MOUNT DIABLO UNIFIED SCHOOL DISTRICT

Master Plan for
Services to English Learners

DRAFT

January 23, 2012

This Page Intentionally Left Blank

Mt. Diablo Unified School District
Master Plan
For Services to English Learners
Input Sheet

Name:	Date:

Check all that apply:

Teacher ☐; Administrator ☐; Other Staff ☐   Parent /Guardian of Mt. Diablo student ☐
                                                  Community Member ☐

Please write your ideas, comments, or suggestions to be considered for inclusion in the EL Master Plan in the appropriate area(s) below. There are separate tables for your suggestions related to 1) things in the draft Master Plan, 2) things not in the Master Plan that you suggest should be in it, and 3) general comments/suggestions. Please feel free to use the back or attach another paper.

1) Specific comment(s)/suggestions(s) related to something in the draft Master Plan:

List Page #	Paragraph #	Comment

2) Things that are not in the draft Master Plan but that I suggest should be included:

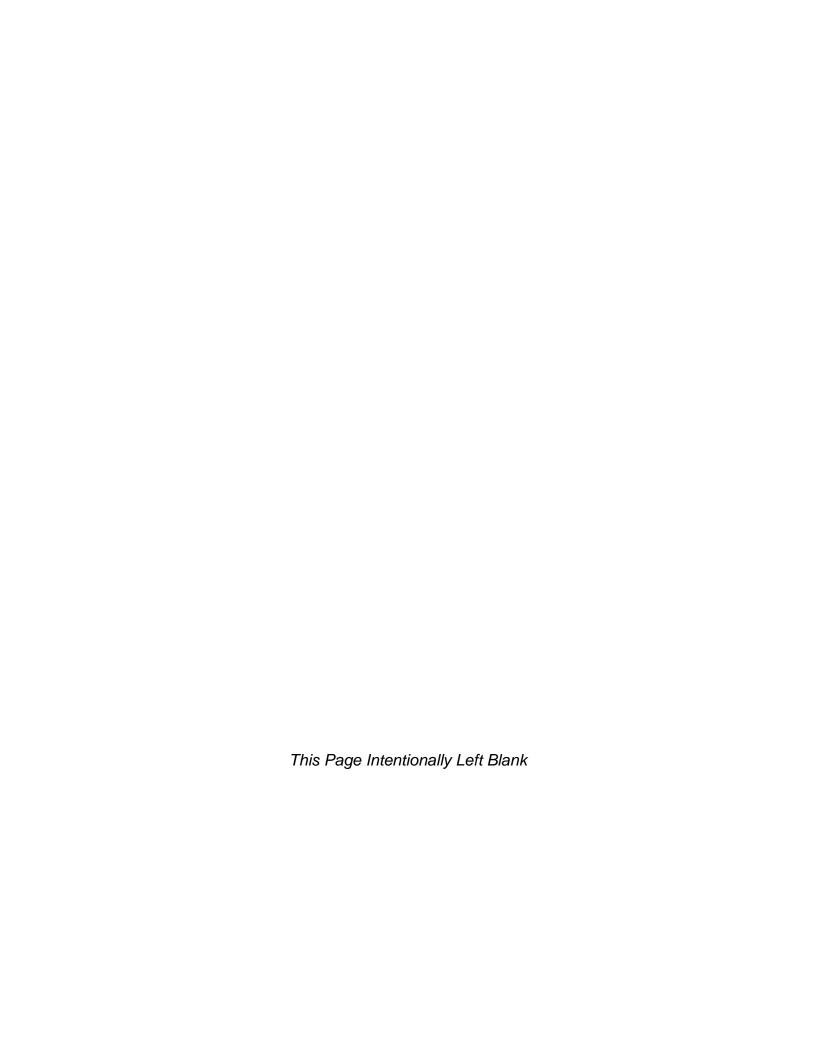| List Page #	Paragraph #	Comment

3) General comments/suggestions:

Thank you for your comments. The Master Plan Task Force will consider your input as we finalize our District Plan.
This form can be returned in one of the following ways:
*Complete it **online** at* https://www.surveymonkey.com/s/DDLX65R

- *Complete and **drop it off** at the Mt. Diablo School District Office, 1936 Carlotta Dr. Concord, CA*
- *Complete it and **mail to** Chatfield and Associates P.O. Box 1396 Gilroy, CA 95021*

All input must be received on or before Friday, February 10, 2012 at 3:00 PM.

This Page Intentionally Left Blank

Table of Contents

Chapter 1:
Identification, Assessment and Placement

DRAFT

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 8, and explained in detail below. The district will pilot the K-12 enrollment process based on the description in this plan before implementing it fully.

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 on page 6) takes place at the Willow Creek Assessment Center.   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 Assessment Center. 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

Because the processes of initial identification, assessment, parent notification and program placement takes place in part at the school site and in part at the Assessment Center, it is important that staff at all sites be familiar with and expert in carrying out the procedures outlined in this chapter. 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.

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,
- parental rights and informed consent, including the parental exception waiver process.

The persons who participate in the professional development include district 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.

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

Begin Here

Step 1 – Parent goes to **school site** for registration.

Complete the Home Language Survey (HLS) with assistance from a trained staff member.

HLS indicates **English only** on questions 1, 2 <u>and</u> 3

Language Classification:

- EO – English Only
- Notify the parent and explain options:
  - English Language Mainstream (default placement)
  - Bilingual Alternative program chosen by parent (based on the child's grade, prior program participation, and space availability)
- Enroll student in the appropriate program, according to parent's preference and enter the data into district student information system.

HLS indicates Language other than English on questions 1, 2 <u>or</u> 3

Step 2 – English Proficiency Assessment (CELDT) at the district Enrollment Center
Done by trained personnel at the district Assessment Center

Initial CELDT score is
Early Advanced (Level 4) or Advanced (Level5) overall and at least Intermediate (Level 3) on all subtests

Language Classification:

- IFEP (Initial Fluent English Proficient)
- Notify the parent and explain options
  - English Language Mainstream (default placement)
  - Bilingual Alternative program chosen by parent (based on the child's grade, prior program participation, and space availability)
- Enroll student in the appropriate program, according to parent's preference and enter the data into district student information system.

Initial CELDT score is
Beginning (Level 1), Early Intermediate (Level 2), Intermediate (Level 3), OR overall CELDT is Level 4 or 5 AND at least 1 subtest score is below Level 3

Step 3 – Language Classification, Primary Language Assessment, and Program Recommendation done at District Assessment Center

- Classify as English Learner (EL)
- Assess for primary language proficiency ASAP but within 90 days of enrollment. Assessment performed by trained district assessment center staff
- For transfer students, review available information to determine prior type of program student has participated in and academic progress
  - Determine the default program recommendation:
  - IF Overall CELDT is Level 1, 2 or 3, THEN the recommendation is Structured English Immersion (SEI)
  - IF overall CELDT is Level 4 or 5 THEN the recommendation is English Language Mainstream (ELM)

Step 4 – Parent Notification

- Hold meeting at the assessment center with parent(s)
- Notify parents of language classification and explain all program options and the benefits of each
  - SEI
  - ELM
  - Bilingual Alternative programs
- Explain waiver rights, options & appeal procedures.
- Also provide written explanations
- If parent is interested in a Bilingual Alternative program,, provide the Parental Exception Waiver form

Step 5 – Program Placement
Place child in an appropriate program based on the parent's input and the principal's and educational staff's determination of the student's needs, and complete the program placement form

- If student will participate in a Bilingual Alternative program, sign waiver form and place in cum
- If the desired program does not exist in the school, or if the program is full, assist the parent in finding an appropriate placement in another school
- Notify district of parent's choice and student's placement

DRAFT

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 <u>and</u> 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 Dual Language Immersion program (see Chapter 2). 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, an appointment is made at the Assessment Center for the child's English language proficiency to be assessed (Continue to Step 2).

▪ 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 of enrollment. (See below for Kindergarten registration, which is an exception to this statement). English language proficiency is assessed by trained personnel from the district assessment center. Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents and children.

The assessment 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

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. 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 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.

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. Copies of these notifications are placed in the student's EL file 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 Dual Language Immersion or Developmental Bilingual Education (See Chapter 2 for descriptions).

- Students identified as English Learners proceed to primary language assessment (Step 3 below).

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**	**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)	**Language Classification:** English Learner (EL)
The Home Language Survey Shows a language other than English on questions 1, 2 or 3 **and**	**CELDT Results Are:** Early Advanced (Level 4) or Advanced (Level 5) and all subtest scores are Intermediate (Level 3) or higher	**Language Classification:** Initially Fluent English Proficient (IFEP)

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

An initial assessment of the EL'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 is conducted at the assessment center by a trained person fluent in the student's primary language. The district-adopted primary language assessment instruments are shown in Table 1.2.

Table 1.2: Instruments used for initial primary language assessment

Grades	Languages	Initial Primary Language Assessments
K-12	Spanish	Bilingual Syntax Measure (BSM)
2nd-12th	Spanish	District Spanish reading and writing assessments
K-12	Languages other than Spanish	District Primary language assessment instrument (if available), or parent interview

Results of the primary language assessment are placed in the student's EL folder and entered in the district student information 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 "almost all" in English.   The recommendation will be communicated to the parent at the time of notification of results (Step 4 below).

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)

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 Assessment Center 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.[1] 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 may be present if needed.

---

[1] This may be either a meeting with the parent individually, or a meeting with a group of parents.

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 <u>Bilingual Alternative program options</u> for students with approved waivers are presented in Chapter 2 of this plan.

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.

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 assessment center, and the school 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. A copy of each request is sent to the district's Department of English Learner Services.

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. 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 sufficient number of approved Parental Exception Waivers at their site.

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. 13-16).

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 EL students 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 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

   All other ELs, 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 school

---

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 are 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 assessment center, 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 also 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 of the request.

Step 4: The principal and educational staff consider the waiver request and either deny or approve it. 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.

  OR

- 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 class.

- 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 <u>not required</u> for EO or FEP students, nor are they required for ELs 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. They are also informed about their child's recommended placement and the right to request a placement in a Bilingual Alternative program. They are also 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 Spanish) 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 KINDERGARTEN REGISTRATION, ASSESSMENT AND PLACEMENT

A special process is used for assessing new Kindergarteners' language proficiency at the beginning of each school year. Kindergarten pre-registration begins in March, April or May of the school year preceding the child's entry into 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 Assessment Center 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 Kindergartners 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 kindergartners.

The same procedures related to parent notification, the parental exception waiver, and program placement that are used for other students are used for kindergartners. 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 Department of Student Services Completed Intradistrict Transfer forms are sent to the school office or the district's Department of Student Services, and all data regarding the student's EL assessment history – current scores, current placement, records of academic progress, and interventions -- are sent to the receiving school. 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, and 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 proceed 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.

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 entered into the student's records and the student database system. The date the student first enrolled in a US school is also 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, using the AERCC international guide for registrars K-12. 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

Chapter 2:
Instructional Programs

DRAFT

K-12 Instructional Programs

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. All options contain the following required components:

- Well-articulated, research-based, standards-aligned, differentiated English Language Development (ELD) instruction, specifically designed for ELs.
- 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.

K-12 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 6 years as English Learners)
4. English Learners with less than 6 years 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 below.

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. The most advantageous placement might be 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 (students at ELD levels 1 and 2 should not be mixed for instruction, due to differences in language development needs).
- 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. SEI will be generally preferable to a mainstream English setting. Placement in a bilingual program (with an approved parental exception waiver) is optimal for many of the students in this group.

In secondary schools, students in this category are likely to need an academic program with the following features:
- Year-long leveled ELD - 2 periods
- 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 six 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 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

English Learners with Less than 6 years who are not meeting benchmarks and/or not making expected progress

These students have two to five 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 on the California Standards Tests (second grade and up), or meeting benchmarks on district established literacy and numeracy benchmarks in Kindergarten and first grade. In the elementary grades, these students should move along a pathway leading to 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.

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

Elementary School Programs (K-5)

Structured English Immersion (SEI), K-5

The Structured English Immersion model is designed for students at 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.

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 1-5 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 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.

Tentative guidelines for these models include the following:

- In the morning the students receive English Language Development and sheltered instruction in classes that may be multi-age;
- In the afternoon the students are integrated with mainstream classes for activities that do not place a heavy demand on English language skills.

Table 2.1: <u>K-5 Structured English Immersion (SEI) Program Components</u>

Program Recipients	Program Elements	Staffing
English Learners • CELDT Level 1 (Beginning) • CELDT Level 2 (Early Intermediate) • CELDT Level 3 (Intermediate)	• Core instruction taught overwhelmingly in English with primary language (L1) support • District-adopted, well-articulated, research-based, standards-aligned, differentiated ELD and core curriculum materials will be used • SDAIE (Specially Designed Academic Instruction in English) strategies to help students access the 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 1-5 • 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	• The assignment of a BCLAD teacher is the best method for providing primary language support. • Preference is for a BCLAD teacher, or for a CLAD who is bilingual/biliterate • 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. • 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 SEI Programs:
- Targeted tutoring based on student needs
- Additional ELD instruction for students not making adequate progress in English proficiency
- Specialized instruction by personnel with literacy and EL expertise
- Grouping of students (leveling by language proficiency)
- 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

English Language Mainstream (ELM), K-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 <u>English Language Development (ELD)</u> instruction using district-approved materials. ELD instruction is monitored by appropriately trained district personnel to ensure that it is effectively implemented. <u>Specially Designed Academic Instruction in English (SDAIE)</u> is a major feature of this program. The program may also include some 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.

Table 2.2: K-5 English Language Mainstream Program Components

Program Recipients	Program Elements	Staffing
• Level 4 (Early Advanced) • Level 5 (Advanced) • English Learners at any level, whose parents request an English Language Mainstream placement.	• Core instruction taught in English • District-adopted, well-articulated, research-based, standards-aligned, differentiated ELD and core curriculum materials • 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 language development • Primary language (L1) support as needed • Daily, leveled ELD instruction - 30 minutes (Kindergarten), 45 minutes (Grades 1-5) • 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.	• 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: • 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, 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		

Alternative Programs for English Learners

The district is committed to providing two late exit bilingual alternative programs: a Dual Immersion program and a Developmental Bilingual Education program. The Dual 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 program will be implemented in one or more feeder patterns, depending on need. The district's intent is to eventually establish both of these programs K-12.

The Dual Language Immersion program will be established starting at the kindergarten level 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.

Since these programs represent an important new initiative, the district will convene a work group for detailed planning of these two programs. The descriptions given below will be the starting points for this planning.

Dual Language Immersion

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. 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 to demonstrate mastery of standards in both languages. They typically continue in the program after attaining proficiency in their primary language. Using a 50-50 language allocation model, the program is designed to teach all students the core curriculum in Spanish and English. Half the instructional time is in English and half in Spanish, beginning in Kindergarten and continuing each year thereafter. Students are expected to demonstrate their mastery of grade level standards on assessments in both languages beginning in Kindergarten. Classes consist of Spanish speaking English learners and English speaking students who are not English learners. In addition, 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.

Table 2.3: Elementary School Dual Language Immersion Program Components

Program Recipients	Program Elements	Staffing
• English learners at all levels of language proficiency, whose primary language is Spanish and who have an approved Parental Exception Waiver • Native English speaking students • 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 • English Only students may enter the program at K or 1st grade only	• District-adopted, well-articulated, research-based, standards-aligned, differentiated ELD and core curriculum materials • Core instruction taught in English and Spanish • 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 language development in English and Spanish • Primary language (L1) support as needed • Daily, leveled ELD instruction for ELs – 30 minutes (Kindergarten); 45 minutes (Grades 1-5) • 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. • Team teaching, with Spanish and English teacher models • Full-day Kindergarten	• BCLAD or equivalent teachers. • CLAD teachers may partner with BCLAD in teaming situations, to do English language instruction • All teachers should be culturally proficient • BCLAD Special Education staff • Bilingual (BCLAD preferred) substitute pool

Special Support Options for English Learners in Dual Language Immersion Programs:
- 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

Developmental Bilingual Education

This is an enrichment program designed for Spanish speaking students at all levels of English language proficiency. It differs from Dual Language Immersion in that all the students in the program have a Spanish language background. Unlike the Dual Language Immersion program described above, there are no English Only students in a Developmental Bilingual program. 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 to demonstrate mastery of standards in both languages. They typically continue in the program after attaining proficiency in their primary language. Using a 50-50 language allocation model, the program is designed to teach all students the core curriculum in Spanish and English. , Half the instructional time is in English and half in Spanish, beginning in Kindergarten and continuing each year thereafter. Students are expected to demonstrate their mastery of grade level standards on assessments in both languages. In addition, the program includes daily, leveled English Language Development.

Table 2.4: Elementary School Developmental Bilingual Education Program Components

Program Recipients	Program Elements	Staffing
• English learners at all levels of language proficiency, whose primary language is Spanish and who have an approved Parental Exception Waiver • Parents must apply for program participation • Acceptance is based on parental choice, prior participation, language proficiency and space availability	• Core instruction taught in English and Spanish • District-adopted, well-articulated, research-based, standards-aligned, differentiated ELD and core curriculum materials • 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 language development in English and Spanish • Primary language (L1) support as needed • Daily, leveled ELD instruction for ELs – 30 minutes (Kindergarten); 45 minutes (Grades 1-5) • 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. • Full-day Kindergarten	• BCLAD or equivalent teachers • All teachers should be culturally proficient • BCLAD Special Education staff • Bilingual (BCLAD preferred) substitute pool
Special Support Options for English Learners in Developmental Bilingual Education Programs: • 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		

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.

The following table shows the proposed relationship between ELD and academic course placement.

Table 2.5: Course assignment by English Language Development level, Grades 6-12

CELDT Proficiency Level	ELD Course Level	English Language Arts Course	Other Core Academic Courses (Math, Science, History/Social Science)
Beginning (Level 1)	I (2 periods daily)	None	Sheltered content instruction (SDAIE) with primary language support
Early Intermediate (Level 2)	II (2 periods daily)	None	Sheltered content instruction (SDAIE) with primary language support
Intermediate (Level 3)	III (1period daily)	Sheltered content instruction (SDAIE) with primary language support	Sheltered content instruction (SDAIE) with primary language support
Early Advanced (Level 4)	IV (1period daily)	English language Mainstream class with SDAIE	English language Mainstream class with SDAIE
Advanced (Level 5)	V (1 period daily)	English language Mainstream class with SDAIE	English language Mainstream class with SDAIE

A high school committee is reviewing program and placement issues. This group will develop a multi-dimensional process for reviewing assessment results and assigning English learners to classes, as well as program structures.   Members plan to make recommendations about placement criteria based on multiple assessments, including the CELDT, the California Standards Tests, English reading assessment scores, and others. This group will also make recommendations regarding **Bilingual Alternative Programs** at the secondary level.

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 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 <u>English Language Development (ELD)</u> 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 <u>Specially Designed Academic Instruction in English (SDAIE)</u> 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 <u>primary language support</u> to motivate, clarify, direct, support, and explain.

DRAFT

Table 2.6: Middle and High School Structured English Immersion Program Components, Grades 6-12

Program Recipients	Program Elements	Staffing
English Learners • CELDT Level 1 (Beginning) • CELDT Level 2 (Early Intermediate) • CELDT Level 3 (Intermediate) 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	• Core instruction taught overwhelmingly in English with primary language (L1) support • District-adopted, well-articulated, research-based, standards-aligned, differentiated ELD and core curriculum materials 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 language development • 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	• 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 in SEI Programs: • 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 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.

Table 2.7: Middle and High School English Language Mainstream Program Components, Grades 6-12

Program Recipients	Program Elements	Staffing
• CELDT Levels Intermediate (Level 3) Early Advanced (Level 4) and Advanced (Level 5) • English Learners at any level, whose parents request a mainstream placement 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	• Core instruction taught in English • District-adopted, well-articulated, research-based, standards-aligned, differentiated ELD and core curriculum materials 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 language development • Primary language (L1) support as needed • Daily, leveled ELD instruction - at least one period (Grades 6-8) • 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.	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: • 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		

Special Programs for Newly Arrived Students and Students with Interrupted Schooling

The district will form a work group to develop details on the content, procedures and materials to be used in the Newcomer Academy, and to determine the optimal location(s) of the academy. Among the issues to be considered is the question of whether to combine both groups of students mentioned here into a single Newcomer Academy.

Newcomer Academy, Grades 6-12

The goals of this program are for students to attain academic English proficiency, 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 Newcomer Academy 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 will initially be implemented at one high school campus. 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, 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.
- The program has clear entrance and exit criteria.

Table 2.8: Middle and High School Newcomer Academy Program Components

Program Recipients	Program Elements	Staffing
Immigrant students with less than 2 years in the US whose CELDT scores are Level 1 (Beginning) or Level 2 (Early Intermediate)	• 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 • Core instruction taught in English, 2 periods per day within the Academy • 2 periods 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) support as needed • All lessons include language objectives to help access the core curriculum and for further language development • 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. • 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 core content areas: science, mathematics, language arts, social science.	• 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 in Newcomer Program: • 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		

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.

Table 2.9: High School Program Components 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.	• 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) support as needed
	  ▪ All lessons include language objectives to help access the core curriculum and for further language development
	• 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.
		• 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:
  • 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		

Program for Long-Term English Learners, Grades 9-12

These students were typically born in the U.S, and have been classified as English Learners for more than six 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.

Table 2.10: High School Program Components for Long-term English Learners

Program Recipients	Program Elements	Staffing

Students with 6 or more years classified as English Learners who have not progressed beyond Intermediate (or Early Advanced with at least one subtest score on the CELDT below Intermediate)	• District-adopted, well-articulated, research-based, standards-aligned, differentiated ELD and core curriculum materials will be used
	• Intermediate level ELD course especially designed for students with more than 6 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 language development
	• 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.
		• 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 Long-Term English Learners: • 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		

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 skills to develop 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 EL should receive daily ELD instruction as part of their core curriculum. 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 (EL) receive at least the following minimum number of minutes of ELD per day: 30 minutes (kindergarten), 45 minutes (Grades 1-5), 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.

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.

The ELD Standards are designed to supplement the ELA standards to ensure 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 K-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 Dual Immersion 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.

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 underline 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)
- 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 check for understanding frequently 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.

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. (e.g., 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.) Program delivery depends on the numbers of students and their CELDT levels. Properly-credentialed personnel provide SDAIE instruction and primary language support as needed and as feasible.

3. Each school should aim to have at least one BCLAD teacher per grade level, regardless of the current enrollment of English Learners.

4. As noted on p. 36, 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 Categorical Program Monitoring (CPM) 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 as well as 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 speech, academic, or cognition, 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). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student's ELD program relates to the student's need for Special Education services, the IEP must document the provision of these services. English Learners in grades K–12 with an IEP, as reflected on CELDT or alternative language assessment sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and SDAIE instruction in conjunction and collaboration with the general education teacher.

Special Education staff will receive the same training as general education staff in working with English Learners. In SDC 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 3:
Monitoring of Student Progress and Reclassification

DRAFT

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 EL students' 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 Support Teacher, English and/or ELD teacher, administrator with academic advising responsibilities, and principal. 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 uses 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 over 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 State Testing and Reporting (STAR) tests, 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 a Student Study 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 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 EL students are making adequate yearly progress by closely monitoring the academic achievement of its EL students 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. <u>**Interim Benchmarks:**</u> *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. <u>**Assessments:**</u> a process to *objectively assess English Learners' progress in ELD and the rest of the District's core curriculum* using multiple measures

4. <u>**Interventions:**</u> *defined interventions, implemented for English Learners who are not meeting the established interim benchmarks*

5. <u>**Evaluation:**</u> *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 EL 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, they determine whether each English learner student has made adequate yearly progress, using the following guidelines:

- For 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 STAR criterion-referenced test benchmark in English Language Arts or other English reading/language arts benchmark specified in the district criteria
    - Meet the STAR criterion-referenced test benchmark in mathematics or other mathematics benchmark specified in the district criteria

The principal 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 ELs.

4. 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.

5. 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.

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 6 or more years in the district).

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, 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.

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 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.

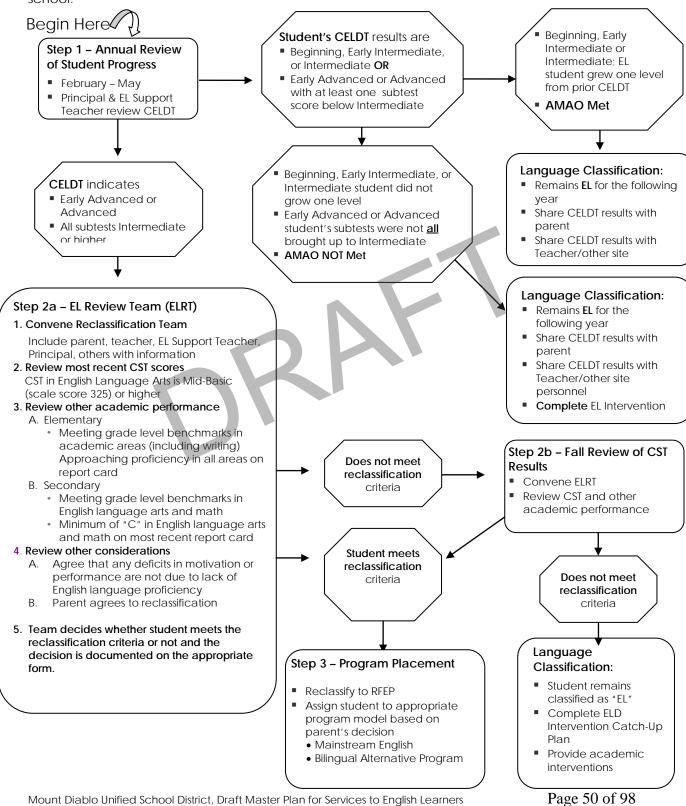Table 3.5: Reclassification Criteria

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 California Standards Tests (or CMA) 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 (K-5)** • "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:** • Minimum of "C" in language arts and mathematics on most current report card • Student is meeting grade level benchmarks in English reading and math • Grade level writing sample indicates that student is at least approaching proficiency in English writing Note: If there are any deficits, the teacher documents in writing that: • The student is performing successfully in academic areas • Any deficits in motivation or performance are unrelated to English language proficiency Such exceptions must be approved by the English Learner Services Department
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.

The Reclassification Process

Figure 3.1 below summarizes the process for making decisions related to reclassification.

Figure 3.1: The Reclassification Process

The annual reclassification process begins as soon as official CELDT results are received by the school.

Begin Here

Step 1 – Annual Review of Student Progress
- February – May
- Principal & EL Support Teacher review CELDT

Student's CELDT results are
- Beginning, Early Intermediate, or Intermediate **OR**
- Early Advanced or Advanced with at least one subtest score below Intermediate

- Beginning, Early Intermediate or Intermediate; EL student grew one level from prior CELDT
- **AMAO Met**

CELDT indicates
- Early Advanced or Advanced
- All subtests Intermediate or higher

- Beginning, Early Intermediate, or Intermediate student did not grow one level
- Early Advanced or Advanced student's subtests were not **all** brought up to Intermediate
- **AMAO NOT Met**

Language Classification:
- Remains **EL** for the following year
- Share CELDT results with parent
- Share CELDT results with Teacher/other site

Language Classification:
- Remains **EL** for the following year
- Share CELDT results with parent
- Share CELDT results with Teacher/other site personnel
- **Complete** EL Intervention

Step 2a – EL Review Team (ELRT)
1. **Convene Reclassification Team**
   Include parent, teacher, EL Support Teacher, Principal, others with information
2. **Review most recent CST scores**
   CST in English Language Arts is Mid-Basic (scale score 325) or higher
3. **Review other academic performance**
   A. Elementary
      - Meeting grade level benchmarks in academic areas (including writing) Approaching proficiency in all areas on report card
   B. Secondary
      - Meeting grade level benchmarks in English language arts and math
      - Minimum of "C" in English language arts and math on most recent report card
4. **Review other considerations**
   A. Agree that any deficits in motivation or performance are not due to lack of English language proficiency
   B. Parent agrees to reclassification
5. **Team decides whether student meets the reclassification criteria or not and the decision is documented on the appropriate form.**

Does not meet reclassification criteria

Step 2b – Fall Review of CST Results
- Convene ELRT
- Review CST and other academic performance

Student meets reclassification criteria

Does not meet reclassification criteria

Step 3 – Program Placement
- Reclassify to RFEP
- Assign student to appropriate program model based on parent's decision
  • Mainstream English
  • Bilingual Alternative Program

Language Classification:
- Student remains classified as "EL"
- Complete ELD Intervention Catch-Up Plan
- Provide academic interventions

DRAFT

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.

Chapter 4:
Staffing and Professional Development

DRAFT

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 EL 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

Type of Instruction	Required Authorization
ELD	EL Authorization, CLAD, BCLAD, SB1969/SB395/AB2913 or equivalent*
SDAIE	EL Authorization, CLAD, BCLAD, SB1969/SB395/SB2913 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.

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 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. 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 for 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 EL student numbers and program enrollment. Each spring, the Director of English Learner 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.

ENGLISH LEARNER SPECIALISTS

A team of teachers on special assignment (TOSAs) 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, cultural proficiency. English Learner Specialists are selected using a process that includes both district and site personnel.

ENGLISH LEARNER SUPPORT TEACHERS

An English Learner Support Teacher will be provided for each district school. 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 ELs, 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 ELs, 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 and peer coaching. 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 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.

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 EL Support Teachers. Professional development sessions at each site for faculty and staff will be implemented by the site instructional leaders in collaboration with the Department of English Learner Services.

The Department of English Learner Services will also provide annual training on the EL 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, K-12, until all ELD teachers have been trained.

- Systematic English Language Development training for all elementary teachers who have not yet participated.

- Training on ADEPT for elementary teachers.

- 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 and Mathematics 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 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 (DBE and DLI) 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).

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 EL services related requirements.

Site principals and district staff members 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 support teachers and peer coaches to ensure that best practices are implemented with fidelity (See Chapter 6 on monitoring of implementation).

Chapter 5:
Parent and Community Engagement

DRAFT

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 though the English Learner Advisory Committee (ELAC) and at the district level through the District English Learner Advisory Committee (DELAC). The final section of the chapter 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 ELs;
- Discussion of how to meet the social and academic needs of ELs;
- 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 ELs with approved waivers 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 ELs, 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 ELs.

4.   All parents/guardians of ELs must be given the opportunity to vote, and to elect ELAC members.

5.   The school will actively encourage all EL parents 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.   A chairperson who will lead all meetings;
     b.   A vice-chairperson to conduct meetings in the absence of the chair;
     c.   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 Services to English Learners will hold schools accountable and ensure compliance with these procedures and related legal mandates, policies and guidelines.

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 ELs 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 districtwide 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) A chairperson who will lead all meetings;
   b) A vice-chairperson to conduct meetings in the absence of the chair;
   c) 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 their 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.

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 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 in the home language when the school population is 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

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 consequences of not testing at a proficient level.
2. Make teachers available for homework help.

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 6:
Evaluation and Accountability

DRAFT

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 (TOSAs), 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 EL Coordinating Council, and the EL 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, as well 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 a collaboration between the Director of English Learner Services, the Director of Research and Evaluation, under the overall supervision of the Assistant Superintendent of School Services and Student Support.

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	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) 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?
2. English Learners will have full access to the core curriculum	2.1 Are English Learners given full access to core instruction? 2.2 Are English Learners receiving daily ELD leveled instruction?
3. All English Learners will master the English language as efficiently and effectively as possible.	3.1 Are English Learners making adequate progress on ELD benchmark assessments? 3.2 Do English Learners meet the state's Annual Measurable Academic Objective with regard to English Learner gains on the CELDT test? 3.3 Are 75% or more of English Learners reaching English proficiency as measured by the CELDT in 5 years or less? 3.4 Are 75% or more of English Learners reclassified within 6 years?
4. English Learners will achieve academic success comparable to EOs.	4.1 Are English Learners making adequate progress on benchmark assessments in content areas (ELD, ELA, and Math)? 4.2 Do English Learners (and RFEPs) meet the state Adequate Yearly Progress criterion in English Language Arts? 4.3 Do English Learners (and RFEPs) meet the state Adequate Yearly Progress criterion in mathematics? 4.4 Are English Learners (and RFEPs) in high school making expected progress toward graduation? 4.5 Are English Learners proportionally represented in Special Education and GATE referrals? 4.6 Are English Learners (and RFEPs) proportionally represented in the following categories: • 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 bullet?

Goals (continued)	Evaluation Questions (continued)
5. Parents of English Learners and RFEPs participate meaningfully in their children's education.	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.)? 5.2 Is the rate of parent participation increasing?
6. Rates for English Learners and RFEPs in categories indicating risk for school failure are no greater than those for EOs.	6.1 Are English Learners (and RFEPs) overrepresented in the following categories: • 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 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?
7. Students enrolled in the Dual Immersion and Developmental Bilingual Education Programs will master language skills in Spanish and English.	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? 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?

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 for 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).

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. The Director of English Learner Services will develop a schedule of district committee walk-throughs 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.

Program Improvement (PI) Walkthroughs (district-facilitated self-reviews)

These reviews will include evidence of a standards-driven learning environment, active-student participation and engagement, and implementation and alignment of site and district initiatives. They will be conducted by teams led by the Assistant Superintendent of Student Achievement and School Support and will include the District's Directors, Coordinators, and site principals. The Assistant Superintendent of Student Achievement and School Support will develop a schedule of visitations which will ensure that all schools in Program Improvement status are visited at least once per year. Findings will be reported to the site 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 Student Achievement and School 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 English Learner 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 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 (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 CST 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 Dual Immersion and Developmental Bilingual Education 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 Spanish, CELDT, STS, CST scores in English Language Arts and Mathematics during collaboration meetings each academic term.

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	• Attends school daily, arrives on time, and works for high achievement • Participates in school activities • Communicates regularly with parents, teachers, and support staff
Parent	• Monitors and promotes English Learners 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) • Participates in school committees—ELAC, Site Council, etc.
Classroom Teacher	• 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	• Provides primary language support to English Learners, individually or in small groups. • Works under the direction of the classroom teacher.
Principal	• 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 • Is responsible for all procedures and legal requirements pertaining to English Learners at the school • Monitors placement of English Learners and oversees 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	• Supports 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 • Trains and supports EL Support Teachers with 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	• Supports site administrator by implementing and monitoring 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 • Serves as a resource for the Student Study Team, grade level/departmental collaboration, and English Learner Review Team. • Provides input on staff development opportunities and needs for teachers of English Learners • Provides technical assistance and coaching support to teachers • Assists with data collection and surveys • Provides support and resources for parents of English Learners • Is supervised by the site Principal.
District English Learner Advisory Committee (DELAC)	• Examines program evaluation findings on an annual basis 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)	• 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
Assistant Superintendent of Student Achievement and School Support	• 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)
Director of English Learner Services	• 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) • Works with principals and Assistant Superintendent of Personnel Services to ensure timely recruitment, hiring and training of teachers for EL assignments • 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

Table 6.2: Evaluation and Accountability: Roles and Responsibilities – continued

Role	Responsibilities
Administrator of English Learner and Socioeconomically Disadvantaged Student Support	• 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.
Director of Elementary Support	• 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, the Director of Secondary Support, and other administrators within the Division of Student Achievement and School Support to ensure coordination, alignment and articulation of District programs, including programs for English learners • Collaborates with the Director of Secondary Support 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 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
Director of Secondary Support	• 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, the Director of Elementary Support, and other administrators within the Division of Student Achievement and School Support to ensure coordination, alignment and articulation of District programs, including programs for English learners • Collaborates with the Director of Elementary Support 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

Table 6.2: Evaluation and Accountability: Roles and Responsibilities – continued

Role	Responsibilities
Assistant Superintendent of Personnel Services	• 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	• 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

DRAFT

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 set out in the state's Title I Adequate Yearly Progress (AYP) and Title III Annual Measurable Academic Progress (AMAO) benchmarks.

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

OVERALL CELDT LEVEL AT TIME OF ENTRANCE INTO 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 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

*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.
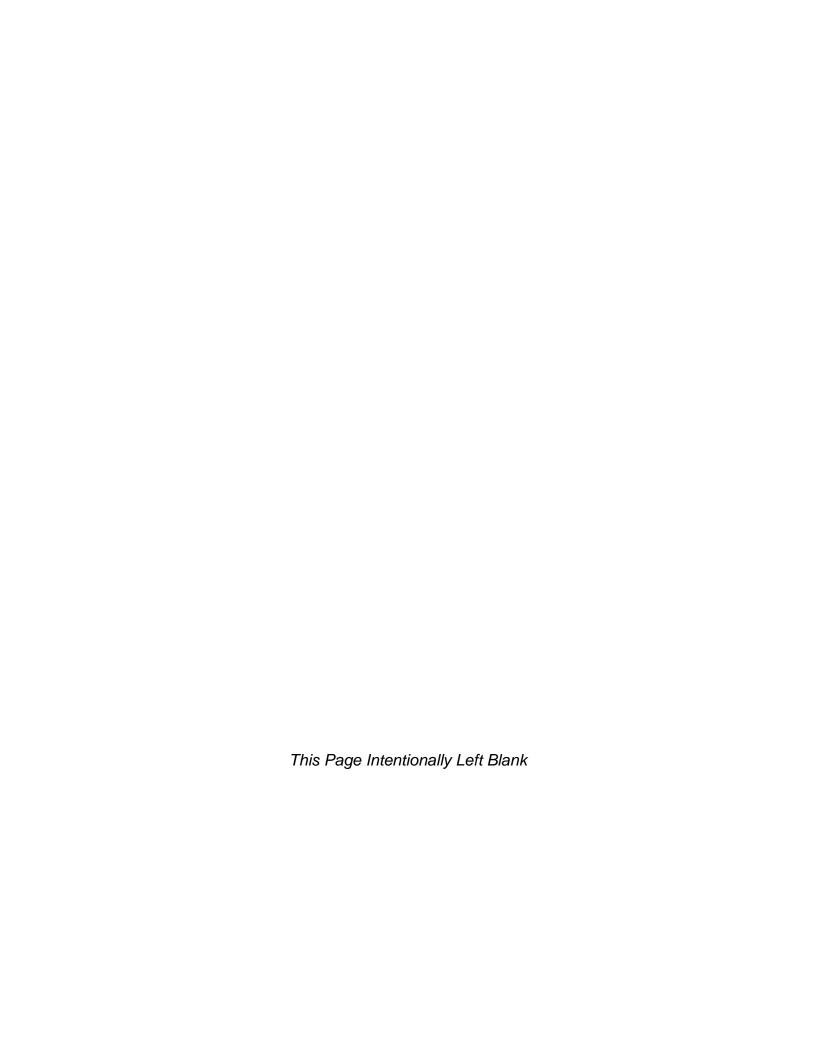
Students are expected to exit SEI after two years, with possible continuation in the program if the student is found to continue to need this setting. After exiting Structured English Immersion, the student would normally move to an English Language Mainstream (ELM) program.

Table 6.4: Expected Benchmarks for Dual Immersion Program and Developmental Bilingual Program*

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

*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.

This Page Intentionally Left Blank

Chapter 7:
Funding

Draft

Funding

GENERAL AND CATEGORICAL FUNDING

Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. EIA-LEP and other categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the District's Budget and Fiscal Services Department, Division of Student Achievement and School Support and external auditors.

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

1. The *School Board* approves the District's *Superintendent's Goals and Objectives*. This is a plan to meet the needs of all students.
2. The Superintendent identifies and prioritizes needs, based on the Superintendent's Goals and Objectives and data analysis, and allocates funds and other resources to support those needs.
3. The Assistant Superintendent of Student Achievement and School Support allocates funds based on the Consolidated Application, meets with school principals to ensure compliance, presents school and district plans to the Board for approval, and monitors expenditures throughout the year.
4. The principal coordinates development of the school level plan and prioritization of needs based on data, and meets with the School Site Council and ELAC groups before they approve the school plan and budget.
5. Site and District Advisory Committees take the following roles:
   - The School Site Council develops the school site plan and annually reviews and updates it
   - ELAC members may advise and give input on the school level plan.
   - DELAC gives input on the district level plan.
   - Private schools in the district's attendance area are consulted regarding participation in activities supported by categorical funds.

Each fall, the district and site budgets are shared with the DELAC and site ELACs. Information about these budgets is also provided to parents during the fall trimester. 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 site ELACs. 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. Mount Diablo Unified School District Board Policies
2. District Board and Superintendent Goals
3. Title III Corrective Action Plans
4. LEA Plan and addenda
5. Single Plans for Student Achievement
6. School Assistance Intervention Team (SAIT) and District Assistance Intervention Team (DAIT) reports
7. Federal Program Monitoring (FPM) corrective actions
8. Other relevant federal, state and local directives

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, transportation, library, Special Education, food, health, and academic advising) 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 help ensure that English Learners have access to the core curriculum. The base program also includes district adopted ELD program 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. These categorical funds should not be used to supplant general funds or other state or local resources. The tables on the following pages provide information on several important sources of supplemental funds.

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

Funding Source	TITLE 1 PART A	EIA-SCE / EIA-LEP	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.	*Economic Impact Aid is a state categorical program that provides supplemental funds to support (1) additional programs and services for English learners (EL) and (2) compensatory education services for educationally disadvantaged students.*	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	English Learners and educationally disadvantaged students.	All students, including English learners
EXAMPLES OF EXPENDITURES NOT APPROPRIATE FOR FUNDING SOURCE			
Inappropriate Expenditure Examples	• Supplanting general funds • Strategies not based on scientific research or with no data to support increased achievement • Regular teacher salary and benefits • Food for staff meetings	• Supplanting general funds • Regular teacher • Food for staff meetings • Capital outlay	• Supplanting general funds • Capital outlay • Regular teacher salary and benefits
EXAMPLES OF EXPENDITURES APPROPRIATE FOR THIS FUNDING SOURCE			
Support for English Language Arts, ELD and Math	• 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	• Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Targeted interventions to accelerate reclassification of English Learners • Support for reclassification process • Support for language assessments • Support for monitoring academic progress of all students	
Support Personnel	• Reading/Math/ELD coaches • Intervention teachers • Instructional Assistants	• Reading/Math/ELD coaches • Intervention teachers • Instructional Assistant • Multilingual parent advisor • Multilingual community liaison • EL Specialists	
Support for Other Core Subject Areas: Science, PE, Visual & Performing Arts		• Supplemental materials in English and the primary language • Field trips • Primary language support	
Capacity Building/ Professional Development	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/ Workshops that	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/Workshops that	List of authorized activities. States and districts may differ in what they choose to fund • Signing and retention bonuses and differential pay for NCLB-qualified teachers • Bonuses and reimbursement for course work for teacher certification in areas of high

	support school plan goals	support school plan goals • Food: Reasonable costs associated with teacher professional development that extends over a meal period	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	• 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	• 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	

Funding Source	TITLE III
Funding Description	• 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
Students to be Served	• English learners and immigrant students, K–12

INAPPROPRIATE EXPENDITURE EXAMPLES	
	• Supplanting general funds

EXAMPLES OF EXPENDITURES APPROPRIATE FOR THIS FUNDING SOURCE	
Support for English Language Arts, ELD and Math	• 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" • 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)
Support Personnel	• Teachers on special assignment, peer coaches • English/Language Arts/Math/ ELD coaches Intervention teacher • Instructional Aide/Para-educators • Multilingual parent advisor • Multilingual community liaison • EL Specialists
Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education	• Instructional materials and equipment • Professional development • Academy of Language, Arts and Sciences (Summer Academy)
Capacity Building/ Professional Development	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • 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
School Climate, Parent Engagement, Family Support and Learning Environment	• Food for parent meetings & trainings • School Site Council expenditures • Parent training/education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation • 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.

Glossary

Draft

A

Access to Core: Providing English Learner students 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 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 Alternative Program models in the Mount Diablo Unified School District include the Developmental Bilingual Education and the Dual Immersion Program, which both include primary language instruction, daily leveled ELD, and SDAIE instruction in English. These programs are currently provided with primary language instruction in Spanish.

(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.

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 <u>must</u> 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, 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 Committee: 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 Education 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.

Dual Immersion (DI) 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 Dual Language 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 what is their primary language.

E

(EIA) Economic Impact Aid: supplemental state funding used to support EL and socioeconomically disadvantaged students.

(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 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 Leaner services throughout the district.

EL Specialist: A district teacher-on-special-assignment who supports EL Specialists 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.

(LEA) Local Education Agency: usually refers to a school, 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).

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, U.S. Department of Education

"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 of core content for students who have an approved parental exception waiver to participate in an alternative program.

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.

Principals' 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 K-12 public school which reports the numbers of EL and FEP students by primary language, annual reclassifications, instructional programs and services, and staffing information of those providing instruction to English learners.

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.

(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).

S

(SAIT) School Assistance Intervention Team: A team of external consultants assigned to a school that fails to make sufficient progress on the Academic Performance Index after having received funding under the state-funded Immediate Intervention/Underperforming Schools Program or the High Priority Schools Grant Program. The SAIT conducts an evaluation of the school organized around nine Essential Program Components adopted by the State Board of Education. On the basis of its findings, the SAIT makes binding recommendations about changes that must be made in order to improve school operations and student achievement, and monitors the school for a period of time in order to ensure that the recommendations are implemented.

(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 SSC, 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.

(SST) Student Study 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 (K-2, 3-5, 6-8, and 9-12)

(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.

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.