Learners

Students who have been classified as English learners for 5 or more years but have not met criteria for reclassification.

N

(NABE)

National Association for Bilingual Education.

Newcomer

A student who is a recent immigrant to the United States (i.e. has been in the U.S. for less than 12 months).

O

(OCR) Office for Civil Rights

An office of the U.S. Department of Education that oversees the implementation of civil rights laws in U.S. schools.

“Overwhelmingly” in English

An expression used in the former Proposition 227. Though not specifically defined, it implies that almost all instruction be in English, while some instruction may be provided in the student’s primary language.

P

Paraprofessional

A person who assists teachers in the classroom. A bilingual paraprofessional has passed the District-approved assessment and is fluent in both English and another language.

Parental Exception Waiver

A form which is requested and signed by parents or legal guardians of English learners annually to waive the requirement to be placed in an instructional program that is “overwhelmingly” in English (i.e. SEI or ELM).

Parental Involvement

The engagement of parents in the education of their children including; parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

Primary Language (L1)

The language that has been identified as the student’s native or home language.

Primary Language Instruction

The use of a student’s primary language by a teacher as a primary medium of instruction in core content for students who have an approved parental exception waiver to participate in an alternative program.

Primary Language Questionnaire

A series of questions used to evaluate an English learner’s level in his/her primary language when the primary language is other than Spanish.

Primary Language Support

The use of a student’s primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student’s primary language.

Principal’s Assurances Checklist

A checklist of deadlines and duties for the principals to facilitate the needs of English learners.

Proposition 227

A 1998 California ballot measure requiring children to be taught in classrooms where the instruction was “overwhelmingly” in English, essentially restricting access to bilingual programs, unless students had approved parental exception waivers.

R

R-30 Language Census Report

A state-required annual census of each Transitional K–12 public school which reports the numbers of English learners and FEP students by primary language, annual reclassifications, instructional programs and services, and staffing information of those providing instruction to English learners.

(R-FEP) Reclassified Fluent English Proficient

A classification given to students who were once identified as English learners who have met all of the district criteria to be considered Fluent English Proficient (FEP).

Reclassification (formerly called Redesignation)

When a student has met all the district criteria, s/he is reclassified from EL to RFEP (Reclassified Fluent English Proficient). This change in language classification also often involves a change in the student's instructional program placement.

(RSP) Resource Specialist Program

Classes for students, who have been identified as Individuals with exceptional needs who spend the majority of the school day in a regular program, but receive instructional support from an RSP teacher for specific learning disabilities.

S

(SDAIE) Specially Designed Academic Instruction in English

SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to English learners. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component within a comprehensive program for English learners.

Second Language (L2)

The second language students acquire (usually refers to English).

Special Day Class (SDC)

A self-contained, special education class for students who have been identified as Individuals with Exceptional Needs in which a student is enrolled for the majority of the school day.

(SPSA) Single Plan for Student Achievement

A plan approved by the School Site Council, which outlines the goals, actions, timelines, and resources for continuous school improvement.

(SSC) School Site Council

A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval and implementation of the SPSA.

State Seal of Biliteracy Award

The State Seal of Biliteracy Award was approved by the State Board of Education on December 13, 2011, and under AB815 became effective January 1, 2012 in California. The State Seal of Biliteracy is an award given by the school district in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy appears on the diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.

(SST) Student Success Team

A team consisting of the classroom teacher, parents/guardians, principal, resource teacher and school psychologist (as needed) to discuss academic and/or social concerns, and interventions for individual students.

Standards for English Language Development (ELD)

Standards established by the State of California for expected learning at each of five established English proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) in four domains (Listening, Speaking, Reading and Writing), in four different grade spans (TK–2, 3–5, 6–8, and 9–12). The latest revision of these standards, adopted in 2012, is aligned with the Common Core State Standards. The 2012 standards are organized around three English proficiency levels (Emerging, Expanding and Bridging). The CELDT test will undergo revisions to reflect these new descriptors.

(SEI) Structured English Immersion Program

An instructional model, designed for English learners with less than reasonable fluency in English. Core content is taught in English using SDAIE methodology along with a minimum of 45 minutes of daily leveled English Language Development (ELD).

(STS) Standards Test in Spanish

A Spanish language test that measures student attainment of the state reading/language arts and mathematics standards.

Supplement

A term related to school finance. Certain educational funds (such as Title I, Title II, Title III, EIA/LEP, etc.) are designed and required by law to be used for a restricted set of activities and services that must be provided in addition to the district's base program. The base program is funded by a combination of local and state funds. Supplemental (or categorical) funds may not be used to fund base program activities. For example, ELD instruction is part of the base program. The district must provide the basic materials

for teaching of ELD from its general fund. However, certain categorical funds may be used to purchase supplementary materials for use in ELD classes.

Supplant

Use of supplemental funds to carry on activities that are part of the district's base program. For example, Title I and Title III funds may not be used to pay regular classroom teachers. To do so would be supplanting, since the classroom teacher's salary is the responsibility of the base program.

T

Title I

A federal program from No Child Left Behind (NCLB) that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement.

Title III

A federal program from No Child Left Behind (NCLB) which provides funding to improve the education of English learners and Immigrant students by assisting them in learning English and meeting academic standards.

(TK) Transitional Kindergarten

The State of California has enacted a new law which changes the cut-off date for determining whether a student may enter Kindergarten. Traditionally the children whose fifth birthday was in early December or earlier were eligible to enter Kindergarten. Under the new law, beginning in 2012–13, the cut-off date will be moved forward one month per year until it

falls in September. Children whose birthday falls between the new cut-off date (November in 2012–13) and December will be offered the opportunity to attend a Transitional Kindergarten program, and then attend Kindergarten the following year. They will, in essence, have two years of Kindergarten.

Two-Way Immersion (TWI) Program

A Bilingual Alternative Program in which the goal is acquisition of academic proficiency in two languages, for example: English and Spanish, together with mastery of academic core content and cultural proficiency for all participating students. In the Mount Diablo Unified School District instruction will be provided in English and Spanish. A Two-Way Immersion Program serves English learners and students whose primary language is English, including students who enter the program speaking only English. The goal of becoming bilingual and academically competent in both languages applies to all students in the program, regardless of their primary language.

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