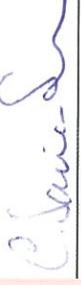


DELAC April 2, 2018 6:00-8:00 PM

School/ Escuela	DELAC Rep.	Telephone/ Telefono	Email/Correo	Student/Estudiante	Signature
Theuerkauf	Melchor Tepepa				MELCHOR TEPEPA V.
Theuerkauf	Elisenda Bolanos				Elisenda Bolanos
Theuerkauf	Martha Barajas				Martha Barajas
Theuerkauf	Alonso Perez				
Theuerkauf	Angeles Anducho				Angeles A.
Theuerkauf	Agustina Yepez				AGUSTINA YEPEZ
Theuerkauf	Godofredo Contreras				
Stevenson	Lourdes Arenas				
Monta Loma	Pedro Garcia Andres				
Mistral	Alma Garcia				
Mistral	Rakestraw, Jill				
Landels	Monica Cadena				
Landels	Laura Montiel				

School/ Escuela	DELAC Rep.	Telephone/ Telefono	Email/Correo	Student/Estudiante	Signature
Landels	Karina Kessel				
Landels	Alicia Garcia				
Huff	Maria Lara				
Graham	Miriam Aburto				
Crittenden	Fabian Montebello Sr.				Fabian Montebello
Crittenden	Maricela Garcia				Maricela Garcia
Crittenden	Guadalupe Ruiz				
Castro	Audocia Ruiz				AUDOCIA Ruiz
Bubb/ Graham	Rafael Vera				
Bubb/ Graham	Janett Campos				
Bubb	Sonia Sequeiros				
Mistral	Rosalia Gil				Rosalia Gil





# Mountain View Whisman School District

## Educational Services Department

Minutes of DELAC Meeting of March 5, 2018

MEMBERS PRESENT: 9 Facilitators, 3 Admin, Parents from many sites (see hard copy attendance records)

**Legal Requirement/Training Covered:**

	1. The DELAC committee development and Roles and Responsibilities.
	2. Development of the school's Needs Assessment.
	3. Administration of the school's <i>Annual Language Census</i>
	4. Ways to make parents aware of the importance of regular school attendance.

**1. Call to order**

The meeting was called to order at 6:22 PM by Melchor Tepepa

**2. Approval of Minutes**

Minutes approved by: Martha Barajas and Nan Tran

**3. Public Comments**

Public comments moved to the end of the meeting.

**4. Presentation: Teresa Castellanos and Miguel Santiago**

Immigrant Rights-Office of Immigrant Relations

List of resources: SIREN, Legal Aid Society, CALI, etc... learn about the resources available and what the different organizations can offer you.

**5. Mental Health Presentation- by Santa Clara County Behavioral Health Services by Evelyn**

Resources and ways on preventing mental health issues when they occur

**6. Boundary discussion-Heidi Smith**

Enrollment Priorities

Originally we have 29 enrollment priorities and want to narrow down

Example: Teachers who don't live in the school district can request a transfer to a school in MVWSD etc.

Thoughts and suggestions:

NOTES:

1. Employee housing would benefit
  2. It should be the same for all. All employees should get the same opportunities. There should be no priorities.
  3. Everyone that works in the district should have the same chances of getting into the school that they want.
  4. Lottery base if they are limited spaces for certain schools.
  5. Teachers should have priority. They work late and they go home late. Having their kids near them would help them out.
2. Neighborhood family moves in but employee took a spot and now there are no spots.
1. They should go on the waitlist. No priorities for teachers.
  2. Open another school so we have space for more kids.
  3. District would need to figure out what to do.

3. Should students who are in school now, stay in the same school once boundaries changes?  
Overall sentiment- they should stay at their present school. Do not move them to a new school just because of the boundaries.

Note: if a family leaves and moves to a different city can my child stay in the MVWSD until they graduate?

Example fourth grader, can they stay until fifth grade?

New families who live near Slater: now attending Landels but will belong to Slater: especially in TK or K. Put them in the school that corresponds to them. They should start in their neighborhood school. Put all of the students in the same class so they can then move together.

What happens to their older siblings? Do they stay at in the same school or do you split them up so that the younger ones can start at the "new" school?

Students in older grades who have made friends at their old school, might struggle with the change. It will be very difficult for them. Only move the K's not the older students.

Can we leave the decision up to the families? Since kids are all different. Some adjust well to changes and others do not.

Please take into consideration how kids will react to the changes. I hope the district takes into considerations our thoughts and suggestions.

#### **Public Comments:**

Parent comments (Graham) we are very unhappy, sad and in shock with what happened with Mrs. Thompson and Mr. Chesley. We are concern that a new principal will not know our community and those two principals have done a lot for the Latino community. We can not accept the changes. Especially this year with all of the changes that are happening with the middle school schedules. We do not feel that a new person will work and know how to work with us. It was an unfair decision. Our principal is leaving, do we get to know our new principal? We are a small group right now but we represent a large group.

TH- can we know who is coming to our school? Can we meet this person ahead of time?

GR- If they are removing Mrs. Thompson, the Assistant Principal and they are leaving the school with new people who do not know our community.

Why are they asking us for input for the new principal? Why didn't they ask us that question about keeping the current principal?

Answer: We have asked parents input in our survey during the school year. Parents want more input and decision making about their principal. Not taking them their opinion into consideration was not a good thing.

Last comment about Graham-only one person staying knows the school and he has only been there one year. How are they going to prepare the school for the new school year? Planning for next year, how are they going to do it?

We just had another meeting at Graham and it wasn't only the latino families that were unhappy with the decision made about Ms. Thompson.

The district always talked about respect and right now we feel like a bucket of cold water was thrown in our faces. We were not asked for our opinion. We are very very upset and sad that this is happening. Survey translation of the survey was not very good. Parents filled it out but most of the time they did not understand the questions.

By law if you have questions or concerns- by law we have to respond.

How many people completed the climate survey?

Full responses of the questions and answers for the survey?

We feel that you represent us. (Heidi) and that you took the time to listen to us.

#### **7. Adjournment**

Meeting was adjourned at 9:11pm



**Minutas de la Junta de DELAC del 5 de marzo del 2018**

MIEMBROS PRESENTES: 9 Coordinadores de Servicios para la Escuela y la Comunidad, 3 Administradores del Distrito, Padres de varios planteles. (Favor de ver la lista impresa del registro de asistencia)

**Requisitos Legales/Entrenamiento Cubierto:**

	1. El Desarrollo del comité de DELAC, Funciones y Responsabilidades.
	2. Desarrollo de la Evaluación de las Necesidades de la Escuela
	3. Administración del <i>Censo Anual del Idioma de la escuela</i>
	4. Maneras de hacer conciencia en los padres, sobre la importancia de la asistencia regular a la escuela.

**1. Inicio de la Junta**

La Junta inició a las 6:22 PM por Melchor Tepepa

**2. Aprobación de las Minutas**

Las minutas se aprobaron por: Martha Barajas y Nan Tran

**3. Comentarios Públicos**

Los comentarios públicos se pasaron para el final de la junta

**4. Presentación: Teresa Castellanos y Miguel Santiago**

**Los Derechos del Inmigrante – Oficina de Relaciones para el Inmigrante**

Lista de recursos: SIREN, Legal Aid Society (Sociedad para Ayuda Legal), CALI, etc... conozca acerca de los recursos disponibles, y lo que diferentes organizaciones pueden ofrecerle.

**5. Presentación acerca de la Salud Mental – por Santa Clara County Behavioral Health**

**Services (Servicios de Salud de la Conducta del Condado de Santa Clara) presentado por Evelyn**

Recursos y maneras para prevenir problemas de la salud mental

**6. Análisis acerca de los límites-por Heidi Smith**

Prioridades de las Inscripciones

Originalmente tenemos 29 prioridades de inscripción y queremos reducir las

Ejemplo: los maestros que no viven en el distrito escolar, pueden solicitar transferencia a una escuela en MVWSD etc.

Opiniones y sugerencias:

**NOTAS:**

Beneficiaría la vivienda para el empleado.

Debe ser lo mismo para todos. Todos los empleados deben tener las mismas oportunidades. No debe haber prioridades.

Todas las personas que trabajan en el distrito, deben tener las mismas oportunidades de ingresar a la escuela que ellos quieren.

En base a lotería si hay espacios limitados para ciertas escuelas.

Los maestros deben tener prioridad – ellos trabajan tarde y se van a casa tarde. Tener a sus hijos cerca, los ayudaría.

Una familia se fue a vivir al vecindario, pero un empleado tomó el lugar y ahora no hay espacios

Ellos deberán ir a la lista de espera. No prioridades para los maestros

Abrir otra escuela para que tengamos espacio para más niños

El Distrito necesitará resolver qué hacer

¿Los estudiantes que están en la escuela ahora, deben permanecer en la misma escuela una vez que cambien los límites?

El sentimiento en general – ellos deben permanecer en su escuela actual. No moverlos a una escuela nueva solo por los límites.

Nota: Si una familia se va y se cambia a una ciudad diferente, ¿puede mi estudiante permanecer el MVWSD hasta que ellos se gradúen? Por ejemplo, ¿un estudiante de cuarto grado, se puede quedar hasta el quinto grado?

Las familias nuevas quienes viven cerca de la escuela Slater: ahora están asistiendo a la escuela Landels, pero ellos pertenecen a la escuela Slater: especialmente en TK o en K.

Ponerlos en la escuela que les corresponde a ellos. Ellos deben empezar en la escuela de su vecindario. Poner a todos los estudiantes en la misma clase para que ellos se puedan mover juntos.

¿Qué pasa con sus hermanos más grandes? ¿Se quedan en la misma escuela, o los separan para que los más chicos pueda empezar en la escuela “nueva”?

Los estudiantes en grados más altos quienes han hecho amistades en su antigua escuela, podría serles difícil el cambio. Sería muy difícil para ellos. Únicamente mover a los estudiantes de Kinder, no a los estudiantes más grandes.

¿Podemos dejar que las familias tomen la decisión? Como los niños son diferentes. Algunos se ajustan bien a los cambios y otros no.

Favor de tomar en consideración cómo reaccionan los niños a los cambios. Espero que el Distrito tome en consideración nuestras opiniones y sugerencias.

#### **Comentarios:**

Comentarios de un padre de (Graham) estamos muy disgustados, tristes y sorprendidos con lo que paso con la Sra. Thompson y el Sr. Chesley. Estamos preocupados de que un director nuevo no conocerá a nuestra comunidad, estos dos directores han hecho mucho por la comunidad latina. No podemos aceptar los cambios. Especialmente este año con todos los cambios que están sucediendo con los horarios en la escuela secundaria. No sentimos que la nueva persona trabajará y sabrá cómo trabajar con nosotros. No se tomó una decisión justa. Nuestra directora se está yendo. ¿Podemos conocer a nuestro director nuevo? Somos un grupo pequeño en este momento, pero representamos a un grupo grande. TH - ¿Podemos saber quién viene a nuestra escuela? ¿Podemos conocer a esta persona con anticipación? GR- si están quitando a la Sra. Thompson, la subdirectora ¿y ellos se están dejando a la escuela con gente nueva que no conoce a nuestra comunidad?

¿Por qué nos están pidiendo retroalimentación acerca del director nuevo? ¿Por qué no nos hicieron esa pregunta acerca de que se quedara la directora actual?

Respuesta: Hemos pedido a los padres información en nuestra encuesta durante el año escolar. Los padres desean más información y toma de decisiones acerca de su director. No tomar su opinión en consideración, no fue algo bueno.

Ultimo comentario acerca de Graham - solo una persona quedándose conoce la escuela, y el solamente ha estado ahí un año. ¿Cómo van a preparar a la escuela para el nuevo año escolar? La planeación para el próximo año - ¿Cómo le van a hacer ellos?

Apenas tuvimos otra junta en Graham y no solo eran las familias latinas las que estaban disgustadas, con la decisión acerca de la Sra. Thompson.

El Distrito siempre habla acerca del respeto y ahora sentimos como que una cubeta de agua fría nos fue aventada en nuestras caras. No se nos pidió nuestra opinión. Estamos muy, muy enojados y tristes de que esto esté pasando. La traducción de la encuesta no estaba muy bien. Los padres la llenaron, pero la mayor parte no entendieron las preguntas.

Por ley si usted tiene preguntas o dudas – por ley tenemos que contestar

¿Cuántas personas llenaron la encuesta del entorno escolar?

¿Respuestas completas de las preguntas y respuestas para la encuesta?

Sentimos que usted nos representa (Heidi), y que usted se tomó el tiempo para escucharnos.

#### **7. Término de la Reunión**

La junta terminó a las 9:11 PM

## Capitulo #1

Identificación, evaluación, colocación y notificación a los padres

- Pasos en el proceso de colocación
  - Registro y encuesta del idioma del hogar
  - Evaluación del idioma
  - Colocación en los programas.
- Notificación de los resultados de la evaluación a los padres.
- Colocacion en lo programas
  - 1.- "Dominio Razonable del Ingles -> IFEP
  - 2.- "Dominio Razonable" = resultados de CELDT
    - EO, IFEP, RFEP
  - "Menos del dominio razonable" nivel participante
  - Pre Intermedio o intermedio
  - 3.- EL evaluación CELDT

## Chapter #1

Identification, evaluation, placement and notification to parents

Steps in the placement process

Registration and survey of the home language

Language evaluation

Placement in the programs.

Notification of evaluation results to parents.

Placement in the programs

- 1.- "Reasonable English Proficiency -> IFEP
- 2.- "Reasonable Domain" = results of CELDT
  - EO, IFEP, RFEP
- "Less than reasonable domain" participant level
- Pre Intermediate or intermediate
- 3.- CELDT evaluation

## Capitulo #1 Crittenden

- Examen CELDT para medir el dominio del Inglés
- Resultados de CELDT para la colocación de programas
- Colocar el diagrama al principio del capítulo
- Tratar de explicar de una forma más compacta sobre la solicitud de exención de los padres

## Chapter # 1 Crittenden

- CELDT test to measure English proficiency
- Results of CELDT for the placement of programs
- Put the diagram at the beginning of the chapter
- Try to explain in a more compact way about request of ..... of the parents

## Capitulo #2

### Programas Educativos

- 1.- Inmersión estructurada al idioma inglés = SEI
- 2.- Convencional del idioma inglés = ELM
- 3.- Alternativo de doble inmersión

<u>SEI</u>	<u>ELM</u>	<u>Doble Inmersión</u>
Nivel 1,2,3	Nivel 3,4,5	K=
90%-10%		1ro=
45 min de ELD	30-45 min de ELD	
80%-20%		2do= 70%-30%
		3ro= 60%-40%
		4to y 5to= 50%-50%

### Estrategias

- Vocabulario anticipado para el contenido
- Transferencia de habilidades del español al inglés para la alfabetización bilingüe
- Enseñar academia en inglés estructurada con fines específicos (SDATE)
- Diseño guiado a la adquisición del idioma (SLAD)
- Protocolo de observación de la enseñanza contextualizada (SIOP)
- Servicios de educación especial para alumnos aprendices de inglés
- Reunion

### Niveles

- 1= Principiante
- 2= Pre Intermedio
- 3= Intermedio
- 4= Pre Avanzado
- 5= Avanzado

Nuevos Niveles -> Feb 2018

- 1 y 2 = Emergente
- 3 En desarrollo
- 4 y 5 Vinculante

## Chapter # 2

### Educational programs

- 1.- Structured immersion in the English language = SEI
- 2.- Conventional of the English language = ELM
- 3.- Alternative: double immersion

<u>SEI</u>	<u>ELM</u>	<u>Double Immersion</u>
Level 1,2,3	level 3,4,5	K= 90%-10%
45 min of ELD	30-45 min of ELD	1ro= 80%-20%
		2do= 70%-30%

3ro=60%-40%  
4to y 5to= 50%-50%

### Strategies

- Anticipated vocabulary for content
- Transfer of skills from Spanish to English for bilingual literacy
- Teach academy in English structured for specific purposes (SDATE)
- Guided design for language acquisition (SLAD)
- Observation protocol of contextualized teaching (SIOP)
- Special education services for English learners
- Meeting

### Levels

- 1 = Beginner
- 2 = Pre Intermediate
- 3 = Intermediate
- 4 = Pre-Advanced
- 5 = Advanced

### New Levels -> Feb 2018

- 1 and 2 = Emergent
- 3 In development
- 4 and 5 Binding

### Capitulo #3 Audacia=CA, Vanesa=MI, Bea=LN, Kristin (padre)

- Pasos sean en orden
  - Informacion general
    - mas claro, con palabras entendibles
- Pasos de Reclasificación en orden
  - Más información sobre cada paso y como les afect.
  - En la primaria
  - En la secundaria
  - Que pasa con los estudiantes que no reclasifican en secundaria
  - Requisitos para Reclasificar
    - Como ayudar al estudiante
  - Que pasa despues de la Reclasificación

### Chapter # 3 Audacia=CA, Vanesa=MI, Bea=LN, Kristin (parent)

- Steps are in order
  - General information
    - more clear, with understandable words
- Reclassification steps in order
  - More information about each step and how it affects them.
  - In elementary school
  - In middle school
  - What happens to students who do not reclassify in high school

- Reclassification requirements
- How to help the student
- What happens after Reclassification

### Capitulo #3

#### Reclasificación y supervisión del progreso de los alumnos RFEP

- Proceso de Reclasificación
  - 1.- El distrito distribuya una lista de posibles alumnos 2 veces al año después de recibir los resultados CELDT
  - 2.- Lista de los niños se entrega a los maestros y directores
  - 3.- Criterios para Reclasificar:
    - CELDT tienen que sacar de 4 a 5 en no menos de tres en ninguna área
    - Alcanzar estándares cumplidos o superados en uno de los siguientes exámenes
      - "CAASP"
      - referencia del distrito
      - Competencia de lectura
    - El maestro(a) debe confirmar que el estudiante está listo para reclasificar.

### Chapter #3

#### Reclassification and monitoring of the progress of RFEP students

- Reclassification Process
  - 1, - The district distributes a list of potential students twice a year after receiving the CELDT results
  - 2.- List of children is delivered to teachers and directors
  - 3.- Criteria to Reclassify:
    - CELDT have to get from 4 to 5 in no less than three in any area
    - Achieve standards met or exceeded in one of the following exams
      - "CAASP"
      - district reference
      - Reading competence
    - The teacher must confirm that the student is ready to reclassify.

### Capitulo #4 Martha, Melchor, Elisenda, Agustina, Godofredo, Angeles = TH

#### Personal y Desarrollo Profesional

- Los maestros tienen que tener los certificados y cualidades adecuadas/requeridas (1 de 3 certificados dependiendo de que esta enseñando)
- Los maestros todavía en formación para obtener los certificados firman un acuerdo para obtener las credenciales dentro de un tiempo requerido o serán reemplazados
- Hay más alta prioridad para contratar maestros autorizados para enseñar a estudiantes EL
- Hay mucha prioridad por parte del distrito escolar MVVSD en proporcionar desarrollo profesional en ELA(integrado) /ELD (designado) para maestros

- Capacitación del personal para asegurar que siempre estén informados los padres además de que puedan tomar un rol activo en la escuela (como establecer un ambiente inclusivo/ confortable para padres)

#### Chapter # 4 Martha, Melchor, Elisenda, Agustina, Godofredo, Angeles = TH

##### Staff and Professional Development

- Teachers have to have the certificates and qualities required / required (1 of 3 certificates depending on what is teaching)
- Teachers still in training to obtain the certificates sign an agreement to obtain the credentials within a required time or they will be replaced
- There is a higher priority to hire authorized teachers to teach EL students
- There is a high priority on the part of the MVWSD school district to provide professional development in ELA (integrated) / ELD (designated) for teachers
- Staff training to ensure that parents are always informed as well as that they can take an active role in school (such as establishing an inclusive / comfortable environment for parents)

#### Capitulo # 5 Yanet, Joey

- Facilitadores de la Comunidad Escolar y Alcance
  - Talleres para padres
  - Recursos para padres
  - Excursiones educativas
  - Cada escuela tiene su propio facilitador
- Reunión de padres
  - ELAC: presidente, vicepresidente, secretario, representante de DELAC, director, maestro
  - DELAC
    - Representante de cada escuela que realiza una evaluación de necesidades a nivel de distrito escolar por escuela
    - Informe anual de consenso
- PTA / ELAC
  - Reuniones conjuntas
- Padres Voluntarios
  - Eventos escolares
    - Feria de vacaciones
    - Lanzamiento de primavera
    - Caminata
    - Orientación de sexto grado

#### Chapter # #5 Yanet, Joey

- School Community Facilitators and Outreach
  - Parent workshops
  - Parent resources

- Educational field trips
- Each school has its own facilitator
- Parent Meeting
  - ELAC: President, vice president, secretary, DELAC representative, principal, teacher
  - DELAC
    - rep from each school conducting a district-wide needs assessment on a school by school basis
    - Annual consensus report
  - PTA/ELAC
    - Joint meetings
- Parent Volunteers
  - School events
    - Holiday fair
    - Spring Fling
    - Walk A Thon
    - 6th grade orientation

#### Capitulo #5

##### Participación de los padres y la comunidad

- Cuando hay 15% o más de alumnos de aprendices de inglés todos los avisos, informes, comunicados y documentos enviados a los padres deben ser en inglés y su lengua materna
- Cada escuela con 21 o más alumnos aprendices de inglés deben establecer ELAC
- Un distrito con 51 alumnos o más aprendices de inglés deben establecer un DELAC
- Crear oportunidades para ser voluntario en diferentes idiomas y niveles

#### Chapter #5

##### Parent and community involvement

- When there are 15% or more students of English learners, all notices, reports, communications and documents sent to parents must be in English and their mother tongue.
- Each school with 21 or more English learners must establish ELAC
- A district with 51 students or more English learners must establish a DELAC
- Create opportunities to volunteer in different languages and levels

#### Capitulo #6

##### "Evaluación y rendición de cuentas"

Meta 1: Que los programas para los ELs se implementen plenamente como se describe en el plan maestro para los alumnos aprendices de inglés.

Meta 2: Los padres de los ELs y RFEPs participan significativamente en la escuela de sus hijos.

Meta 3: adquisición del dominio del idioma inglés: todos los alumnos aprendiendo inglés lograrán los objetivos AMAO 1 y 2.

Meta 4: Exito academico, todos los alumnos aprendiendo inglés alcanzaran los objetivos AMAO 3 (a ser revisados bajo las nueva regulaciones de ESSA)

## Chapter 6

### "Evaluation and accountability"

Goal 1: That programs for ELs be fully implemented as described in the master plan for English learners.

Goal 2: Parents of ELs and RFEPs participate meaningfully in their children's school.

Goal 3: acquisition of English language proficiency: all English learners will achieve the AMAO 1 and 2 objectives.

Goal 4: Academic success, all students learning English will achieve the AMAO 3 objectives (to be reviewed under the new ESSA regulations)

## Capitulo #7 Karina y Laura = LN

- Distrito tiene la obligación de proporcionar recursos del fondo general
- Dentro del fondo general hay varios fondos complementarios (Ej: titulo I, III, etc)
- El distrito tiene reglas y regulaciones específicas para gastar dinero
- Cada escuela toma recomendaciones en como gastar el dinero (ELAC, SSC)
- Aprueba Junta Directiva DELAC

## Chapter # 7 Karina and Laura = LN

- District is required to provide resources from the general fund
- Within the general fund there are several complementary funds (eg: Title I, III, etc)
- The district has specific rules and regulations to spend money
- Each school makes recommendations on how to spend the money (ELAC, SSC)
- Approves Board of Directors DELAC



# Reunión Pública acerca de la Seguridad Escolar

**Miércoles 18 de abril -- 6:30 p.m., Auditorio de la Escuela Secundaria Graham**

Con el Departamento de Policía de la Ciudad de Mountain View, El Camino YMCA y CHAC.

¿Cómo podemos trabajar juntos todos para mantener seguras a nuestras escuelas? Acompáñenos a una conversación de la comunidad acerca de la seguridad escolar, organizada en conjunción con nuestros colaboradores.



**Regístrese aquí gratis:  
[www.mvwsd.org/safety](http://www.mvwsd.org/safety)**



# School Safety Town Hall

**Wednesday, April 18 -- 6:30 p.m.**

**Graham Middle School Auditorium**

**With Mountain View Police Department, El Camino YMCA, and CHAC.**

How can we we all work together to keep our schools safe? Join us for a community conversation about school safety hosted in conjunction with our partners.



**Mountain View  
Whisman  
School District**

**Please reserve your free seat here:  
[www.mvwsd.org/safety](http://www.mvwsd.org/safety)**



**MVWSD  
DELAC Agenda**

April 2, 2018  
Theuerkauf Elementary, **Library**  
6:00-7:45 PM  
(dinner served at 5:45 PM)

**Norms**

*Stay on topic  
Active listening  
Active participation  
Talk one person at a time  
Be respectful of differences*

**Agenda**

Welcome, Review Norms  
& Introductions

**Approve Minutes from  
Previous Meeting**

**Announcements**

**Public Comments**

*Any person wanting to  
Address the DELAC  
Committee on a subject  
Not on the agenda may  
Speak for a maximum of  
3 minutes.*

**EL Master Plan Parent  
Handbook Draft Review**

**School Safety Town Hall**

**Adjournment**

6:00-6:05 pm

6:05-6:10 pm

6:10-6:20 pm

6:20-6:30 pm

6:30-7:30 pm

7:30-7:45 pm

7:45 pm

**MVWSD  
Agenda de DELAC**

2 de abril del 2018  
**Biblioteca** Primaria Theuerkauf  
6:00-7:45 PM  
(la cena será servida a las 5:45 PM)

**Normas**

*Permanecer en el tema  
Escuchar activamente  
Participación activa  
Hablar solo una persona a la vez  
Ser respetuoso de las diferencias*

**Agenda**

Bienvenida, Revisión de las Normas,  
e Introducciones

**Aprobación de las Minutas  
de la Junta Previa**

**Anuncios**

**Comentarios Públicos**

*Cualquier persona que desee  
dirigirse al Comité de DELAC con  
un tema que no esté en la agenda,  
puede hablar por un máximo de  
3 minutos.*

**Revisar el Borrador del Manual  
para Padres- Plan Maestro para  
el Estudiante Aprendiendo Inglés- EL**

**Reunión Pública acerca de la  
Seguridad Escolar**

**Clausura**

6:00-6:05 pm

6:05-6:10 pm

6:10-6:20 pm

6:20-6:30 pm

6:30-7:30 pm

7:30-7:45 pm

7:45 pm

# Plan for English Language Learners



 **Mountain View  
Whisman  
School District**

**Mountain View Whisman  
School District**

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**District English Language Learner Leadership  
Melchor Tepepa**

**Committee (DELAC):** \_\_\_\_\_  
Signature Date

**Mountain View Whisman Board of Trustees**

José Gutiérrez Jr.--President  
Laura Blakely--Trustee  
Greg Colodonato--Trustee  
Ellen Wheeler--Trustee  
Tamara Wilson--Trustee

Approved by the Board of Education: \_\_\_\_\_

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Signature of Superintendent

**Ayindé Rudolph, Superintendent**

Carmen Diaz Ghysels, Assistant Superintendent of Human Resources  
Cathy Baur, Assistant Superintendent of Educational Services  
Robert Clark, Associate Superintendent, Chief Financial Officer  
Gary Johnson, Director of Special Education Services  
Heidi Smith, Director of Federal, State and Strategic Programs

## **ACKNOWLEDGMENTS**

Mountain View Whisman School District's original Master Plan for English Learners was developed in 2005 by two teams of teaching professionals that represented the unique characteristics of each of the Mountain View Whisman School District's nine schools. In 2010, the original plan was completely revised to implement researched-based best instructional practices, federal and state regulations and district initiatives established in the district's 2007 Strategic Plan. With the implementation of the California Common Core Standards, the new state assessment California Assessment of Student Performance CAASPP, a new Mountain View Whisman Strategic Plan and recommendations made by the District English Learner Advisory Committee (DELAC) revisions were made to the Master Plan for English Learners in 2016. The Master Plan is scheduled for review and approval by the Board of Trustees. This Master Plan for English Learners intends to set the direction and vision for the education of Mountain View Whisman School District's diverse English Learner students.

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Corina Ruiz, Crittenden Middle School  
Priscila Bogdanic, District SLS Coordinator and McKinney-Vento Liaison

# A Message from the State Superintendent of Public Instruction—

California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual, and highly connected world. *CDE website*

We will continue to welcome all students to our classrooms and work with them to inspire learning. The one-quarter of our students who are English learners are an asset to our state and will continue to foster growth for all of us. November, 2015

Tom Torkelson, Superintendent of Public Instruction State of Education

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outline in the Common Core State Standards. This includes students who are English language learners...However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. *Common Core State Standards Initiative, "Application of Common Core State Standards for English Language Learners."* <http://www.corestandards.org/assets/application-for-english-learners.pdf>

## Introduction

The Mountain View Whisman School District is committed to working as One Team for One MVWSD. Administrators, teachers, site support staff, district staff, community members, students, and parents work collaboratively to provide the most effective instructional programs for English Learners. Student achievement and closing the achievement gap are key goals in our new Strategic Plan. These goals work in concert with our goals to provide an inclusive and supportive culture, use resources responsibly and invest in our staff.

All district staff members are accountable for ensuring that programs for English Learners are optimally effective and we are all expected to follow the procedures specified in this plan.

## Vision Statement

Every student, family, staff and community member  
is engaged and committed to learning  
in a collaborative, diverse and innovative partnership.

## Mission Statement

We inspire, prepare and empower every student.

## Mountain View Whisman District Strategic Goals

- ❖ Every student will be prepared for high school and 21<sup>st</sup> Century citizenship.
- ❖ Achievement gaps will be eliminated for all student groups in all areas.
- ❖ Every student, staff, family, and community member will feel valued and supported while working, learning, and partnering with MVWSD.
- ❖ MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- ❖ Students, staff and community members will have access to various resources, such as technology, facilities, furniture, equipment, etc. in a fiscally responsible manner, to fulfill the mission of MVWSD.

## English Learner Programs Goals

1. Develop and implement effective programs for English Learners as described in the Master Plan for English Learners
2. Ensure that all English Learners access and master the English language in a timely manner
3. Ensure that all English Learners access and master the core curriculum and meet grade level standards
4. Decrease the risk of failure and retention
5. Promote bi-literacy
6. Strengthen parent involvement and engagement in their child's academic plans;
7. Increase English Learner participation in advanced academic programs and enrichment opportunities
8. Engage English Learners in meaningful cultural, social, and academic activities.

# CHAPTER ONE

## IDENTIFICATION, ASSESSMENT, PLACEMENT AND PARENT NOTIFICATION

## Chapter 1: Identification, Assessment and Placement

### **Our Commitment to Identification and Assessment**

The Mountain View Whisman School District is committed to properly identifying students who have a primary language other than English.

### **Registration and the Home Language Survey (HLS)**

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete and date a Home Language Survey (HLS) for each of their school-aged children upon initial enrollment in the District. This requirement pertains to all students. When a parent or legal guardian enrolls their child in the Mountain View Whisman School District (MVWSD) for the first time, the parent/legal guardian completes the HLS as part of the District's enrollment procedure. Results of the survey are maintained in the child's electronic file. This information will assist schools in providing appropriate instruction for all students.

### **Identification for English Language Proficiency Assessment**

State regulations require that all students whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 of the Home Language Survey be assessed in English language proficiency skills within 30 calendar days of initial enrollment. The fourth question provides information for schools to consider if a child shows evidence of English language deficits once enrolled, but does not mandate assessment. A state approved assessment instrument, the California English Language Development Test (CELDT), is currently administered to determine English language proficiency skills. The CELDT is a criterion-referenced test based on the English Language Development (ELD) Standards that assesses students' English language proficiency in Listening, Speaking, Reading, and Writing.

### **Kindergarten Registration, Assessment and Placement**

Kindergarten registration begins in January of the school year preceding the child's entrance into Kindergarten. However, CELDT testing, by state mandate, may not begin until July 1. When the parent registers the child, the Home Language Survey (HLS) is completed. If the HLS indicates a language other than English is spoken on Questions 1, 2 or 3, the student is given a testing appointment during the District's official English Language Proficiency assessment period, which begins July 1.

During the official assessment period (beginning July 1 and continuing until all assessment of new Kindergarteners is completed, but no later than 30 calendar days from when classes begin), a team of district staff trained in CELDT procedures is assembled and deployed in order to complete CELDT testing of Kindergartners.

Unofficial assessment results are processed within 30 calendar days, parents are notified of the results and the program placements are made.

The same procedures related to Parent Notification, the Parental Exception Waiver, and program placements that are used for other students are used for Kindergartners. (See Overview of Initial English Language Proficiency Placement Step 2). Parents are encouraged to meet with District/school personnel about the placement in the English language classroom program and alternative model options (Castro Dual Immersion Alternative Program) and explain the waiver process. Information is provided to parents in various formats/modes to support their understanding.

Children found to be English Learners are provided an instructional program that is overwhelmingly in English for the mandatory 30 calendar days even though their parents may have submitted a Parental Exception Waiver. When the waiver is approved, and the 30 days in an English program are completed, the parents may request that their child participate in an appropriate Alternative Program Option (Gabriela Mistral Dual Immersion Alternative Program) if space is available and it is determined as an appropriate placement for the child.

## Chapter 1: Identification, Assessment and Placement

### The Initial Placement Process Steps in the Placement Process

#### STEP 1: Registration and the Home Language Survey (HLS)

Parents/guardians are required by law to complete a Home Language Survey (HLS) for their child upon initial enrollment in the District. This requirement pertains to all students. Results of the survey are maintained in the child's electronic file.

If the answers to items 1, 2, 3, and 4 are "English", the child is classified as English Only (EO). The student is placed in the District regular education program.

If item 1, 2 or 3 on the Home Language Survey is answered with a language other than English, the child is tested for English proficiency. (Continue to Step 2)

If only item 4 on the Home Language Survey is answered with a language other than English, schools will consider if a child shows evidence of English language deficits. The school will then determine whether to administer the assessment of English (go to step 2,) or to identify the student as English Only (EO). The parent or guardian of the child will be interviewed to determine whether the child continues with assessment or not.

The parent may request our alternative program model, which is Dual Immersion Alternative Program. Participation in an Alternative Program model may be based on the child's grade level, previous participation in a similar Alternative program model, and space availability. Detailed descriptions of these programs are provided in Chapter 2, Parental Exception Waiver is necessary.

#### STEP 2: English Language Proficiency Assessment

If the student's Home Language Survey indicates that a language other than English is used, the student's English language proficiency must be assessed as follows.

- At the beginning of the school year: Within 30 calendar days of enrollment.
- At all other times of the year: Within two weeks of initial enrollment

Trained personnel assess the student's English language proficiency. Every effort is made to make the enrollment and initial assessment process as convenient as possible for parents and children. The assessment used to determine initial English proficiency is the California English Language Development Test (CELDT). The CELDT is a standardized language proficiency test designed to measure the English proficiency of non- native speakers. English proficiency is assessed in listening, speaking, reading and writing for Kindergarten through eighth grade students. A preliminary score is calculated for the purposes of determining student placement. These preliminary results are communicated to the parent in writing and include proficiency level results for each subtest. The student receives a score for each part of the test (Listening, Speaking, Reading, and Writing) as well as an overall score.

The assessment is also forwarded to the district's English Learner department for official scoring by the test publisher. These official results override the informal scoring in those cases where the scores differ. The official results are sent to parents within 30 calendar days of receipt by the district. CELDT results are maintained in the district's student information system for future use in monitoring student progress and program evaluation.

Any student with an Individualized Learning Plan (IEP) or a 504 Plan will be assessed using accommodations, modifications, or alternate assessments for the CELDT as specified in the pupil's Plan.

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 English Only (EO) students. Placement is

## Chapter 1: Identification, Assessment and Placement

made on the same basis as for EOs. (See Step 1.)

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

### STEP 3: Program Placement

EL students are placed in the appropriate EL program based on the results of CELDT assessment.

The three program placement options are:

- Structured English Immersion (SEI)
- English Language Mainstream (ELM)
- Dual Immersion Alternative Program (DI Program)

### Notification of Results of Initial Assessment and Placement

As part of the initial enrollment process, all parents receive information about the MVWSD program options for English Learners and the Parental Exemption Waiver Process. The three program options for English language learners are:

- Structured English Immersion (SEI)
- English Language Mainstream (ELM)
- Dual Immersion Alternative Program (DI Program)

Parents are notified of the results of their child's initial assessment as part of the language assessment process. Results of the initial assessments are shared with the parents through a written notification. The written notification explains the English proficiency and primary language assessment results, program options, recommended program placement, and the waiver process for the alternative program. Parents can request a follow-up meeting at the school site to answer any questions, review the testing results and program options. The results are provided to the child's teacher(s) and verified by the site's administrator or designee (i.e. Principal, Asst. Principal or CELDT coordinator). The Home Language Survey, Initial Parent Notification/ Preliminary EL Program Placement letter is maintained in the district information management system.

### Student English Language Proficiency Placement

State law provides that the basic program for all ELs is one that is taught overwhelmingly in English. Because students enter with varying levels of English language proficiency, it is imperative that each English learner receives instruction that is best for his/her needs through the appropriate program setting.

English Learner program placement is based on the Home Language Survey (HLS) and CELDT (and any other information related to prior schooling, including transcripts, if available). This information is used to determine the degree of proficiency in English and the appropriate program placement for students. Using this assessment information, site principal and staff place the student in the most appropriate instructional setting. MVWSD uses three instructional settings to serve students who are English learners: Structured English Immersion (SEI), English Language Mainstream (ELM), and Alternative Dual Immersion Program. EL Program Placement is based on the determination of reasonable fluency from the results on the California English Language Development Test (CELDT.)

### Determination of Reasonable Fluency

A student who scores at the overall *Early Advanced* or *Advanced* level on the *California English Language Development Test (CELDT)* with sub-skill areas at the *Intermediate* level meets the Mountain View Whisman School District determination of "reasonable fluency" in English-language proficiency. A student with "reasonable fluency" is placed in an English Language Mainstream (ELM) program with language development and academic support as needed. A student who scores at the overall score of *Beginning*, *Early intermediate* or *Intermediate* level on the CELDT is classified as having "less than reasonable fluency" and placed in a Structured English Immersion (SEI) program.

### Program Placement

1. If a student is determined to be "reasonably fluent" in English according to the **initial** assessment results on the CELDT, (overall score at the Early Advanced level or higher with no more than one sub-skill area at the Intermediate level) the student will be identified as an Initial Fluent

## Chapter 1: Identification, Assessment and Placement

English Proficient (I-FEP) student and be placed in the regular mainstream program. (English Mainstream)

2. If a student is determined to be “reasonably fluent” based on CELDT results, (overall score at the Early Advanced level or higher with any sub-skill areas at the Intermediate level) will be placed in English Language Mainstream (ELM) program setting. Students with reasonable fluency are placed in the ELM setting, unless they have been granted a Parental Exception Waiver for placement in the Alternative Dual Immersion Program. The ELM setting is for students who know some English, but need additional support with academic language and in English reading and writing of. This setting uses decreasing Specially Designed Academic Instruction in English (SDAIE) and high levels of English language development (ELD). Teachers are trained to instruct language arts, math, science, and history/social science to students who are not proficient in English. The use of primary language, (L1), may be used by the teacher or support staff to help students understand the lessons in English as needed if reasonably possible. Many ELs are appropriately placed in “mainstream” classes, where English only, RFEP and IFEP students are also enrolled. A parent or guardian of an English learner may have a child moved into an ELM setting at any time. Students may exit this program when they are reclassified.

The following students may be placed in an ELM setting:

- English Only (EO)
- Initial-Fluent English Proficient (I-FEP)
- Reclassified-Fluent English Proficient (R-FEP)
- English learner with appropriate differentiation of instructional strategies
- English learner with parental request
- English learner with reasonable fluency

3. If a student is determined to be “less than reasonably fluent” based on CELDT results, (overall score of *Beginning*, *Early intermediate* or *Intermediate* level) will be placed in Structured English Immersion (SEI) program setting. This setting is for students who do not speak English or need significant English language instructional support. Students learn the basics of listening, speaking, reading and writing through English Language Arts and intensive English language development (ELD) instruction. Students receive instruction and primary language (L1) if reasonably possible to support math science, and history/social science from specifically trained teachers using Specially Designed Academic Instruction in English (SDAIE) strategies. Students exit this program by demonstrating Early Advanced or Advanced on the CELDT and/or grade level proficiency on district assessments. Parents may request placement of a student who is “less than reasonably fluent” in an English Language Mainstream setting or use a waiver to apply for the Alternative Dual Immersion Program.
4. Students who are Special Education English Language Learner (SPELLs), will be placed in an appropriate instructional setting to receive English language services to meet their special needs according to their Individualized Educational Plan (IEP). Students will also receive English language instruction from their teacher using SDAIE strategies, and primary language support, if reasonably possible, in content areas when indicated in their IEP.
5. If a parent requests placement of an English learner in the alternative language program through the waiver process, the student will be placed in the District’s Dual Immersion Program. In that program both Spanish and English are used to develop academic proficiency. English learners receive designated ELD and receive instruction in Spanish in core content. The core content classes are aligned to the Common Core State Standards (CCSS). As students acquire reasonable fluency in English, they receive an increasing amount of academic instruction in English.

## Annual Notification of Placement and Assessment Results

English Learners are tested annually with the CELDT until reclassification. Parents receive an Annual

## **Chapter 1: Identification, Assessment and Placement**

Parent Notification Letter no later than 30 days calendar days after the beginning of the school year informing them of their child's placement based prior year test results. This letter will also serve as a reminder of the program options for placement and the Parental Exception Waiver. Parents may request the Parental Exception Waiver at any time.

### **Student Transfers**

When students transfer between schools in the district, all relevant data regarding the student's English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school. The site principal or designee along with the site CELDT coordinator is responsible for reviewing the information in the student data system to make sure the student is properly placed in his or her new class(es).

### **Transfers Between District Schools**

When students transfer between schools in the District it is unnecessary to repeat the English or primary language identification process or the program option request. All relevant data regarding the student's English Learner assessment results and academic progress are automatically available to the new school through the Student Information System. The school site administrator or designee is responsible for reviewing the information in the student data system to make sure the student is properly placed in his or her new class(es).

### **Transfers From Other California Schools**

Students who arrive from another public California school with records of a Home Language Survey (HLS) and English language status of EO, EL, IFEP or RFEP need not go through the Mountain View Whisman identification process. The student's transcripts and CALPADS information are reviewed to determine prior placements and academic history. Records are accepted from the previous school and data are entered into the Student Information System. If records are not available within ten (10) calendar days, then English language assessments will be conducted in accordance with district timelines.

### **Transfers from Out of State Or From Other Countries and Private Schools**

Students entering the District from another state or country will be tested according to the established guideline (i.e., within 10 calendar days of enrollment). All relevant assessment, academic progress, and placement information will be entered into the Student Information System at the time of enrollment including an appropriate entry signifying "year first enrolled in a California school" and "the year the student first enrolled in a U.S. school." Transcripts are reviewed to determine the student's prior placements and academic history. This same procedure applies to students transferring from private schools.

### **Training for Staff and Administrators on Initial Identification, Placement and Parental Rights/Informed Consent**

To facilitate informed decision-making and improve school-to-home communication regarding program options and placement, the district will provide ongoing training for staff and administrators on procedures relating to initial identification, placement, and the use of the Parental Exception Waiver. Special Education teachers and staff members will be further trained in the process of appropriate placement of special education students who are English language learners.

### **Procedures for Parent Notification of Parental Exception Waivers**

Consistent with state law governing the operation of English Learner programs, a parent may request and be granted a Parental Exception Waiver requesting that their child be taught in an alternative program (Section 311 of CA Ed. Code).

The Parental Exemption Waiver Form must be obtained and signed at the school site. Parents are informed of the following:

- When 20 or more students at a given grade level of the same language in the district receive an approved waiver, the district is required to offer such a program.

## **Chapter 1: Identification, Assessment and Placement**

- Otherwise, students receiving an approved waiver must be allowed to transfer to a school with such a program.
- Student Services staff guide the parent through the process of requesting an intra-district transfer to the school, which offers the alternative dual immersion program.

### **Parent Options or Waivers**

Upon initial enrollment, school personnel explain the English learner program options: Structured English Immersion, English Language Mainstream, and Alternative Dual Immersion Program. Parents are given written descriptions of each program.

After the completion all required assessments, parents of all students with a language other than English on questions 1, 2 or 3 on the Home Language Survey are given the Initial Parent Notification Letter and the Preliminary EL Program Placement Form. This form reports the results of the initial assessment and the options for program placement based on these results.

Parents requesting the Alternative Dual Immersion Program must visit the school to preview the materials and be informed of the instructional model of the program. The Parental Exception Waiver is signed at this meeting.

### **Methods and Procedures for Processing Parental Exception Waivers**

This section describes the methods and procedures used in MVWSD for processing Parental Exception Waivers as they relate to student placement. Waivers are not needed for fluent English proficient (FEP) students, or English only (EO) students. A waiver is not required for a student in Structured English Immersion (SEI) programs or English Language Mainstream (ELM) using primary language support, as long as the instruction is overwhelmingly in English.

Parental Exception Waivers are made available to parents at the alternative program school site. Parents interested in completing the waiver process attend a meeting with the school principal or designee to review program materials and instructional model and complete the waiver

form. The parent will be guided through the interdistrict transfer process when required. If a parent chooses not to transfer the student where such a program is available, then the student is placed in an appropriate educational setting for his/her proficiency level.

### **Request To Move To English Language Mainstream (ELM)**

Parents have the option to request student placement from the Structured English Immersion (SEI) setting to English Language Mainstream (ELM). Parents may request this placement at the time of the initial enrollment process or during the annual notification process.

### **Consistency in Programs**

Once a student has been enrolled in a program, s/he should not be moved to another program without review and action by the Student Support Team (SST) and informed parental consent demonstrated by parent's presence at the SST.

Each parent is advised annually about the opportunity to apply for a Parental Exception Waiver. Each winter, the parent is informed of the child's CELDT results. At that time, the parent reviews the official CELDT (Initial or Annual) results, noting program options and the district's recommendation for placement.

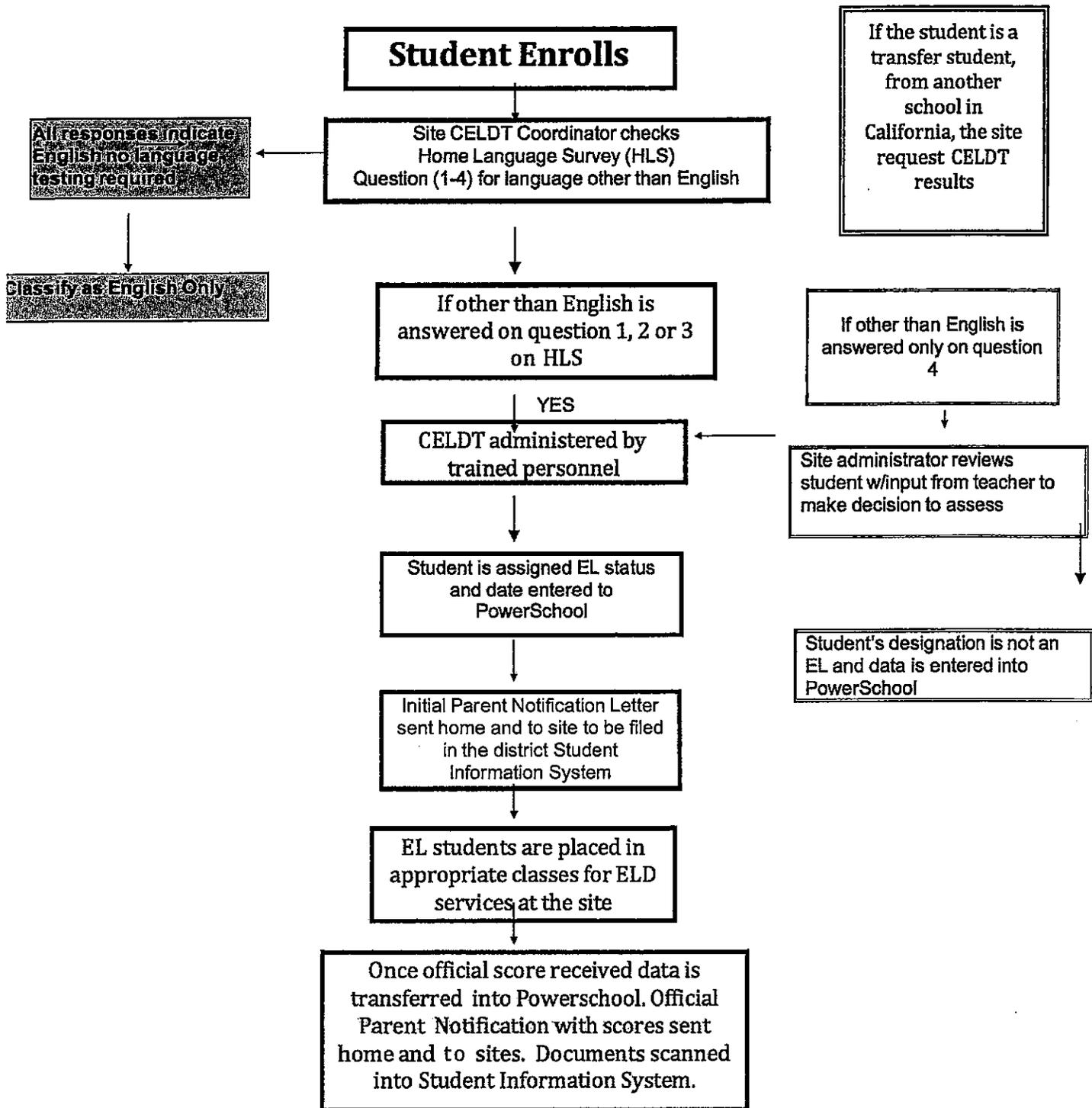
- If a parent of a continuing student who is in an SEI or ELM program requests a waiver for the Dual Immersion Alternative Program, s/he needs to consult with the current site administrator for the requested placement.
- Parental Exception Waivers shall be granted unless the school principal and educational staff have determined that the Alternative Dual Immersion Program offered would not be the best educational program for the pupil.

## Chapter 1: Identification, Assessment and Placement

**Table 1.1: Identification and Assessment Process Procedures**  
 Outlines the tasks, timeline and responsibilities during the identification process.

Identification and Assessment Process <b>PROCEDURES</b>	Person Responsible	When
<p><b>Home Language Survey</b></p> <p>If a language other than English appears for questions numbered 1, 2 or 3 the student must be assessed using the <b>CELDT</b>.</p>	<p>Site CELDT Coordinator</p>	<p>Upon Enrollment</p>
<p><b>English Language Assessment</b></p> <p><b>CELDT</b>          Listening, Speaking, Reading &amp; Writing</p>	<p>Certified CELDT Examiners and Scorers</p>	<p>Within 30 days of enrollment</p>
<p><b>Previous School in California (Only after Sept. – Oct. testing window)</b></p> <p>If a student attended a school in California prior to current MVWSD enrollment s/he may have already been assessed with the CELDT. The school site must use a special formal request form requesting the student's CELDT score from the previous school.</p>	<p>Site CELDT Coordinator</p>	<p>Within 30 days of enrollment</p>
<p><b>Primary Language Assessment (Spanish) for the Alternative Dual Immersion Program only)</b></p> <p>IPT Proficiency Test (Spanish)          Tester will hand score all parts.</p> <p>A copy of the score sheet is filed in the student's electronic file in the Student Information System.</p>	<p>Qualified district personnel  <b>**Must be fluent and literate in Spanish**</b></p>	<p>Within 30 days of enrollment</p>
<p><b>Parent Notification of Language Assessment and English Language Development Services Letter</b></p>	<p>Educational Services, Secretary assigned to English Learner Programs</p>	<p>Within 30 days of enrollment</p>
<p><b>Scan results of Home Language Survey into the Student Information System (Knowledge Tree)</b></p>	<p>Site CELDT Coordinator</p>	<p>Upon receipt of paperwork</p>
<p><b>Scan the parent notification letter into the Student Information System</b></p>	<p>Site CELDT Coordinator</p>	<p>Upon receipt of paperwork</p>
<p><b>Update student data in PowerSchool and correlate information with CALPADS</b></p> <p>After CELDT testing is completed:</p> <ol style="list-style-type: none"> <li>1. Enter student English proficiency level from the official CELDT student Score Sheet in Powerschool.</li> <li>2. Update other EL information in PowerSchool.</li> </ol>	<p>District Office personnel</p>	<p>Upon receipt of official scores</p>

## MVWSD Procedures for Identification of EL Students FLOW CHART



## Chapter 1: Identification, Assessment and Placement

### **State and Federal Requirements Categorical Program Monitoring (CPM)**

#### **CPM EL 4**

**The District has properly identified, assessed, and reported all students who have a primary language other than English.**

#### **CPM EL 10**

**All pupils are placed in English language classrooms unless a Parent Exception Waiver has been granted for a Bilingual Alternative Program.**

#### **CPM EL 11**

**Parents and legal guardians of English Learners are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a Parental Exception Waiver for their children to participate in a Bilingual Alternative Program**

# **CHAPTER TWO**

## **INSTRUCTIONAL PROGRAMS**

## ACHIEVEMENT GOALS FOR ENGLISH LEARNERS

The Mountain View Whisman School District completed a new Strategic Plan in 2016, which specifically addressed student achievement and the achievement gap. The goals, strategies and outcomes in the Plan demonstrate the commitment and intent of MVWSD in educating and supporting English Learners to reach their highest potential. The goals and strategies below are drivers of the instructional program component of the EL Master Plan.

Strategic Plan Goal 1: Every student will be prepared for high school and 21<sup>st</sup> Century citizenship.

- Goal 1 Strategy 1.1 Students will be engaged in personalized learning experiences built from viable, guaranteed and coherent curriculum that supports all students in achieving high levels.
  - Outcome: Student demonstration of MVWSD *Profile of a Graduate*
- Goal 1 Strategy 1.3: Implement a multi-tiered system of support that intervenes early and often to meet the needs of all students.
  - Outcome: There are clear Response to Intervention processes for identification, assessment, and services.

Strategic Plan Goal 2: Achievement gaps will be eliminated for all student groups in all areas.

- Goal 2 Strategy 2.1: Implement consistent and equitable instructional programs across the District that include evidence-based best practices for students to access academic content in a 21<sup>st</sup> Century learning environment.
  - Outcome: Increase the proficiency of English Learners in English language arts math and science.

In addition to the Strategic Plan goals, the Master Plan addresses the Title III Annual Measureable Achievement Objectives (AMAOs) for English Learners.

AMAO Goals 1 and 2

### English Proficiency

All English Learners in a Structured English Immersion/ English Language Mainstream or Dual Immersion Alternative Program will meet the criteria for reclassification to Fluent English Proficiency within six years.

AMAO Goal 3

### Academic Growth

All students will Meet or Exceed Grade Level Standards each year in English Language Arts and Math, as measured by the CAASPP, CAPA and/or District benchmarks.

The instructional program components in the EL Master Plan are developed in support of achieving the Strategic Plan goals and the AMAOs.

## ENGLISH LEARNER INSTRUCTIONAL PROGRAMS

All Mountain View School District English Learners participate in grade level content instruction in Mathematics, Science, History/Social Science, and English Language Arts. Core instructional programs are aligned to the California Common Core State Standards (CCSS) for each content area. English Learners are expected to achieve the core content standards while acquiring English. A program of simultaneous academic instruction appropriate to the student's level of English-language proficiency provides equal access to the core curriculum.

### Key Elements of All Instructional Programs

Each instructional program offered in the Mountain View Whisman School District designed for English Learners contains the following components:

- A well-articulated, standards-based, differentiated designated English Language Development (ELD) instruction, specifically designed to teach English to non-English speakers
- Well-articulated, standards-based core curriculum instruction, with integrated ELD, specifically designed to teach English academic language of content to students learning English
- Access to the core curriculum is provided through the use of differentiation, primary language instruction, primary language support and/or Specially Designed Academic Instruction in English

(SDAIE)

- Structured activities designed to develop cultural proficiency and positive self-esteem.

The MVWSD offers three options to English Learners: (1) English Language Mainstream (ELM) program, (2) Structured English Immersion (SEI) program, and (3) Dual Immersion (DI) Alternative Program model for students with approved Parental Exception Waivers, which waive the requirement for an English Learner to be placed in an English language classroom. Each of these options is designed to ensure that students acquire English language proficiency and prevent or recoup any academic deficits that may have developed in other areas of the core curriculum while learning English.

## PROGRAM OPTIONS AT ELEMENTARY LEVEL K-5

The two programs below offer instruction nearly all in English are assigned according to state law where there is no approved Parental Exception Waiver for an alternative program option.

### Structured English Immersion Program (SEI) K-5

The Structured English Immersion (SEI) Program is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to acquire English, meet grade level expectation in the academic core content, and attainment of cultural proficiency. Teachers have specialized authorization and training to meet the needs of English Learners.

The SEI Program curriculum and presentation are designed for students at English language proficiency levels 1, 2 and 3. SEI is sequential and focuses on children acquiring English as rapidly as possible in order to meet grade level standards in the content areas while they are learning English. SEI instruction is overwhelmingly but not exclusively in English. Specifically Designed Academic Instruction in English (SDAIE) is the primary instructional strategy for the content areas. Teachers may use the student's primary language to motivate, clarify, direct, support, and explain.

The English Learner in SEI receives instruction with students who speak only English, Initially Fluent English Proficient (IFEP) students, and students Reclassified from English Learners to Fluent English Proficient (RFEP). Other participants may include English Learners (ELs) who are not reasonably fluent in English, whose parents have requested that they participate in a mainstream program. The SEI setting may take place within the English Language Mainstream classroom. (See description of ELM model on page 14.)

EL Students Served	Program Components	Staffing
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<p>English Learners with "less than reasonable fluency" in English CELDT English Proficiency Levels 1-3</p> <p>EL Special Education students (SDC, RSP, and Speech) with ELD proficiency levels 1-3 may be taught ELD in general education setting or special education setting based on IEPs</p> <p>This is the state default placement for ELs who are not reasonably fluent and do not have an approved parental exception waiver for an alternative program</p>	<p><b>Designated and Integrated ELD/English Language Acquisition:</b> Protected time for explicit English Language Development instruction. District recommendation: daily for 30-45 min. (K-5)</p> <p><b>Core Materials for ELD:</b> <i>K-5: Benchmark Advanced</i></p> <p><b>Core Materials for Special Education ELD when taught in SDC and/or RSP setting:</b> <i>Language for Learning</i> <i>Language for Thinking</i> <i>Language for Writing</i></p> <p><b>Supplemental Materials</b> <i>EL Achieve Instructional Units</i> <i>Grammar Gallery</i> <i>Write Tools</i> <i>Vocabulary A to Z</i> <i>Writing A to Z</i></p> <p><b>Integrated ELD/ Access to Core:</b> Differentiated instruction with a focus on academic language of content integrated in Reading, Writing, Math, Science and Social Science, delivered through Specially Designed Academic Instruction in English (SDAIE), utilizing common core state-approved, district-adopted materials.</p> <p><b>Art, Music, P.E.:</b> mixed groups with ELs, RFEPs, IFEPs, and EOs Purposeful and deliberate uses of the primary language to motivate students, and to support, clarify, direct, and explain instruction if possible.</p>	<p>Multiple or Single Subject Teaching Credential</p> <p>Cross-cultural, Language and Academic Development (CLAD) or equivalent SB 395 or SB1969 that include an ELD and SDAIE component</p> <p>Language Development Specialist Certificate (LDS)</p> <p>General teaching credential or supplementary ESL authorization (ELD only)</p> <p>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan</p>
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<p><b>Assessment and Monitoring:</b> Done by classroom teacher and/or case manager if student is receiving Special Education services.</p> <p><b>Annual</b> CELDT for all ELs Grades 3-5 CAASPP in ELA, Math, CST in Science for Grade 5 CAPA for Special Education Students as stated in IEP</p> <p><b>Each Trimester</b> Trimester Writing Assessments using District Rubrics District Benchmarks in ELA and Math <i>DRA/Literably</i> for reading level proficiency</p> <p><b>Ongoing</b> Publisher-designed assessments for adopted materials in ELA/ELD, Math and other content areas Teacher observation and/or teacher-developed Assessments Student Work Samples</p> <p><b>Additional Support Service options for English Learners in an K-5 SEI Program:</b> Participation in benchmark, strategic, and/or intensive interventions</p>
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### English Language Mainstream (ELM)

The English Language Mainstream (ELM) Program is designed for English Learners with reasonable fluency (at proficiency levels 3, 4, and 5). The goal of English Language Mainstream is for English Learners to master academic core content, reclassify to fluent English proficient, and attain cultural proficiency. The English Learner receives instruction with students who only speak English (EO), Initially Fluent English Proficient (IFEP) students, and students Reclassified to Fluent English Proficient (RFEP). Other participants may include English Learners who are not reasonably fluent in English (proficiency levels 1 and 2), whose parents have requested that they participate in an ELM program.

Teachers have specialized authorization and training to meet the needs of English Learners. Instruction is overwhelmingly in English.

ELM teachers are responsible for providing integrated and designated ELD instruction to continue students' English Language Development and to prepare English Learners for reclassification. These teachers are responsible for providing instruction that will allow students to make up any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Specially Designed Academic Instruction in English (SDAIE) Strategies is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English, so that these students will be able to progress in English/Language Arts, Math, Science, and Social Science and meet grade level standards.

EL Students Served	Program Components	Staffing
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<p>English Learners who are "reasonably fluent" in English CELDT English Proficiency Levels 3-5</p> <p>EL Special Education students (SDC, RSP, and Speech) with ELD proficiency levels 1 and 2 may be taught integrated and designated ELD in the general education setting or special education setting based on IEPs</p> <p>English Learners who have "less than reasonable fluency" in English (proficiency levels 1 and 2) and whose parents/guardians have requested participation in the English Language Mainstream classroom</p>	<p><b>Designated ELD/English Language Acquisition:</b> Protected time for explicit English Language Development instruction. District recommendation: daily for 30-45 min. (K-5)</p> <p><b>Core Materials for Designated ELD:</b> K-5: <i>Benchmark Advanced</i></p> <p><b>Core Materials for Special Education ELD when taught in SDC and/or RSP setting:</b> <i>Language for Learning</i> <i>Language for Thinking</i> <i>Language for Writing</i></p> <p><b>Supplemental Materials</b> <i>EL Achieve Instructional Units</i> <i>Grammar Gallery</i> <i>Write Tools</i> <i>Vocabulary A to Z</i> <i>Writing A to Z</i></p> <p><b>Integrated ELD/ Access to Core:</b> Differentiated instruction with a focus on academic language of content integrated in Reading, Writing, Math, Science and Social Science, delivered through Specially Designed Academic Instruction in English (SDAIE), utilizing common core state-approved, district-adopted materials. ELA: K-5: <i>Benchmark Advanced</i> Math: K-5 <i>Eureka Math</i> Social Studies and Science: TBD</p>	<p>Multiple Subject Teaching Credential</p> <p>Cross-cultural, Language and Academic Development (CLAD) or equivalent SB 395 or SB1969 that include an ELD and SDAIE component</p> <p>Language Development Specialist Certificate (LDS)</p> <p>General teaching credential or supplementary ESL authorization (ELD only)</p> <p>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan</p>
<p><b>Assessment and Monitoring:</b> Done by classroom teacher and/or case manager if student is receiving Special Education services.</p> <p><b>Annual</b> CELDT for all ELs Grades 3-5 CAASPP or ELA, Math, CST in Science for Grade 5 CAPA for Special Education Students as stated in IEP</p> <p><b>Each Trimester</b> Trimester Writing Assessments using District Rubrics District Benchmarks in ELA and Math <i>DRA/Literably</i> for reading level proficiency</p> <p><b>Ongoing</b> Publisher-designed assessments for adopted materials in ELA/ELD, Math and other content areas Teacher observation and/or teacher-developed assessments Student work samples</p>		
<p><b>Additional Support Service Options for English Learners in K-5 ELM Program:</b> Participation in Benchmark, Strategic, and/or Intensive interventions</p>		

## Dual Immersion Alternative Program Model for Students with Approved Parental Exception Waivers

CA Proposition 227 governs Alternative Programs for English Learners. An Alternative program is offered when:

- There are 20 or more students with an approved waiver in the same grade level at the same school with the same language. (The school is required to offer an Alternative Program under these circumstances.)
- Students under age 10 must complete the required 30 calendar days (20 instructional days) in an English language program classroom before participating in an Alternative Program that utilizes a non-English language.

The Dual Immersion Alternative Program (DI) option in MVWSD offers instruction in Spanish and English. It is available to ELs with approved Parental Exception Waivers and to other students subject to the student's grade level and past program participation. The program is offered at Mistral Elementary for grades K-5.

In the Alternative Dual Immersion Program (DI), students initially receive reading, writing, mathematics, and social science instruction in Spanish. District adopted CCSS aligned materials are in Spanish. As students progress through the grades, the ratio of English to Spanish instruction changes to 50/50 in grades 4 and 5. District-adopted CCSS aligned materials are used for instruction in English. Designated ELD is taught on a daily basis.

### DUAL IMMERSION ALTERNATIVE PROGRAM MODEL

The goal of this enrichment model is (1) acquisition of academic proficiency in two languages: English and Spanish; (2) mastery of grade level core content and performance standards; and (3) development of cultural proficiency. Instruction is in Spanish (the primary language of most ELs in the program) and English.

The program utilizes a model that begins with 90% Spanish -10% English and gradually increases to 50-50 in 4<sup>th</sup> and 5<sup>th</sup> grades. Students are expected to meet grade level standards in both languages by 5<sup>th</sup> grade. Students typically continue in the program after attaining proficiency in their second language. Teachers have specialized authorization and training to meet the needs of English Learners.

EL Students Served	Program Components	Staffing
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<p>The District works to create balanced classrooms with the following student composition:</p> <p>50% of each classroom will be ELs with an approved parental exception waiver</p> <p>50% of each classroom will be EO, IFEP and/or RFEP students, based on parental choice, prior participation and language proficiency</p>	<p>Differentiated instruction for all students in both languages with use of Specially Designed Academic Instruction techniques for non-native speakers of each language.</p> <p>Purposeful and deliberate uses of language to motivate students and to support, clarify, direct and explain instruction</p> <p><b>Core Materials in Spanish:</b> Full implementation of Spanish Language Arts component K-5: <i>Benchmark Adelante</i></p> <p>Math: <i>Go Math California</i> (Spanish) 4<sup>th</sup>/5<sup>th</sup> <i>Go Math California</i> (English and Spanish)</p> <p><b>Access to Core:</b> Primary language (Spanish) instruction in Mathematics and Social Science with increased English at 4<sup>th</sup> and 5<sup>th</sup> grades. Utilization of state-approved, District-adopted, standards-based materials.</p> <p>Science instruction in English with a focus on academic language in Science <b>Materials:</b> <i>FOSS Next Generation</i></p> <p><b>Designated ELD/English Language Acquisition:</b> Protected time for explicit English Language Development instruction. <b>Core Materials for Designated ELD:</b> K-5: <i>Benchmark Advanced</i></p> <p><b>Core Materials for Special Education RSP/Speech ELD setting:</b> <i>Language for Learning</i> <i>Language for Thinking</i> <i>Language for Writing</i></p> <p><b>Supplemental Materials</b> <i>EL Achieve</i> <i>Grammar Gallery</i></p> <p><b>Art, Music, P.E.:</b> mixed groups with ELs, RFEPs, IFEPs, EOs Art: K-3 Spanish, English 4<sup>th</sup> and 5<sup>th</sup> grades Music: K-4 Spanish, English 5<sup>th</sup> grade</p>	<p>Multiple Subject Teaching Credential with Bilingual Cross-cultural, Language and Academic Development (BCLAD) or Bilingual Certificate of Competence (BCC)</p> <p>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan.</p>
<p><b>Additional Special Support Services for English Learners in a Dual Immersion Program</b> Before and/or after school intervention programs in Spanish and English as appropriate Intervention: <i>English Lexia</i></p>		



# Gabriela Mistral Elementary

## Escuela Primaria Gabriela Mistral

*A Dual Language School in the Mountain View Whisman School District*

### Language Allocation Plan - 90:10 Model

GRADE	PERCENTAGE SPANISH	MINUTES	CONTENT	PERCENTAGE English	MINUTES	CONTENT
Kinder	90%	240	<ul style="list-style-type: none"> <li>Spanish</li> <li>Language Arts</li> <li>Math</li> <li>Social Science</li> </ul>	10%	45  +60	<ul style="list-style-type: none"> <li>Science/ELA</li> <li>ELD for EL's</li> </ul> <p>*Extra ELD for L1 ELs from 2-3pm 4x/week*</p>
1st	80%	240	<ul style="list-style-type: none"> <li>Spanish</li> <li>Language Arts</li> <li>Math</li> <li>Social Science</li> </ul>	20%	60	<ul style="list-style-type: none"> <li>Science/ELA</li> <li>ELD for EL's</li> </ul>
2nd	70%	210	<ul style="list-style-type: none"> <li>Spanish</li> <li>Language Arts</li> <li>Math</li> <li>Social Science</li> </ul>	30%	90	<ul style="list-style-type: none"> <li>Science/ELA</li> <li>ELD for EL's</li> </ul>
3rd	60%	180	<ul style="list-style-type: none"> <li>Spanish</li> <li>Language Arts</li> <li>Math</li> <li>Social Science</li> </ul>	40%	120	<ul style="list-style-type: none"> <li>Science/ELA</li> <li>ELD for EL's</li> </ul>
4th & 5th	50%	160	<ul style="list-style-type: none"> <li>Spanish</li> <li>Language Arts</li> <li>Math</li> <li>Social Science</li> </ul>	50%	160	<ul style="list-style-type: none"> <li>English Language Arts</li> <li>Science</li> <li>ELD for EL's</li> <li>Math</li> </ul>

### Newcomer Model

The Newcomer Model is established at each school site to bridge the gap between newcomers' needs and regular language support programs. The objective of this Model is to help students become aware of educational expectations and opportunities. It is designed to develop students' English language skills and help them become accustomed to the MVWSD educational system and culture.

In the Newcomer Model, students who are recent immigrants with little or no English proficiency and who may have had limited formal education in their native countries are served. Students participate in the program for 12 to 18 months depending upon when they are enrolled and their individual instructional needs. Students attend regular classes for part of their day, while receiving additional instructional support through the Newcomer Program. Students in kindergarten, first, and second grade attend regular classes that provide appropriate English Language Development and support to students at those grade levels. Additional ELD support may be provided through additional instructional time in and outside the regular school day. Each school has the opportunity to design a Newcomer Model that best fits its newcomer students' needs. Depending upon the number, grade level, and proficiency levels of Newcomers, a school may choose to create a "pull out" model to supplement a student's learning and/or create a specific Newcomer class where the student receives additional English Language Development instruction.

**NEWCOMER MODEL**

The goals of the Newcomer Model are as follows:

- Provide English Learners (ELs) learning opportunities to significantly increase language skills in the four areas of language development: Listening, Speaking, Reading, and Writing.
- Connecting the students' learning to the content areas of Social Studies, Math, Science, and Language Arts.
- To ensure the newcomers' academic and social success in their community/school/classroom environment as they become familiar with the culture of the United States and the educational system of MVWSD.
- Improving students' achievement by creating a comfortable learning environment that will enhance the newcomers' learning experience.

<b>EL Students Served</b>	<b>Program Components</b>	<b>Staffing</b>
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<p>ELs in grades K through 8</p> <p>ELs who are new arrivals to the US and enroll for the first time in a US school</p> <p>ELs with "less than reasonable fluency"</p>	<p>Evaluation of reading/math competency in the native language and in English.</p> <p><b>Designated ELD/English Language Acquisition:</b> Protected time for explicit English Language Development instruction. Minimum 60minutes daily.</p> <p><b>Core Materials for Designated ELD:</b>  <i>Language! Everyday English</i>  <i>Rosetta Stone</i>  <i>Benchmark Advanced</i>  <i>Imagine Learning</i></p> <p><b>Supplemental Materials for ELD</b>  <i>El Achieve Units</i>  <i>Grammar Gallery</i>  <i>Write Tools</i>  <i>Vocabulary A to Z</i>  <i>Writing A to Z</i></p> <p>ELA/ELD CCSS must be identified and met for each student.</p> <p><b>Integrated ELD/ Access to Core:</b>  Access to CCSS for each student.  Differentiated instruction in Reading, Writing, Math, Science and Social Science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state-approved, District-adopted, standards-based materials  ELA: K-5: <i>Benchmark Advanced</i>  Math: K-5 <i>Eureka Math</i>  Social Studies and Science: TBD</p> <p>A Newcomer Success Plan will be developed to address specific Newcomers needs. This plan will be developed with coordination of the EL Coordinator and monitored a minimum of once a trimester.</p> <p><b>Art, Music, P.E.:</b> mixed groups with ELs, RFEPs, IFEPs, and EOs  Purposeful and deliberate uses of the primary language to motivate students, and to support, clarify, direct, and explain instruction if possible.</p>	<p>Appropriate subject matter authorization.  Multiple or Single Subject Teaching Credential  Bilingual Cross-cultural, Language and Academic Development (BCLAD)  Equivalents to BCLAD  Bilingual Certificate of Competence (BCC)</p> <p>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan.</p>
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**Additional Support Service options for English Learners in a Newcomer Model:**  
Participation in Benchmark, Strategic, and/or Intensive interventions  
Primary language instruction support, if available.  
Other appropriate services

## **UNDERSTANDING THE COMPLEXITIES OF MIDDLE SCHOOL ENGLISH LEARNERS**

English Learners enrolling in middle schools are a very diverse population. In order to facilitate proper program placement and to best ensure that ELs will succeed in school it is useful to informally identify broad categories of English Learners. Grouping students this way is not intended to track students into pre-determined schedules. Rather, it is intended as a tool to help sites gather student information and assist with program placement and support.

There are three informal groupings of ELs within Mountain View Whisman School District at the middle school. These include:

- Newly arrived English Learners with adequate formal schooling
- Newly arrived English Learners with limited formal schooling (under-schooled)
- Long-term English Learners

All middle school EL students are challenged with the need to master English quickly in order to complete district middle school graduation requirements. They must also meet district and state content and performance standards. Time becomes the critical factor for middle school EL students.

### **Newly Arrived English Learners with Adequate Formal Schooling**

Characteristics of these students include:

- Recent arrival in the U.S. (5 years or less)
- Adequate formal schooling in native country
- Broad range of standards-based competencies due to many factors
- Lack of school records and/or information about previous curricula
- May have had some exposure to English, but most enter with little/no English
- Difficulty passing district proficiency exams due to limited English proficiency
- Academic achievement in terms of grades approaches or is comparable to peers
- Low performance on standardized tests when administered in English

These students are frequently considered as “traditional” immigrant students. They need an accelerated ELD program that is rigorous, yet flexible with the following options:

- They must be able to progress at their own rate. Opportunities to move between levels must be frequent (at trimester if appropriate).
- Attention to content instruction is important. With their prior schooling, these students can successfully complete the middle school course of study.
- Their program must reduce the language barrier utilizing various forms of language assistance.
- Delaying enrollment in higher end courses until they master English may be an option for students who have earned credit for course work already completed in their native country

#### **Instructional Requirements**

- Intensive ELD with additional English instruction as possible (more time)
- All appropriate academic content classes with adequate language support
- Initial enrollment in non-language dependent electives, if possible

### **English Learners with Limited Formal Schooling**

Characteristics of these students include:

- Recent arrivals to the United States
- Little or no English language proficiency
- Disrupted, limited or no schooling in native country
- Little or no literacy in native language
- Far below grade level in Math
- Progress through ELD levels is slow
- Behind in credits
- Poor academic achievement
- Very poor performance on proficiency exams and standardized tests

- Learning disabilities difficult to diagnose

The students who enter at the middle school level with little or no prior schooling face a daunting challenge and require a unique focus. Not only do these students require an intensive ELD program, but they also need specialized content instruction that lays the foundation for middle school curriculum.

These students benefit from intensive initial literacy development. The under-schooled student who enrolls for the first time at the middle school level will need additional time in order to develop English language proficiency and to complete all requirements for middle school graduation. Careful counseling, development of an individualized, specific learning plan, and articulation between middle and high school are essential.

#### Instructional Requirements

- Intensive ELD with additional English instruction as possible (more time)
- Introductory content courses prepare foundation for entry into secondary course work with adequate language support
- Initial enrollment in non-language dependent electives if possible
- Initial literacy development courses and other available interventions

### Long-Term English Learners

Characteristics of these students include:

- 6 or more years in U.S. schools
- Near-native oral fluency in English
- Levels of reading and writing proficiency that approach or do not meet standards
- Frequently limited or no literacy in primary language
- Mismatch between student perception of achievement (high) and grades (low)
- Some may get adequate grades, but have low test scores
- Often lag behind in meeting grade level standards
- Standards Not Met or Approaching Standards on district benchmark assessments and the CAASPP

The students among this growing subgroup of English Learners are often not immigrants, but rather students who have been born in the United States and attended US schools for their entire lives. Some may have entered as immigrants in their early elementary years. They fail to score high enough on the standardized tests to meet reclassification requirements. For these students the traditional sequence of classes in SEI does not address their needs. By middle school, most of these students are scheduled into a mainstream secondary program including English/Language Arts.

#### Instructional Requirements

- Targeted instruction in accelerated literacy development
- Counseling
- Grade level specific interventions
- Before/after school tutoring
- Some flexibility for students to move up during the year shall be built into the school's master schedule if possible
- Change in ELD levels will be based on student performance data including, trimester ELD curriculum-based assessments, ELA curriculum-embedded assessments, classroom performance samples, teachers' anecdotal recommendations and progress on performance guidelines.

### Program for Long Term English Learners

In order to determine what academic deficits have been incurred due to the time spent learning English, it is important to first analyze the student's academic and linguistic assessment data and then consider the following in regard to the student's educational history,

- The student's number of years in U.S. schools
- The history of the ELD instruction the student has received and
- The history of the student's instructional program.

Students in this category will receive an accelerated, standards-based, ELD curriculum consisting of the

following:

- Specialized English Language Arts class with accommodations and interventions for the student's level of English proficiency AND
- Academic intervention and support as needed (at least during the school day, but may include before and/or after the school day).
- Placement in English Language Mainstream for specially designed and selected core academic classes, provided by appropriately credentialed teachers using SDAIE strategies.
- Counseling and frequent achievement/benchmark monitoring to ensure that the student is making adequate and accelerated progress in classes that meet graduation requirements.

#### Instructional Requirements

- Intensive ELD
- All appropriate academic content classes with adequate language support
- Initial enrollment in non-language dependent electives if possible

## PROGRAM OPTIONS AT MIDDLE SCHOOL LEVEL 6-8

<b>Instructional Setting</b> <b>Structured English Immersion (SEI)</b> <b>Middle School Intensive ELD (ELD 1)</b>		
<b>EL Students Served</b>	<b>Program Components</b>	<b>Staffing</b>
<p>English Learners with "less than reasonable fluency" in English</p> <p>CELDT Levels 1-2 and low intermediate 3</p> <p>EL special education students (SDC, RSP, and Speech) with ELD proficiency levels 1-2 and low 3 may be taught ELD in general education setting or in special education setting based on IEPs</p>	<p><b>Designated ELD:</b> Intensive, uninterrupted, explicit English Language Development instruction for 1 to 2 periods a day</p> <p><b>Core Materials:</b> ELD: <i>StudySync California</i></p> <p><b>Designated ELD for Special Education Core Materials when taught in SDC and/or RSP setting:</b> <i>Language for Learning</i> <i>Language for Thinking</i> for Levels 1-3</p> <p><b>Supplemental Materials</b> <i>EL Achieve</i> Instructional Units <i>Grammar Gallery</i> <i>Write Tools</i> <i>Vocabulary A to Z</i> <i>Writing A to Z</i></p> <p><b>Integrated ELD/ Access to Core:</b> Differentiated instruction with a focus on academic language of content integrated in Reading, Writing, Math, Science and Social Science, delivered through Specially Designed Academic Instruction in English (SDAIE), utilizing common core state-approved, district-adopted materials.</p> <p><b>Core Materials:</b> ELA: <i>StudySync California</i> Math: <i>Teach to One Gr. 6</i> <i>Eureka Math Gr. 7-8</i> Social Studies and Science: TBD</p> <p><b>Physical Education:</b> Mixed groups with ELs, RFEPs, IFEPs and EOs (1 period daily)</p> <p><b>Electives:</b> Mixed groups with ELs, RFEPs, IFEPs, and EOs (1 period daily if ELD requirements met)</p> <p>Purposeful and deliberate uses of the primary language to motivate students, and to support, clarify, direct, and explain instruction if possible.</p>	<p>Multiple or Single Subject Teaching Credential in appropriate subject matter authorization.</p> <p>Cross-cultural, Language and Academic Development (CLAD) or equivalent SB 395 or SB1969 that include an ELD and SDAIE component Language Development Specialist Certificate (LDS)</p> <p>General teaching credential or supplementary ESL authorization (ELD only)</p> <p>Teachers participate in ongoing professional development to ensure differentiation of instruction and full implementation of this Master Plan</p>

**Instructional Setting  
Structured English Immersion (SEI)  
Middle School Transition ELD (ELD 2)**

EL Students Served	Program Components	Staffing
<p>English Learners with “less than reasonable fluency” in English</p> <p>CELDT Levels 3 and 4</p> <p>EL Special Education students (SDC, RSP, and Speech) with ELD proficiency levels 3 and 4 may be taught ELD in general education setting or in special education setting based on IEPs</p>	<p><b>Designated ELD:</b> Transitional, uninterrupted, explicit English Language Development instruction for 1 period a day, plus some type of support class or intervention if needed</p> <p><b>Core Materials:</b> ELD: <i>StudySync California</i></p> <p><b>Designated ELD for Special Education Core Materials when taught in SDC and/or RSP setting:</b> <i>Language for Thinking</i> <i>Language for Writing</i></p> <p><b>Supplemental Materials</b> <i>EL Achieve</i> Instructional Units <i>Grammar Gallery</i> <i>Write Tools</i> <i>Vocabulary A to Z</i> <i>Writing A to Z</i></p> <p><b>Integrated ELD/ Access to Core:</b> Differentiated instruction with a focus on academic language of content integrated in Reading, Writing, Math, Science and Social Science, delivered through Specially Designed Academic Instruction in English (SDAIE), utilizing common core state-approved, district-adopted materials.</p> <p><b>Core Materials:</b> ELA: <i>StudySync California</i> Math: <i>Teach to One Gr. 6</i> <i>Eureka Math Gr. 7-8</i> Social Studies and Science: TBD</p> <p><b>Physical Education:</b> Mixed groups with ELs, RFEPs, IFEPs and EOs (1 period daily)</p> <p><b>Electives:</b> Mixed groups with ELs, RFEPs, IFEPs, and EOs (1 period daily if ELD requirements met)</p>	<p>Multiple or Single Subject Teaching Credential in appropriate subject matter authorization.</p> <p>Cross-cultural, Language and Academic Development (CLAD) or equivalent SB 395 or SB1969 that include an ELD and SDAIE component Language Development Specialist Certificate (LDS)</p> <p>General teaching credential or supplementary ESL authorization (ELD only)</p> <p>Teachers participate in ongoing professional development to ensure differentiation of instruction and full implementation of this Master Plan</p>

**Instructional Setting**  
**English Language Mainstream Classroom (ELM)**  
**Middle School Transition ELD (ELD 3)**

EL Students Served	Program Components	Staffing
<p>English Learners with "reasonable fluency" in English</p> <p>CELDT Levels High 3, 4 and 5</p> <p>Long term English learners (LTELs)(in Us schools 5 or more years and have not reclassified)</p> <p>EL Special Education students (SDC, RSP, and Speech) with ELD proficiency levels high 3-5, LTELs may be taught ELD in general education setting or special education setting based on IEPs</p>	<p><b>Academic English Language Development ELD:</b>            Explicit language instruction of advanced English linguistic knowledge and skills to engage in complex course work (1 period per day)</p> <p><b>Core Materials:</b>  <i>English 3D</i>            ELD: <i>StudySync California</i></p> <p><b>Designated ELD for Special Education Core Materials when taught in SDC and/or RSP setting:</b>  <i>Language for Thinking</i>  <i>Language for Writing</i></p> <p><b>Supplemental Materials</b>  <i>Grammar Gallery</i></p> <p><b>Integrated ELD/ Access to Core:</b>            Differentiated instruction with a focus on academic language of content integrated in Reading, Writing, Math, Science and Social Science, delivered through Specially Designed Academic Instruction in English (SDAIE), utilizing common core state-approved, district-adopted materials.</p> <p><b>Core Materials:</b>            ELA: <i>StudySync California</i>            Math: <i>Teach to One Gr. 6</i>                  <i>Eureka Math Gr. 7-8</i>            Social Studies and Science: TBD</p> <p><b>Physical Education:</b>            Mixed groups with ELs, RFEPs, IFEPs and EOs (1 period daily)</p> <p><b>Electives:</b>            Mixed groups with ELs, RFEPs, IFEPs, and EOs (1 period daily if ELD requirements met)</p>	<p>Multiple or Single Subject Teaching Credential in appropriate subject matter authorization.</p> <p>Cross-cultural, Language and Academic Development (CLAD) or equivalent SB 395 or SB1969 that include an ELD and SDAIE component            Language Development Specialist Certificate (LDS)</p> <p>General teaching credential or supplementary ESL authorization (ELD only)</p> <p>Teachers participate in ongoing professional development to ensure differentiation of instruction and full implementation of this Master Plan</p>

<b>Instructional Setting English Language Mainstream Classroom (ELM) Middle School Transition ELD (ELD 4)</b>		
<b>EL Students Served</b>	<b>Program Components</b>	<b>Staffing</b>
<p>English Learners with "reasonable fluency" in English</p> <p>CELDT Levels: high 4 and 5</p> <p>CAASPP ELA scores at Standards Nearly Met or Standards Not Met (have not met reclassification criteria)</p> <p>EL Special Education students (SDC, RSP, and Speech) with CELDT proficiency levels high 4 and 5, with CAASPP or CMA ELA scores at Standards Nearly Met or Standards Not Met (have not met reclassification criteria)</p>	<p><b>Designated ELD:</b> English Language Arts class with extra support from mainstream ELA teacher using SDAIE strategies (1 period daily)</p> <p><b>Core Materials:</b> ELA/ELD: <i>StudySync California</i></p> <p><b>Designated ELD for Special Education Core Materials when taught in SDC and/or RSP setting:</b> <i>Language for Writing</i></p> <p><b>Supplementary Materials</b> <i>Grammar Gallery Levels 4-5</i> Write Tools</p> <p><b>Integrated ELD/ Access to Core:</b> Differentiated instruction with a focus on academic language of content integrated in Reading, Writing, Math, Science and Social Science, delivered through Specially Designed Academic Instruction in English (SDAIE), utilizing common core state-approved, district-adopted materials.</p> <p><b>Core Materials:</b> ELA: <i>StudySync California</i> Math: <i>Teach to One Gr. 6</i> <i>Eureka Math Gr. 7-8</i> Social Studies and Science: TBD</p> <p><b>Physical Education:</b> Mixed groups with ELs, RFEPs, IFEPs and EOs (1 period daily)</p> <p><b>Electives:</b> Mixed groups with ELs, RFEPs, IFEPs, and EOs (1 period daily if ELD requirements met)</p>	<p>Multiple or Single Subject Teaching Credential in appropriate subject matter authorization.</p> <p>Cross-cultural, Language and Academic Development (CLAD) or equivalent SB 395 or SB1969 that include an ELD and SDAIE component Language Development Specialist Certificate (LDS)</p> <p>General teaching credential or supplementary ESL authorization (ELD only)</p> <p>Teachers participate in ongoing professional development to ensure differentiation of instruction and full implementation of this Master Plan</p>

## **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

Designated and integrated English Language Development is a component of all EL program options, including the Dual Immersion (DI) Alternative Program. ELD is a systematic, deliberate component of the EL student's instructional day.

Designated and integrated English Language Development is a part of the daily program for every EL student. Both integrated and designated ELD are aligned to the California ELA and ELD Standards. In both designated and integrated ELD, English language instruction is based on the student's level of English proficiency. Teachers use the pedagogy of the new ELA/ELD framework for selecting and planning instructional strategies.

- Designated ELD is a protected time where teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction. Designated ELD is based on the student's proficiency level.
- In integrated ELD, teachers use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards. With integrated ELD, appropriate scaffolding occurs throughout content area instruction, depending on the student's proficiency level.

The Individual Education Plan (IEP) for all English Learners eligible for Special Education programs and services shall include a goal for English Language Development. The IEP Goal for ELD must be based upon the most recent CELDT results, considering the student's performance in each of the four language domains.

### **California ELD Standards**

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards, in particular, align with the key knowledge, skills, and abilities for achieving college and career readiness described in the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). However, the CA ELD Standards do not repeat the CA CCSS for ELA/Literacy, nor do they represent ELA content at lower levels of achievement or rigor. Instead, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. The CA ELD Standards are not intended to replace the CA CCSS for ELA/Literacy. Instead, they amplify the language knowledge, skills, and abilities of these standards, which are essential for ELs to succeed in school while they are developing their English.

### **English Language Proficiency Levels**

We are currently transitioning from the old proficiency level categories below to the New English Language Proficiency Levels.

1. **Beginning**  
Students with little or no experience in English begin to develop receptive vocabulary and listening comprehension. Comprehension may be demonstrated through gestures and actions. The focus of the lesson is listening comprehension. Students build receptive vocabulary.
2. **Early Intermediate**  
Students begin to express themselves in English and respond to questions with single words or short phrases. Lessons expand receptive vocabulary. Activities motivate students to produce understood vocabulary.
3. **Intermediate**  
Students respond to questions and conduct conversations in English using short phrases and sentences. Activities develop higher levels of language use.
4. **Early Advanced**  
Students respond to questions and conduct conversations in English using more complex phrases and sentences. While students are able to participate in normal conversation, they may lack sufficient academic language to function successfully in a mainstream classroom.

## 5. **Advanced**

Students' oral and written language approximates that of native English speakers. Students have not met criteria for reclassification.

## **NEW English Language Proficiency Levels**

The new Proficiency Level Descriptors (PLDs) are organized into three levels that are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

- **Emerging**

Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

- **Expanding**

Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

- **Bridging**

Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The PLDs also emphasize that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for implementing the CA ELD Standards appropriately at each proficiency level. They are not intended to explain how to provide support or differentiate instruction for ELs at each level.

## **Instructional Materials for English Language Development**

See charts describing K- 5 SEI, ELM, Newcomer Model, Dual Immersion and Middle School ELD 1, 2, 3 and 4.

## **Instructional Grouping At the Elementary School Level for ELD**

Student grouping for designated ELD instruction is based on each student's level of English proficiency. Students are grouped by proficiency level. In order to make sure that student progress is the focus, no ELD instructional group should include students at more than two adjacent proficiency levels, if possible. The specific plan for accomplishing this grouping will be decided at the school level, based on an analysis of the levels existing within the school's EL population. The grouping should be flexible allowing students to move through the levels upon meeting the criteria for more advanced groups. At schools with a high number of ELs, students might be grouped by proficiency level within their grade level. At schools with fewer ELs, students might be grouped within adjacent grade levels but of the same ELD level.

## **ELD Assessment (Grades K-5)**

Classroom and ELD teachers evaluate ELs' progress in ELD using district curriculum assessments and informal assessments. At a minimum, teachers use district curriculum assessments and informal assessments to make instructional decisions about the placement for ELD instruction at least twice a year. Individual and group data are compiled by trimester to monitor the progress of students' English Language Development by the District EL department and school sites. This data will be used to initiate necessary interventions,

### Instructional Groupings for Middle School ELD

Student placement in a given ELD course or Mainstream ELA course providing ELD is based on initial assessment scores on the CELDT for new students. Placement for continuing students is based on annual CELDT scores and curriculum embedded tests. ELD courses are monitored for effective implementation to ensure students are progressing through the courses within the timeframe of the design. Students may need additional support.

See charts describing Middle School ELD 1, 2, 3 and 4.

### ELD Assessment (Grades 6-8)

ELD teachers evaluate EL progress in ELD using district curriculum assessments and informal assessments. At a minimum, teachers use these assessments to make instructional decisions about the placement for ELD instruction at least twice a year. Individual and group data are compiled by trimester to monitor the progress of students' English Language Development by the District EL department and school sites.

Table 2.3: MVWSD ELD Placement Entering Grades 6 through 8

CELDT Overall Proficiency Level	Reading Proficiency	District Writing	CAASPP ELA	ELA Grade Level Standards	District Benchmark ELA	Placement
Beginning	2-3 levels below grade level	1	Standard Not Met	Standard Not Met	Standard Not Met	ELD 1
Early Intermediate	2 levels below grade level	1	Standard Nearly Met	Standard Nearly Met	Standard Nearly Met	ELD 1
Intermediate Low Early Advanced	1 level below grade level	2	Standard Nearly Met	Standard Nearly Met	Standard Nearly Met	ELD 2
High Intermediate Early Advanced	At grade level	3 or 4	Standard Met	Standard Met	Standard Met	ELD 3 /or consider ELD 4/ELA Core w/support
High Early Advanced /Advanced	At or above grade level	4	Standard Met or Exceeded	Standard Met or Exceeded	Standard Met or Exceeded	ELD 4/ ELA Core

# **INSTRUCTIONAL DESIGNS AND STRATEGIES FOR ENGLISH LEARNERS**

Instructional designs are defined as organized approaches that incorporate specific instructional strategies in a structured manner.

## **Frontloading Language for Content**

Frontloading is an instructional strategy in which students are pre-taught the vocabulary and structures (the forms and functions) needed for an upcoming lesson. Teachers must identify the language structures and vocabulary necessary for students to be able to respond to comprehension questions both verbally and in writing. Frontloading enables students to focus on the language structures that they will encounter later in the text. Frontloading is a short, specific lesson in English. Teachers can use students' primary language to connect to English by identifying cognates, differences in syntax, and similarities in language structures.

## **Spanish to English Biliteracy Transfer of Skills**

New learning is achieved most successfully when introduced in connection to prior knowledge. Students are able to transfer their knowledge from one language to another given adequate instruction, support and opportunities to make connections. A simple illustration would be if a student understands the concept of synonyms in their primary language (Spanish), they would be able to transfer the concept into the new language (English). Transfer of skills is directly taught so that students make the connection between their primary language and English. Transfer of Skills is possible when instruction about a specific concept or skill has already taken place in the students' primary language. The teacher then gradually assists the student in moving the knowledge from the primary language to the second language.

## **Specially Designed Academic Instruction in English (SDAIE)**

SDAIE is a "Sheltered English" instructional design based upon linguistic theories of researchers including Dr. Steven Krashen and Dr. James Cummins. Their development of the "Contextual Interaction Theory" is at the core of SDAIE methodology and the selection of instructional strategies used within it. The two major components of the theory that impacts SDAIE methods are "comprehensible second language input" and a supportive affective environment.

SDAIE uses a set of instructional techniques and strategies designed to assist English Language Learners acquire English and learn academic content in English. These techniques and strategies are at the core of the Structured English Immersion (SEI) Program for students at the intermediate level and above of language proficiency. Teachers using SDAIE instructional strategies allow for optimal English Language Development and content comprehension. Scaffolding content instruction (Specially Designed Academic Instruction in English) allows academic engagement with grade-level subject matter content. SDAIE methods focus on content comprehension and English is acquired through this process.

Key Components:

- Uses the same rigorous academic core content, with pedagogically accommodated options for participation and contribution
- Elicits and builds upon prior knowledge of students
- Clearly defines academic content and language objectives – using all four linguistic domains (speaking, listening, reading and writing)
- Makes use of contextualizing methods and materials, such as graphic organizers and adapted texts
- Emphasizes scaffolding methods, interaction, experiential/engaged learning opportunities, including modeled, shared, guided approaches, opportunities for extended language use, and teacher-guided reporting
- Requires well-trained teachers in scaffolding instruction, adaptive use of grade-level curricula, and supplementary materials

## **Guided Language Acquisition Design (GLAD)**

GLAD is Sheltered English instructional design developed out of Fountain Valley School District in Southern California. Project GLAD is an instructional method that is based upon creating a curriculum that teaches to and from the specific experiences of students, while maintaining high-level expectations for all students. This design is geared to all levels of language proficiencies. Through Project GLAD training,

teachers are provided with research, theory, and practical effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills. Tied to English Language Development Standards, the model trains teachers to use local district guidelines and curriculum in providing instruction in multi-lingual classrooms.

GLAD emphasizes classroom processes where students learn from each other through group work and sharing. Through this type of teamwork, the students develop their Basic Interpersonal Communication Skills (BICS) by using social skills and face-to-face interaction as they gain exposure to English speaking peers.

### **Systematic English Language Development (ELD)**

English Language Development (ELD) is a content area in its own right. The purpose of a Systematic English Language Development Program is to build a strong foundation in the English language. The ultimate goal is for students to reach high levels of competency in everyday and academic language (speaking, listening, reading, writing, and thinking) in English. The ELD Standards and the ELD Matrix from EL Achieve (S. Dutro, J. Herrick, K. Prestridge) are necessary guides to instruction so that students are taught the essential vocabulary and structures of the English language. Although ELD is a content area in its own right, it is connected to and supports instruction in Language Arts.

#### **Key Components:**

- Uses curriculum and methods to target linguistic, cognitive/academic, and socio-cultural objectives
- Promotes safe environment for risk-taking with language (high positive expectations)
- Elicits and engages prior knowledge
- Focuses on meaning-making, models standard language registers (forms and functions)
- Requires communication: Lots of purposeful interaction, eliciting comprehensible output
- Uses methods and input appropriate to, yet extending, student's level of English
- Provides context constantly using gestures and facial expressions, visuals and graphics, multi-media, real objects, and manipulative
- Fosters language awareness, cognitive/academic learning strategies

As we transition to full implementation of the CCSS, our strategic Plan and LCAP goals, the District will be moving forward in the next few years with the following two programs to address the needs of our English Learners:

### **Sheltered Instruction Observation Protocol (SIOP)**

The Sheltered Instruction Observation Protocol (SIOP) model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. The SIOP model consists of eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction practice/application, lesson delivery, review and assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

## **SPECIAL EDUCATION SERVICES FOR ENGLISH LANGUAGE LEARNERS**

English Learners have access to Special Education services just as all other students in Mountain View Whisman School District. Careful review by the Student Success Team (SST) of all referrals takes place first, to determine whether Special Education assessments (speech, language, social, emotional, or academic) are warranted or if student performance/behaviors are related to expected patterns of second language acquisition.

### **English Learner Initial Identification**

Prior to identification as a special education student, the district's English Learner initial identification procedures are followed. If a student's handicapping condition prevents normal administration of initial

language assessments, language assessment staff consults special education staff for guidance in appropriate test administration and appropriate procedures to follow. Resources to staff include: California English Language Development Test (CELDT) Assistance Packet for School Districts/Schools- Section III Test Variations, Accommodations, and Modifications.

### **Eligibility for Special Education**

As part of the process of assessment for special education eligibility, the student's English language development levels must be considered. If the student has already been identified as an English Learner, assessment procedures take this into account. When determining eligibility for special education services for students identified as English Learners, the following factors must be documented in the multidisciplinary report:

- Limited English language acquisition, cultural and experiential differences, and/or economic disadvantages are not the primary cause of the student's learning problems.
- Other school resources have been considered and, when appropriate, utilized yet still found to be insufficient to meet the student's needs.
- Academic achievement is significantly below English oral language proficiency-verified by language assessment data.
- Alternative and/or nonverbal assessment data are considered valid indicators of the student's abilities.
- The student meets one or more of the special education eligibility criteria delineated in the California Education Code.
  
- Whether the student's needs can be met with supplementary aids and services within the general education environment and if the student does or does not require special education support services.

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, assessment will be conducted in the primary language of the student, or English or both, making certain that cultural differences are taken into consideration when determining eligibility.

If the student's English language proficiency has not been identified, then the assessment procedure will include completing this determination. This may follow regular CELDT and primary language test administration procedures or may require alternative approaches, depending on the child's abilities. District alternative assessments for CELDT: *Alternate Language Proficiency for Students (ALPI)* for listening and speaking, and the *Brigance Diagnostic Comprehensive Inventory of Basic Skills* for reading and writing.

### **Annual CELDT Assessment**

Special Education English Learner student's English language proficiency is annually assessed with the CELDT according to the IEP recommendations for accommodations/modifications for assessment. IEP teams annually indicate any needed testing accommodations and modification on the English Language Development Assessment Information page of the IEP, which is filed in the students' cumulative records. Information regarding students who require accommodations and/or modifications is maintained by the District Special Education Department and made available to teachers, principals and language assessors on the IEP Profile.

### **Development of Linguistically Appropriate Goals and Objectives**

Each K-8 grade student's individualized education program (IEP) must indicate the student's language classification and stage of language acquisition, describe his/her present levels of performance, and eligibility criteria. For students eligible for special education services, the IEP team must develop desired outcome goals designed to remediate or improve the specific area(s) of deficit. The goals should address the curriculum standards of the core instructional programs and should be based on baseline/present level data. For students with significant disabilities, goals must also include benchmark objectives and may be based on alternative curriculum standards.

If an English learner is in need of special education services, the IEP team must mark "yes" in the "linguistically appropriate goals needed" box on the IEP. The team must develop goals that reflect the student's cognitive and linguistic development and their language of instruction in order to be linguistically appropriate. The following criteria should be included for any goal and objective to meet the definition of being linguistically appropriate:

- It states specifically in what language (i.e., English Spanish) the particular goal(s) will be accomplished. It may also address methodology and the credential of the service provider.
- It is appropriate to the student's level of linguistic development and proficiency in that language reflected in the ELD level addressed in present levels and growth desired.
- It is consistent with the known development structure of that language. It follows the stages of language acquisition from beginning, early intermediate, intermediate, early advanced, to advanced.
- It provides cultural relevance in the curricular framework.

Instructional decisions related to the student's language acquisition status must be described in the Individualized Education Plan (IEP) to the extent that the student's English Language Development program relates to his/her need for Special Education services. The IEP must include a goal that addresses English Language Development. District Special Education staff will provide training and guidance on the development of linguistically appropriate goals.

### **Instructional Programs and Placement Options**

Program options are available to meet the needs of all students. The IEP team's determination of appropriate program placement, related services and curriculum options to be offered is based upon the unique needs of the student. The special education service options available include Specialized Academic Instruction, Intensive Individual Services and/or Individual and Small Group Instruction. A student with an identified disability may be provided with related services while participating in the general education or special education environment. Related services are defined as developmental, corrective and any other services that may be required to assist an individual with exceptional needs to fully benefit from special education services.

The site IEP Team working together with parents/guardians determines the language of instruction. Both special education and English Learner needs are considered on an individual basis for program placement. Special Education services may be provided to a student placed in any one of the program options available to English Learners: Structured English Immersion, English Language Mainstream or Alternative Dual Immersion. In either case, the student receives instruction to meet both English Language Development and academic goals.

In making instructional program decisions on behalf of a student in need of both special education and English language support, the following factors should be considered:

- For a student in need of part-time special education support services, the general education teacher's classroom setting and the qualifications are the primary considerations.
- For a student in need of special education support the majority of the day, the special education teacher's classroom setting and qualification are the primary consideration.
- Teachers working with EL students need to know SDAIE methodologies.
- Students in need of ELD instruction specially tailored to his/her fluency level must receive such instruction from a qualified (i.e., CLAD certified) teacher or teacher-in-training using board approved instructional materials. District core ELD materials for special education students are: *Language for Learning, Language for Thinking, Language for Writing, and EL Achieve Instructional units*. Such instruction may occur within special education or be provided by a mainstream general education teacher, as determined by the IEP team. At K-5 levels, designated ELD instruction must be a daily, protected time of a minimum of 30 minutes.
- At 6-8 grade levels, designated ELD instruction must be a protected time and provided a minimum of one class period a day.
- Primary language support needs must be considered and may be provided as available with the school staffing arrangements. It is especially critical to coordinate program services between general and special education for these students.

English Learners in grades K–8 with an IEP continue to receive ELD and SDAIE instruction from authorized teachers. Special Education staff, including Special Day Class staff, will receive the same training as general education staff to support working with ELs.

### **Reclassification Procedures for Special Education English Learners**

English learner students with an identified disability may have difficulty meeting the MVWSD reclassification criteria for moving into English only instruction due to the impact of their disability rather than their English language skills. The student's case manager shall complete the MVWSD Special Education English Learner Reclassification Form. If a student meets the criteria listed, a reclassification meeting will be scheduled. The student's parent must be notified in writing in his/her primary language. The site reclassification team shall determine if the student meets reclassification criteria or not based on the progress noted and data analysis. If the site reclassification team has concerns, these shall be noted and reclassification not approved at that time. If the reclassification team determines that the student has demonstrated sufficient progress, reclassification shall be approved. If reclassified, the student shall be monitored for two years to ensure that he/she is making progress and is appropriately placed before formal exit from the English Learner program.

### **MONITORING PROGRESS OF ENGLISH LEARNERS**

The Mountain View Whisman School District has a progress monitoring process for English Learners based on an analysis of achievement data collected regularly. Educational Services staff provides training on formative assessment and the effective use of data. Multiple measures are used to monitor student progress. This process for monitoring English Learner progress assures that ELs and RFEPs are making adequate yearly progress academically and with their English proficiency. This process also provides data for modifying instructional programs and strategies at the district, school site and classroom levels.

ELs are expected to move at least one English proficiency level per year and are expected to reclassify within five years. If students do not meet criteria for adequate yearly progress in accordance with District progress guidelines, they will be given some type of tiered intervention based on needs of the student.

The EL Program Department disseminates progress monitoring data to school site administrators on a trimester basis. All schools in MVWSD follow the timelines for monitoring progress of English Learners and Reclassified Fluent English Proficient students. Monitoring continues once students are reclassified as Fluent English Proficient for at least two years following the date of reclassification to ensure that they continue to meet expected academic growth. Teachers, support staff and site administrators use the data to make program changes and/or instructional decisions, plan student course placement, and to determine student participation in tiered interventions.

### **English Learner Assessments**

Student progress is monitored for accountability purposes annually, based on a set of district-adopted and state-mandated assessments. These assessments are used to determine English language proficiency, evaluate students' academic performance and determine program effectiveness.

- State-mandated tests taken by all students regardless of their language classification include California Assessment of Student Performance and Progress (CAASPP) and California Alternative Proficiency Assessment (CAPA).
- State-mandated English proficiency assessment designed solely for English Learners is the California English Language Development Test (CELDT). Any student with significant impairment of cognitive or language abilities and with an Individualized Education Program (IEP) may be given an alternative assessment to the CELDT providing that it is the decision of the IEP Team and the assessment is described in the student's IEP.
- District benchmark assessments in ELA and Math are administered at the end of each trimester.

### **Overview of the Process**

Three times a year each school site is provided a list of all EL students with their individual test score histories on CAASPP, CELDT and district benchmark assessments, and in some cases diagnostic assessment results. Teachers meet each trimester by grade level or department with a focus on EL progress in ELA /ELD and Math.

- Teachers use the Language Arts and Mathematics curriculum embedded assessments to analyze student progress and to plan instruction. This information enables teachers to provide differentiated instruction and schedule instructional intervention as needed.
- Teachers use curriculum embedded assessments and formative assessments in ELD to document individual student progress, to identify areas of need for individuals and groups of students, and to modify instruction.
- Data is used for instructional groupings in ELD, ELA and mathematics at the elementary level, and student placement in appropriate ELD and academic core classes at the middle schools.
- Based on the data trends, programs are modified for improvement or new research-based programs are initiated.

In reviewing the data, the staff answers the following questions:

1. Is the student provided with the appropriate class(es) for English Language Development?
2. Is the student placed in the correct academic setting?
3. Are appropriate instructional strategies being implemented? (curriculum, delivery of instruction and amount of instructional time)
4. Have appropriate classroom interventions been provided to the student?
5. How many years has the student been in the program for English Learners?

## **ENGLISH LEARNER MONITORING CYCLES (EL SUCCESS PLAN)**

### **Fall Cycle – Identifying Students in Need of Intervention**

Prior to parent conferences each year, each grade level or subject area team meets to specifically review the progress of English Learners and to identify individual ELs who are not meeting growth expectations.

Teachers identify students and problem-solve appropriate levels of interventions needed. Instructional practices, groupings, language of instruction, and differentiation of instruction are considered. EL Success Plans from the previous year will be reviewed and/or revised. New data may warrant adjustments or discontinuance of the plan.

EL Success Plans are required for students who are more than 1 year below grade level. At both the Strategic and Intensive Levels, students are scheduled for the District Response to Intervention and Instruction (RTI2) problem-solving process of Kid Talk. An EL Success Plan is developed for each student to be implemented during the school year. This plan identifies the intervention and acceleration schedule for each individual student. Modification to instructional practices, grouping, language of instruction, and effective instructional design are also considered. Use of additional time (during, before and after-school) is also considered and defined in this plan. The parents are contacted to inform them of the lack of progress, to discuss the individualized acceleration/intervention plan and may be invited to participate in the actions of the ensuing interventions.

No later than the fall parent conference, the EL Success Plan is discussed with the parent, amended to include the parental input, and is documented on the appropriate forms. The student is provided with the intervention programs/services as specified in the EL Success Plan. His/her progress is carefully monitored throughout the school year, at each assessment interval. Adjustments and modifications to the plan are made when the data continues to show slow progress or no progress. All records, including a copy of the plan, are kept in the Student Information System as part of the permanent record.

### **Winter Cycle – Follow-up of Fall Students and Identifying New Students**

After the first trimester, during November and December, students with EL Success Plans who are not making adequate progress are identified. A Student Study Team meeting is held which includes the parent. Reasons for lack of progress are discussed, and either a new EL Success Plan is developed to include new/adjusted systematic interventions/best practices or a referral is made for a more comprehensive assessment to diagnose needs and plan an appropriate program placement.

The process for identifying new students is defined in the Fall Cycle description above.

### **Spring Cycle– Follow-up of Fall Students and Identifying New Students**

After Trimester 2, each grade level or subject area team meets to specifically review the progress of English Learners with and EL Success Plan and to identify additional ELs who are not meeting growth expectations.

The procedures in the Fall Cycle defined above are repeated.

### Monitoring the Effectiveness the EL Program by Analyzing Data

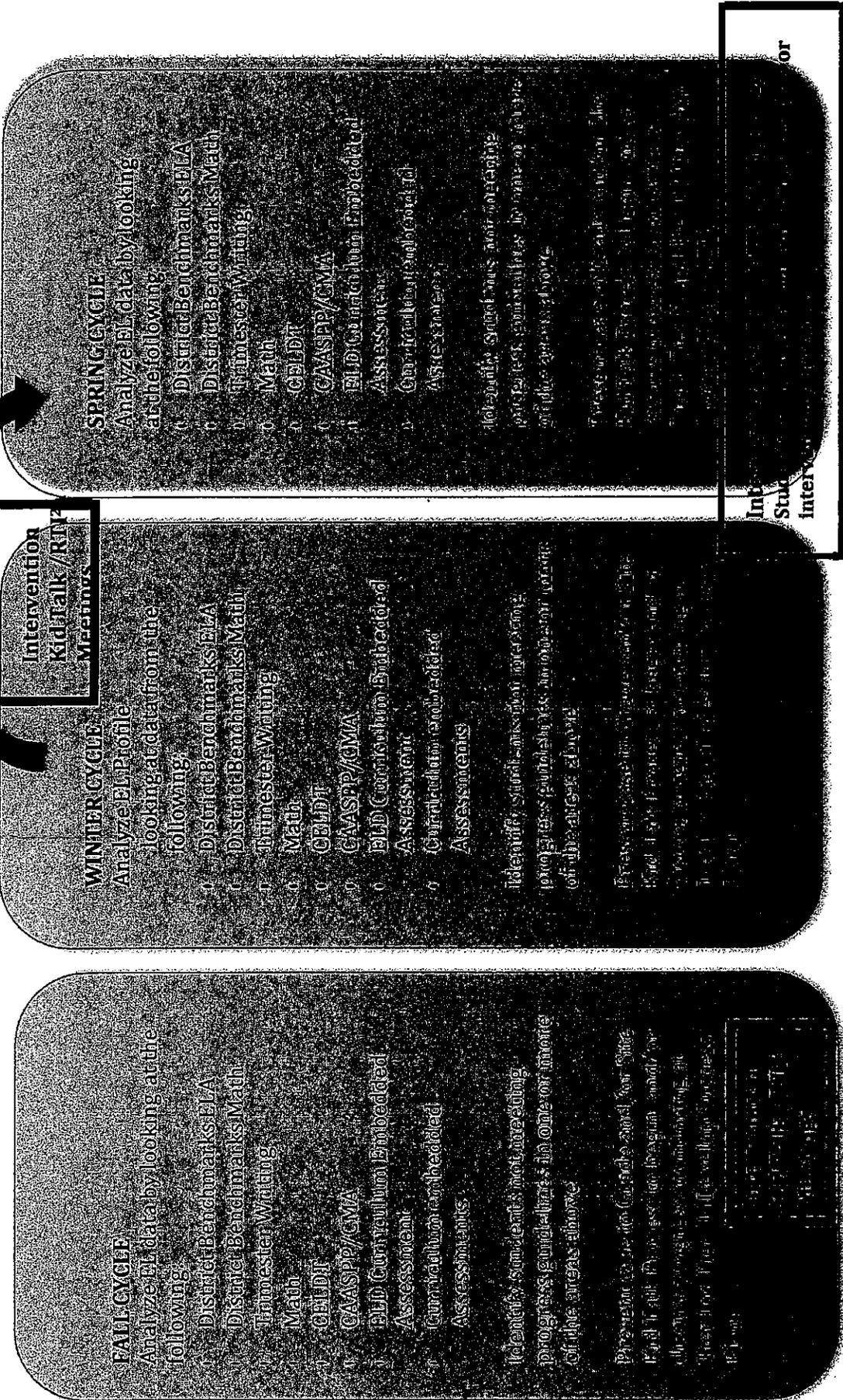
A deep analysis of EL program effectiveness is done annually in the spring. The Educational Services Department provides ongoing guidance and professional development to schools on how to manage the process of developing and monitoring effective EL Success Plans. The department also provides training on how to efficiently conduct monitoring reviews and implement planning sessions. Group data are disaggregated and examined to measure the overall effectiveness of the various intervention programs or actions to improve English Learner achievement. The review of performance assessment results and the analysis of data inform sites of the effectiveness of the implementation of instruction and alignment of instruction to academic standards. The site makes adjustments to the program based on the data analysis.

Tier 1 Interventions		
Leveled Supplemental Texts	Parent/Teacher Conference	Adopted Curriculum Support for ELL
Vocabulary Flashcards	Accelerated Reader	Rosetta Stone
ST Math	Books on Tape	Teacher-Made Materials
ELD Support	Schedule Change	WRITE Tools
Peer Tutor	Modified Day	Pacing Guides
Grade Level Kid Talk Meetings	Modified Placement	Differentiated Instruction-Flexible Grouping
Academic Contract	Additional time on task	Spatial and Temporal
Khan Academy		

Tier 2 Interventions	Tier 3 Interventions
Read Naturally	Corrective Reading
Soar to Success	Reading Mastery
Read 180	Lindamood-Bell
Language!	Individual or small group instruction
Systematic Instruction in Phoneme Awareness and Phonics and Sight Words (SIPPS)	
Fountas and Pinnel Leveled Intervention System	
ST Math	
Khan Academy	
Small group instruction	

# EL Progress Monitoring

Chart 2.1:



Chapter 2: Instructional Programs

**Current Kindergarten Catch-up**

**MWSD English Learner Progress: Kindergarten Five-Year Guidelines Performance Guidelines for English Language Development and Academic Achievement**

Language Proficiency		Beginning	Early Intermediate 2	Intermediate 3	Early Advanced 4 (Remains in Program to Advanced 5)
Kindergarten Score	180-356	357-406	407-455	456-504	505-600
EL Program Placement	Intensive Structured English Instruction	Structured English Instruction	Transitional SEI	English Language Mainstream ELM (IFEP if meets criteria or consider for Reclassification)	
English Learner Progress Timeline: Based on entry-level EL student progress toward reclassification	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
	↑	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year
	↑	↑	↑	↑	↑
	↑	↑	↑	↑	↑
	↑	↑	↑	↑	↑
District Writing: 1-Below 2-Basic 3-Proficient 4-Advanced	1	1	2	3	3 + or 4
	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Overall Performance on grade level standards Reading	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Overall Performance on grade level standards Math	Standard Not Met	Standard Nearly Met	Standard Nearly Met	Standard Met	Standard Exceeded

Chapter 2: Instructional Programs

**Current Grade 1  
5 Year Catch-up**

MWSD English Learner Progress: First Grade Guidelines

Performance Guidelines for English Language Development and Academic Achievement

CELDT Level		Beginning 1	Early Intermediate 2	Intermediate 3	Advanced 4	Early Advanced 5	Advanced 6
1 <sup>st</sup> Grade Score		180-356	357-406	407-455	456-504	505-600	
EL Program Placement		Intensive Structured English Instruction 1 <sup>st</sup> Year	Structured English Instruction 2 <sup>nd</sup> Year 1 <sup>st</sup> Year	Transitional SEI 3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year	English Language Mainstream ELM (IFEP if meets criteria or consider for Reclassification)		
English Learner Progress Timeline: Based on entry-level EL student progress toward reclassification		↑	↑	↑	↑	↑	↑
					4 <sup>th</sup> Year	5 <sup>th</sup> Year	6 <sup>th</sup> Year
					3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
					2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year
					1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year
					1 <sup>st</sup> Year	2 <sup>nd</sup> Year	
							1 <sup>st</sup> Year
District Writing:		Standard Not Met 1	Standard Not Met 1	Standard Nearly Met 2	Standard Met 3	Standard Met 3 +	Standard Exceeded 3+ or 4
District Benchmark High Frequency Words		Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
District Benchmark DRA		Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
District Benchmark ELA		Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
Overall Performance on grade level Reading standards		Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
District Math Benchmark		Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
Overall Performance on Gr Lvl Math standards		Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded

EL Language Proficiency

Academic Proficiency

**Current Grades 2-5  
5 Year Catch-up**

**MVWSD English Learner Progress: Grades 2-5 Guidelines  
Performance Guidelines for English Language Development and Academic Achievement**

Language Proficiency	CELDT Level					English Language Mainstream ELM (IFEP if meets criteria or consider for Reclassification)
	Beginning 1	Early Intermediate 2	Intermediate 3	Early Advanced 4	Advanced 5	
English Learner Progress Timeline: Based on entry-level EL student progress toward reclassification	2 <sup>nd</sup> Grade	215-396	397-446	447-495	496-539	540-635
	3 <sup>rd</sup> Grade	230-414	415-459	460-513	514-556	557-700
	4 <sup>th</sup> Grade	230-432	433-472	473-530	531-574	575-700
	5 <sup>th</sup> Grade	230-437	438-482	483-538	539-586	587-700
	Intensive Structured English Instruction	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
District Writing:	Standard Not Met 1	Standard Not Met 1	Standard Nearly Met 2	Standard Met 3	Standard Exceeded 3 +	Standard Exceeded 3+ or 4
	Standard Not Met 1	Standard Not Met 1	Standard Nearly Met 2	Standard Met 3	Standard Exceeded 3 +	Standard Exceeded 3+ or 4
	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
District Math Assessment	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded
	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Exceeded

Chapter 2: Instructional Programs

**Current Grades 6-8  
5 Year Catch-up**

**MVWSD English Learner Progress: Grades 6-8 Guidelines  
Performance Guidelines for English Language Development and Academic Achievement**

Language Proficiency		Early Advanced 3 (Reading/Listening) to Advanced 5		
Oral Level	Beginning 1	Early Intermediate 2	Intermediate 3	Advanced 4
6 <sup>th</sup> Grade Score	248-441	442-491	492-551	552-601
7 <sup>th</sup> Grade Score	248-446	447-501	447-501	556-609
8 <sup>th</sup> Grade Score	248-452	453-509	248-452	569-622
EL Program Placement	Intensive Structured English Instruction 1 <sup>st</sup> Year	Structured English Instruction 2 <sup>nd</sup> Year 1 <sup>st</sup> Year	Transitional SEI 3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year	English Language Mainstream ELM (IFEP if meets criteria or consider for Reclassification) 4 <sup>th</sup> Year 3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year
English Learner Progress Timeline: Based on entry-level EL student progress toward reclassification	1 <sup>st</sup> Year	2 <sup>nd</sup> Year 1 <sup>st</sup> Year	3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year	4 <sup>th</sup> Year 3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year
District Writing:	Standard Not Met 1	Standard Not Met 1	Standard Nearly Met 2	Standard Exceeded 3 +
District Assessment ELA	Standard Not Met	Standard Nearly Met	Standard Nearly Met	Standard Exceeded
Overall Performance on grade level ELA standards	Standard Not Met	Standard Nearly Met	Standard Nearly Met	Standard Exceeded
District Assessment MATH	Standard Not Met	Standard Nearly Met	Standard Nearly Met	Standard Exceeded
Overall Performance Gr Lvl standards Math	Standard Not Met	Standard Nearly Met	Standard Nearly Met	Standard Exceeded
Trimester Grades	Grades of "C" or better for the core academic classes with SDAIE strategies	Grades of "C" or better the core academic classes with SDAIE strategies	Grades of "C" or better for the core academic classes with SDAIE Strategies	Grades of "B" or better for the core academic classes with SDAIE Strategies

## Chapter 2: Instructional Programs

### State and Federal Requirements Categorical Program Monitoring (CPM)

#### CPM EL 12 & 13

The district is providing services to ELs to ensure they are acquiring English language proficiency and recoup any academic deficits that may have been incurred in other areas of the core curriculum. Each English Learner receives a program of instruction in English language development in order to develop in English as rapidly and effectively as possible.

The district provides additional and appropriate educational services to English Learners in Kindergarten through grade eight in all classroom situations. These services are designed to enable ELs to overcome language barriers and must be provided until they have demonstrated English language proficiency comparable to that of the average native English speaking students and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

Academic instruction for ELs is designed and implemented to ensure that they meet the District and State's content and performance standards for their respective grade levels in a reasonable amount of time.

The district has developed and is implementing a plan for monitoring and overcoming any academic deficits ELs incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

# CHAPTER THREE

## RECLASSIFICATION AND MONITORING RFEP STUDENT PROGRESS

## Chapter 3: Reclassification and Monitoring Student Progress

### OVERVIEW

EL progress is monitored semi-annually using district adopted formative and summative assessments and state-mandated assessments. These assessments are used to determine English language proficiency, evaluate students' academic performance and determine program effectiveness.

#### District Assessment

English Learners are administered formative and summative assessments equivalent to those used by English Only (EO) and Initially Fluent English Proficient (IFEP) students in the mainstream program to monitor academic performance. Summative assessments such as the California Assessment of Student Performance and Progress (CAASPP) and the California Alternate Performance Assessment (CAPA) are given to all students regardless of language and classification. Formative assessments, such as curriculum-embedded and District benchmarks in English Language Arts are taken in English in both SEI and Mainstream Programs and in Spanish by students in the Dual Immersion Alternative Program. All English Learners will be administered the CELDT annually to measure language growth in English.

#### Use of Data for Instructional Planning

Teachers use the Language Arts and Mathematics curriculum embedded assessments to analyze student progress, to plan for differentiated instruction and to provide classroom interventions as appropriate. CELDT data and curriculum embedded assessment results are used for instructional grouping in ELD at the elementary level, and student placement in appropriate ELD courses at the middle schools. Teachers use formative assessments in ELD to identify areas of progress and of continuing need for individual students and for groups of students. These multiple data are used to identify students in need of benchmark, strategic and intensive interventions, and assign them to appropriate instructional schedules. Students who meet or exceed benchmarks for growth on these assessments will be accelerated and/or moved to more advanced groups/classes.

#### Ongoing Review of Student Progress

Student assessment and program progress is monitored regularly as part of the school system of curriculum implementation. When an English Learner is not making adequate progress, additional support, intervention and action are necessary. The individualized plan of action for this type of student is called an **EL Success Plan**, and is designed to help students meet English acquisition and academic achievement goals. This process was detailed in Chapter 2.

### THE RECLASSIFICATION PROCESS

The Mountain View Whisman School District has adopted a reclassification process to enable students initially identified as English Learners to exit specialized EL program services and participate without further language assistance as Fluent English Proficient students. ELs shall be reclassified as Fluent English Proficient (RFEF) when they have acquired the English skills necessary to receive instruction and achieve academic progress in English only, at a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's regular instructional program. The reclassification criteria validates each student's readiness to exit from specialized English Learner programs.

The main purpose for timely reclassification of English Learners to "Fluent" status is to ensure that students are placed into the most appropriate classes and programs of instruction leading to mastery of grade level standards. All staff members are encouraged to move students into advanced classes as data regarding their academic performance warrants such placement, even ahead of completion of formal procedures for reclassification.

## Chapter 3: Reclassification and Monitoring Student Progress

District and school personnel follow specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all English Learners. Up to date language and academic performance data on English Learners and Reclassified Fluent English Proficient (RFEP) students will be maintained in the district's student information system so that teachers have the best information possible for planning instruction.

### Preparing for Reclassification

English Language Department staff will provide training for Principals and/or CELDT Coordinators annually on reclassification procedures.

Student identification for reclassification (and resulting changes in placement) may occur at any time during the school year. The normal procedure is to complete the reclassification process early enough so that changes in placement can occur at a natural break (i.e. beginning of a trimester) or prior to the deadline for the annual *R-30-LC Language Census Report* (March).

At least twice each year (September and January), the EL Department distributes a list of "potential students for reclassification" to the sites. This list is determined by collecting and reviewing CAASPP test results, CELDT scores, other district assessment data, student grades, and teachers' recommendations for all EL students. In addition to regular data reviews in September and January, as new test scores become available, students who meet the criteria for reclassification, or who are very close may be advanced in class placements.

The district's criteria and procedures are described on the following four pages and include use of the following multiple measures: CELDT, CAASPP/CAPA, other district assessment data, and student grades/classroom performance.

### Criteria for Reclassification from English Learner to Fluent English Proficient

1. The English Learner (EL) student is reclassified as fluent English proficient (RFEP) when they have demonstrated sufficient proficiency in English to be successful in curriculum designed for native English speakers.
2. The reclassification process involves an English Learner Support Team (ELST) consisting of the Principal/Designee, classroom teacher, CELDT Coordinator, and the parent/guardian of the EL student being considered for reclassification. The members of the team gather all the data and determine if the student has met the reclassification criteria. Once the determination has been made, a conference is held to validate the reclassification decision. Middle school teams should include the student.
3. The following multiple criteria are used to determine reclassification of the EL student as Fluent English Proficient.
  - a. **English Language Proficiency:** California English Language Development Test (CELDT): Overall score of Early Advanced AND scores of Intermediate or higher on all subtest: Listening, Speaking, Reading and Writing.
  - b. **Academic Performance:** A student meets Academic Performance criteria if s/he meets one of the following three criteria:
    - i. English Language Arts portion of CAAASP: Overall Score: Standards Met or Standards Exceeded or
    - ii. English Language Arts Grade Level District Benchmarks: Overall Score: Standards Met or Standards Exceeded or
    - iii. Assessment of Reading Proficiency: Standard Met or Standard Exceeded for the student's grade level
  - c. **Teacher Evaluation of Grade Level Academic Performance**
    - i. Student academic performance based on classroom work, teacher observation and report cards indicate readiness to participate at grade level and meet grade level standards. Teachers may use any of the following assessments as a basis

### **Chapter 3: Reclassification and Monitoring Student Progress**

for their judgment: Diagnostic Reading Inventory (DRA), benchmark assessment, writing or curriculum embedded assessments in English Language Arts.

#### **d. Parental Consultation and Notification**

- i. Parents are provided a notice of the reclassification process and are invited to attend a Reclassification meeting.

Chapter 3: Reclassification and Monitoring Student Progress

**Table 3.1: RECLASSIFICATION CRITERIA**

English Language Proficiency	Most recent CELDT test	Overall proficiency level: <b>Early Advanced or Advanced</b> <ul style="list-style-type: none"> <li>• Listening: Intermediate or higher</li> <li>• Speaking: Intermediate or higher</li> <li>• Reading: Intermediate or higher</li> <li>• Writing: Intermediate or higher</li> </ul>
	ELL students with IEPs may qualify to take an alternative assessment. Alternative Language Proficiency Instrument (ALPI) for listening and speaking Brigance for reading and writing	ALPI an overall score of FEP Brigance a score of Proficient  ***Must be updated with VCCLPS
Academic Performance	California Assessment of Student Performance and Progress (CAASPP) in English-Language Arts  District ELA Grade Level Benchmarks  Assessment of Reading Proficiency	<b>Grades K-3</b> Standards Met or Standards Exceeded on ELA Grade Level District Benchmark OR Standard Met or Standard Exceeded for the student's grade level on Assessment of Reading Proficiency--Literably  <b>Grades 4-8</b> Standards Met or Standards Exceeded in ELA on the CAASPP OR Standards Met or Standards Exceeded on ELA Grade Level District Benchmark OR Standard Met or Standard Exceeded for the student's grade level on Assessment of Reading Proficiency--Literably
Teacher Evaluation	Classroom work, other assessments, teacher observation and report cards	<b>Grades K-5:</b> Student work that demonstrates Standards Met or Standards Exceeded at grade level in ELA Report card indicates that student is meeting or exceeding grade level standards in ELA  <b>Grades 6-8:</b> Student work that demonstrates Standards Met or Standards Exceeded at grade level in ELA Minimum of "C" in ELA on most current report card
Parent Consultation	Input from parent after data is explained regarding recommendation for reclassification	Parent agrees to reclassify

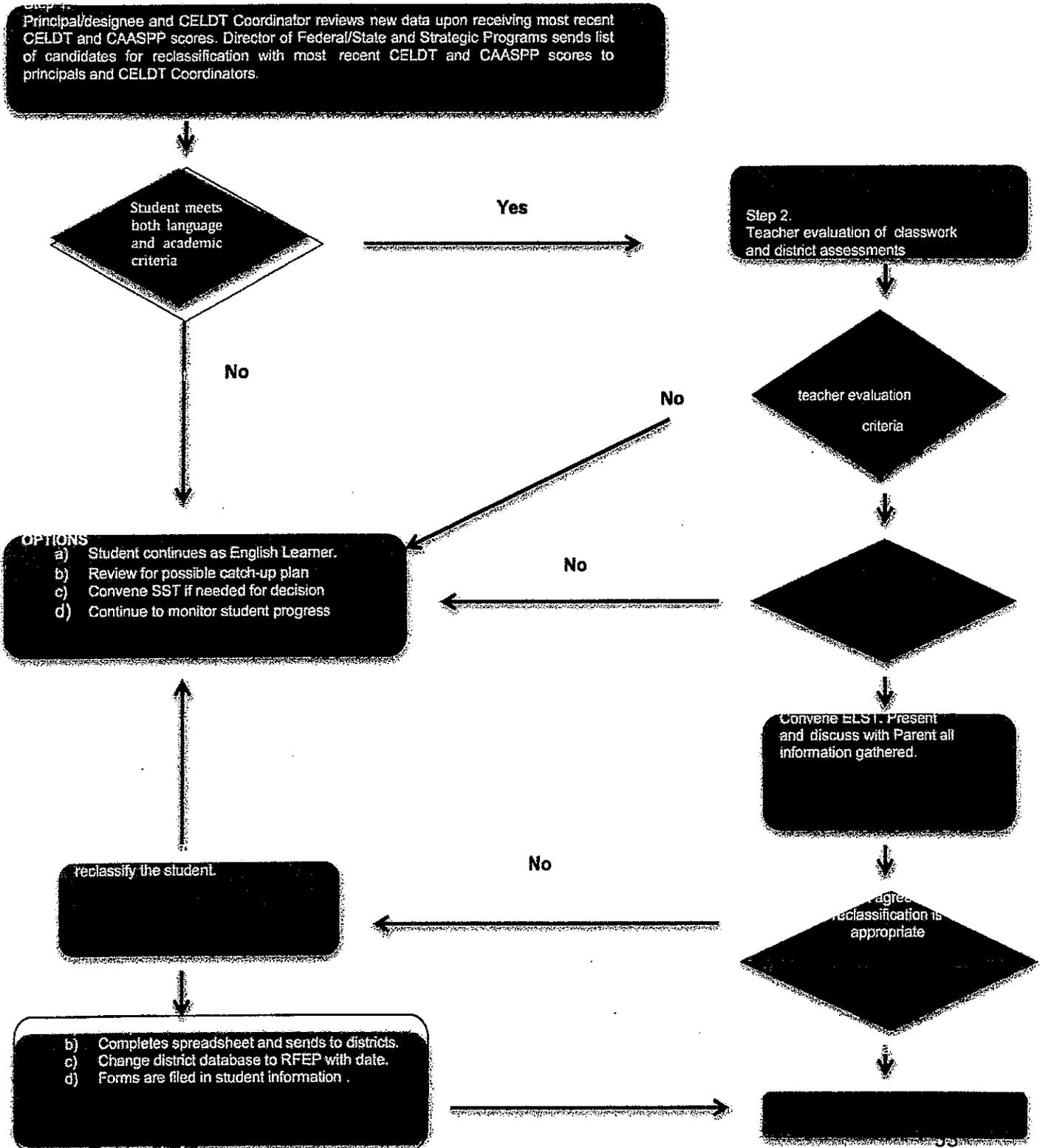
## Chapter 3: Reclassification and Monitoring Student Progress

### Steps to Reclassification

Mountain View Whisman School District and school personnel follow these specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all English Learners.

1. The EL Department receives data on performance of English Learners from the assessment and evaluation personnel to identify the candidates for reclassification.
2. The process of student identification for reclassification begins in the fall of each school year and is ongoing throughout the year.
3. The EL Department staff generates the list of potential candidates.
4. The EL Department staff distributes Reclassification Forms for potential candidates to the site principal and CELDT Coordinator in September (Fall Reclassification) and January (Spring Reclassification).
5. The principal or designee and the CELDT Coordinator review the Reclassification Form for completion.
6. The English Learner Support Team (ELST) made up of the Site Administrator/designee, CELDT Coordinator, and teachers makes arrangements to consult with the parents to review the student's progress and the reclassification criteria. Interpretation services are available upon request, and forms are available in Spanish. During the meeting, the student's progress is discussed as well as the recommendation to reclassify the student to Fluent English Proficient (RFEP). If the parent is unable to come to the school, a person speaking the parent's primary language will consult with the parent on the telephone or email and document this conversation on the Reclassification Form.
7. After the reclassification process is complete, the Site Administrator or designee will send the original Reclassification Form to the EL Department. The EL Department staff reviews the document.
8. Once a student is approved for reclassification, the EL Services Department will change the student's status to RFEP in the district database and CALPADS and scans the document into the student information system.
9. The reclassified student will be placed in the mainstream program. While changes in placement may occur at any time, the normal procedure is to make the placement at a natural instructional break (i.e. beginning of a trimester).

# Flow Chart 3.1: Reclassification Process



## Chapter 3: Reclassification and Monitoring Student Progress

### PROVISIONS FOR SPECIAL EDUCATION STUDENTS FOR RECLASSIFICATION

English Learners who receive Special Education services may not receive different treatment than those who do not receive Special Education services (34 C.F.R. section 104.4(b)(1)(i)(iv) and 28 C.F.R. section 35.130(b)(1)(i)(iv))

#### Process for Students with an Individualized Education Program (IEP)

##### Students with mild/moderate disabilities

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. The student's Case Manager is included as a Reclassification Team member. If a student in this situation fails to meet the reclassification criteria within the expected time frame, an IEP team will determine further services needed including assessment accommodations to be used. Prior to making this determination a thorough assessment is conducted and the IEP includes a statement of the student's development of proficiency in English. The principal or designee at the school site, district staff from the English Learner Department and the Department of Special Education will be involved in and must concur with the final determination. Services and monitoring continue until the student is reclassified.

##### Students with moderate/severe disabilities

These students are typically those who participate in the California Alternate Performance Assessment (CAPA) rather than the CAASPP. Because measurement of these skills is difficult, the district will consider the reclassification of these students with care. Reclassification to Fluent English Proficient means the student has learned English sufficient to participate in English in his/her program. The language reclassification decision (EL or RFEP) shall be determined with special consideration that does not cause physical, emotional, or other harm to the student's well-being. The decision shall be made in such a way that provides the best benefit to the student and their family. The IEP team reviews the data and determines the final decision about reclassification.

*NOTE: Reclassification of EL / Special Education (SPED) students may be an IEP team function; however staff members specialized in English language development should participate in the meeting and the student should meet the four criteria specified below.*

#### **Criteria 1: Assessment of Language Proficiency Using an \*Objective Assessment Instrument**

\***CELDT** is used as the primary criterion for the *objective assessment instrument* in California (unless student takes an alternative assessment to CELDT as per their IEP). Students should be considered for reclassification whose Overall proficiency level is Early Advanced or higher, Listening is Intermediate or higher, Speaking is Intermediate or higher, Reading is Intermediate or higher, and Writing is Intermediate or higher.

**Note:** Those students whose overall proficiency level is in the upper end of the Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

Reclassification teams may use the results of an "alternative assessment" to inform criteria one if the student's IEP designates that they take an alternative assessment to CELDT. The alternative assessment for Listening and Speaking will be the *Alternative Language Proficiency Instrument (ALPI)* and the *Brigance* for Reading and Writing.

#### **Criteria 2: Teacher Evaluation**

Teacher Criteria: Evidence of student's academic performance (in class) and student progress towards IEP linguistically appropriate goals. The *SOLOM* may be used for additional information.

## Chapter 3: Reclassification and Monitoring Student Progress

**Note:** According to SBE State Board Adopted CELDT Guidelines Section III (2009-2010) incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification. A disability may be a factor that contributes to low academic achievement and is unrelated to "English language proficiency."

### **Criteria 3: Parent Opinion and Consultation**

Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process by inviting them to a face-to-face meeting. If appropriate, hold an IEP for the Reclassification process.

### **Criteria 4: Comparison of Performance in Basic Skills**

CAASPP/CAPA score in English Language Arts (ELA) must be Standards Met or Standards Exceeded  
OR  
ELA Grade Level District Benchmark Standard Met or Standard Exceeded  
OR  
Assessment of Reading Proficiency Standard Met or Standard Exceeded for the student's grade level

For pupils scoring below the cut point, school District should attempt to determine whether "factors other than English language proficiency are responsible for low performance on the CAASP in English Language Arts and whether it is reasonable to reclassify the student." (CDE CELDT: Understanding and Using 2010-2011 Individual Results). Alternative assessments may be used to determine academic performance in ELA.

**Note:** The impact of a student's disability may be a factor "other than English language proficiency" to consider. Reclassification teams may use CAPA results to inform whether or not students with moderate to severe disabilities have demonstrate basic performance skills in English at their functional level.

For students taking CAPA the LEA may use this data to determine if the student demonstrates basic skills in English commensurate with their functional level.

## **MONITORING THE PROGRESS OF RECLASSIFIED STUDENTS**

Each school site Principal/designee along with the site CELDT Coordinator monitors the progress of students reclassified as Fluent English Proficient (RFEP) two times per year (December and April) for at least two school years following a student's reclassification.

Educational Services English Learner Department staff along with site CELDT Coordinators produces an RFEP Individual Form for each RFEP after six, twelve, and 24 months following the student's reclassification.

- If a student is making satisfactory progress, the Principal signs and dates the individual form to indicate the student is making satisfactory progress in the ELA program.
- If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher conference is held to develop a Student Success Plan for the student. The Student Success Plan will be scanned into the district student information system.

Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Re-entry into a Sheltered English Immersion
- Participation in benchmark, strategic or intensive interventions provided by the school
- Development of an EL Success plan

### Chapter 3: Reclassification and Monitoring Student Progress

#### State and Federal Requirements Categorical Program Monitoring (CPM)

##### CPM EL 7

The District reclassifies a student from English Learner to proficient in English by using a process and multiple criteria as specified in law.

The District monitors for a minimum of two years the progress of students reclassified to ensure correct classification, placement, and additional academic support, if needed.

The District maintains key data on the process and assessments in the student's permanent record documentation (CUM).

Each English Learner who meets the established reclassification criteria is Fluent English Proficient (R-FEP). Each former EL who has been reclassified as FEP has demonstrated English language proficiency comparable to that of the average native English speakers and can participate equally with them in the regular instructional program.

# CHAPTER FOUR

## Staffing and Professional Development

## Chapter 4: Staffing and Professional Development

### ADEQUATE QUALIFIED STAFFING AND CERTIFICATION

The California Education Code requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. All teachers who provide ELD and/or SDAIE must be appropriately authorized with a Cross-cultural Language and Academic Development (CTEL/CLAD) certificate or the equivalent. All teachers who provide primary language instruction must be appropriately authorized with Bilingual Cross-cultural Language and Academic Development (BCLAD) certificate or the equivalent. Teacher hiring and placement decisions are based on student and program need, including EL enrollment data and other relevant factors. The state legal requirement for authorized teachers takes priority over the district's collective bargaining agreements in filling all staffing needs.

#### Required Teacher Authorizations

Whenever open teaching positions require B/CTEL/CLAD certification, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions. If fully credentialed candidates holding the B/CTEL/CLAD are not available, teachers in training for B/CTEL/CLAD may fill the positions as long as they acquire an emergency B/CTEL/CLAD and complete all requirements within the required time specifications: 3 years for CTET/CLAD and 3-5 years for the BCLAD. These teachers are required to sign a Commitment 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-LC) Report, the Human Resources Department collects information from teachers on their progress in fulfilling the requirements. New teachers in training are considered to be on interim assignment and will not receive tenure status until all required authorizations are completed.

**Table 4.1: Required Teacher Authorizations**

<i>Type of Instruction</i>	<i>Required Teacher Authorizations</i>
ELD	CTEL, BCLAD, SB1969/SB395/AB2913 or equivalent
SDAIE	CTEL, BCLAD, SB1969/SB395/AB2913 or equivalent
Primary Language	BCLAD or equivalent

#### Recruitment and Hiring Priorities and Procedures for Teachers

The Associate Superintendent of Curriculum and Instruction works closely with the Human Resources 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, as part of the district staffing process, EL staffing is based on the number of EL students reported on the annual Language Census report, the projected number of Dual Immersion Alternative Program classrooms, the number of English learners in special education programs, and the number of current teachers who need to complete authorizations. The Department of Human Resources, the Educational Services Department and the principals collaborate to identify district and site staffing needs.

Each principal, working with district office personnel including business services, annually develops a plan for the school, based on projected EL student numbers and program enrollment. This plan is reviewed each spring and contributes to the district planning for EL staffing.

Advertisements of job vacancies include the listing of all required Commission on Teacher Credentialing (CTC) authorizations for the positions in the posting. When there are an insufficient number of authorized applicants available to fill all openings, successful candidates must enroll in an approved training program and must complete the necessary authorizations within an identified timeline.

Advertising and recruitment efforts are carried out in a variety of ways, including but not limited to the following:

- Job announcements are posted on Edjoin (web-based)
- Staff provide recruiting booths at county and college/university job fairs

## **Chapter 4: Staffing and Professional Development**

- Use of informal contacts in the community and/or local community organizations to identify potential local candidates.

The District Human Resources Department manages job applications, eligibility interviews and processing procedures for teaching positions. Principals receive a list of certificated teachers and their particular certification to serve English Learners from the Human Resources Office. Interviews for teachers are held at the District level. The District's collective bargaining agreements inform staffing decisions, but CTC requirements for appropriate authorizations take priority.

Highest priority is given to the hiring of teachers with appropriate EL authorizations, CTEL/CLAD/BCLAD and/or equivalent. These teachers are placed in instructional settings that are aligned to their teaching certificate.

### **District Plan to Remedy the Shortage of Qualified Teachers of English Learners**

The English Learner Staffing Plan Annual Report is completed each October by the district and kept on file. The report monitors district progress toward full certification of all teachers working with English Learners until all shortages of qualified teachers are remedied. The Annual Report will document numbers of teachers who are fully certified and numbers in training, as well as results of hiring and staff training efforts each year. Whenever teaching positions are available requiring BCLAD/CTEL certification, MVWSD will actively recruit and hire teachers who are fully certified to fill such positions and meet English Learner needs at the school site. If fully credentialed candidates holding the BCLAD/CTEL are not available, teachers in training for BCLAD/CTEL can fill the positions as long as they complete all requirements within the required time specifications. All newly hired teachers will be required to sign a commitment letter to complete BCLAD or CTEL/CLAD requirements. If certification is not pursued, they will be displaced when properly credentialed teachers are found. Based on their assignments with English Learners, teachers are expected to complete the CTEL (or its equivalent) within 2 years prior to receiving tenure.

### **Requirements for Teachers on Interim Assignment**

Teachers currently assigned to provide instruction (ELD, primary language instruction or SDAIE) to English Learners and who do not hold the required authorizations are considered to be on interim assignment. If this assignment lasts longer than 30 days, the teacher is required to agree to completion of the required authorization, must obtain the appropriate emergency authorization and enroll in an approved training. These teachers will adhere to the prescribed timelines for completion, as stated above.

### **Administrative Staff Credentials**

In order to support the implementation of EL programs and services at the school sites, the District makes it a high priority to staff schools with administrators who possess a BCLAD, CLAD or equivalent authorization or who are taking part in a staff development plan as part of their professional development. Currently employed administrators are highly encouraged to complete the appropriate EL Authorization and to participate in district professional development pertaining to English Learners.

## **MVWSD PRIORITIES FOR PROFESSIONAL DEVELOPMENT**

The District's Strategic Plan has established the strategy to provide growth and leadership opportunities for all staff by providing meaningful, high quality and strategic professional development to meet achievement goals for English Learners. Specifically in support of English Learners, staff is provided professional development on the ELD/ELA Framework and Standards, integrated and designated ELD and research-based best instructional practices. As staff continue to receive professional development, the District is in the planning and implementation stages of Sheltered Instruction Observation Protocol (SIOP) across all grade levels and the Sobrato Early Academic Language Model (SEAL) for all kindergarten through third grade students.

### **Delivery and Support of Professional Development**

Professional development activities that support full implementation of the ELA/ELD standards, designated and integrated ELD, and best instructional practices for English Learners will include the following:

- Training for administrators to monitor classroom implementation
- Training for district and site-based experts and coaches

#### Chapter 4: Staffing and Professional Development

- Targeted coaching for all teachers on an as-needed basis.

Support formats may include:

- Participation in Professional Learning Communities (PLCs)
- Peer coaching
- Two-way observations
- Co-planning

#### Training for Operational Management and Compliance

The District provides ongoing training for administrators and staff on legal requirements and district procedures relating to the implementation of this EL Master Plan including:

- Initial identification
- Program placement and procedures and
- Parental options and informed consent, including the Parental Exception Waiver process

Individuals who participate in the training include, but are not limited to, District and site administrators, teaching staff, staff members who work with EL students and student records; office staff members responsible for registration; EL specialists, special education teachers, aides, and specialists; and any other support staff as necessary.

The training places special emphasis on sensitivity to parents, including how to establish a welcoming environment for parents, and how to ensure that parents are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their child.

Training for site staff must take place at least annually, prior to or within 30 school days of the opening of the schools for the year, or when new staff has been employed.

**Table 4.2: Professional Development Plan**

Initiatives/Actions	Timeline/Person Responsible

**Chapter 4: Staffing and Professional Development**

**Develop professional development plan to meet Strategic Plan goals.**

**GOAL:** The long-term goal is to ensure that all teachers have the training and coaching support needed to successfully implement the ELA/ELD Framework and integrated and designated ELD for all English Learners.

**Challenges:** Building the capacity of teachers district-wide to successfully implement *the ELA/ELD Framework and integrated and designated ELD for all English learners to meet academic achievement.*

Educational Services staff will continue training sessions throughout the school year, utilizing County and trainers/coaches within the district.

Objectives for professional development are focused on the need for teachers to learn how to infuse ELD strategies throughout the instructional day and in all content areas. This includes to learning how to build academic language so that ELs can succeed in the core curriculum. A challenge is to provide the means for in-depth training as opposed to overview training.

Educational Services staff recognizes that time for coaching and teacher collaboration is a high priority and will utilize district resources to support coaching and teacher collaboration around use of data and planning lessons. Staff will ensure that teachers have adequate time and training for effective collaboration in order to learn from each other and improve teaching strategies.

July and August 2016

Director of English Language Learner Programs and Parent Engagement

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**Chapter 4: Staffing and Professional Development**

<p><b>Continue with the planning and implementation of SIOP and SEAL Professional Development Plan</b></p> <p><b>GOAL:</b> The long-term goal is to ensure that all teachers have the training and coaching support needed to successfully implement SIOP and SEAL methodology into their daily instruction.</p> <p><b>Challenges:</b> Building the capacity of all teachers district-wide in core academics and language development instruction in grades K- 8 and to implement <b>SIOP and SEAL</b> methodology.</p> <p>Educational Services staff recognizes that time for coaching and teacher collaboration is a high priority and will utilize District resources to support coaching and teacher collaboration around use of data and planning lessons. Administrative staff will ensure that teachers have adequate time and training for effective collaboration in order to learn from each other and improve teaching strategies</p>	<p><b>September 2016-2017</b></p> <p>Director of English Language Learner Programs</p>
<p><b>Leadership Professional Development</b></p> <p><b>GOAL:</b> MVWSD curriculum leaders will develop the knowledge, skill and expertise to support teacher leadership in instruction.</p> <p>Educational Services staff will facilitate principals to provide leadership and to build capacity of teachers for using data, while modeling effective collaboration practices to implement ELVELD Framework, SIOP and SEAL.</p> <p>Educational Services staff will provide training for Principals, site teacher leaders and coaches on the use of data for monitoring student progress in intervention programs.</p> <p>Educational Services staff will provide training for Principals and staff on the use of the District monitoring and evaluation process of programs and actions for effectiveness.</p>	<p><b>Ongoing 2016-2017</b></p> <p>Educational Services and Director of English Language Learner Programs</p>
<p><b>Data Collection and Data Entry</b></p> <p><b>GOAL:</b> A consistent and up-to-date data management system for ELs.</p> <p>In collaboration with the Enrollment Office, the Manager of Information Technology meets on a regular basis (every four to six weeks) with Educational Services Department to assure that the latest information on data entry and reporting requirements that support the compliance of programs for English Learners are in use. Data specific to ELs like CELDT, reclassification data, and RFEP progress monitoring are a key component of this goal.</p> <p>The IT Manager will solicit needs for training of Site Secretaries and from District and Site Administrators. Following each training session the IT Manager will report back to Educational Services on results of training sessions.</p>	<p><b>Ongoing 2016-2017</b></p> <p>Information Technology Manager</p>

## Chapter 4: Staffing and Professional Development

<p><b>ADDRESSING MAJOR CHALLENGES: RECOMMENDATIONS FOR THE FUTURE</b></p> <p>Challenges include ensuring consistency and fidelity of implementation across all classrooms and allocating sufficient time for assessment, planning, and grouping of students.</p> <p>To address these challenges Educational Services and Site Principals will:</p> <ul style="list-style-type: none"><li>• Provide a series of “Best Practice” workshops for school leaders</li><li>• Convene District wide grade span meetings for teachers to discuss and learn effective methods for providing integrated and designated ELD</li><li>• Provide travel/conference funds for school staff to further learn/acquire “best practices” resources and information</li></ul> <p>To address these challenges Educational Services and Site Principals will provide training and direct support for use of the following inquiry cycle for selecting, implementing, evaluating and improving key strategies at their site plans:</p> <ul style="list-style-type: none"><li>• Based upon analysis of student need, site leadership selects activities to improve achievement and/or literacy of targeted students</li><li>• Training provided for all school staff to implement activities, including modeling and coaching for classroom teachers</li><li>• School site Data Teams review progress of students participating in activities</li><li>• With assistance from Educational Services staff, site leadership and teachers evaluate the impact of activities on student progress</li><li>• Site leadership makes decisions regarding needed modifications and adjustments to instructional strategies for targeted students.</li><li>• Cycle repeats.</li></ul>	<p><b>September 2016- Ongoing</b></p> <p>Educational Services Core Team and Site Principals</p>
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### State and Federal Requirements Categorical Program Monitoring (CPM)

#### CPM EL 8

Teachers assigned to provide English language development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English Learner authorization.

#### CPM EL 9

The district provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that qualifies existing and future personnel to provide appropriate instructional services to English Learners.

# CHAPTER FIVE

## Parent and Community Engagement

## **Encouraging English Learner Parent Participation**

It is a goal of the Mountain View Whisman School District for parents of English Learners at all schools in Mountain View to participate meaningfully in the education of their children. The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive.

### **Interpretation and Translation**

When 15% or more of the students enrolled at a school site speak a single primary language other than English as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of these students are written in English and the primary language.

- When there are fewer than 15% of students speaking another language at a school, whenever possible, the school will provide translation and interpretation of school information for all language groups.
- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, student intervention meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level.
- Site administrators will plan for and provide for primary language support through the use of district approved interpreters and translators or other staff.
- The district has approved bilingual staff that supports district wide interpreting and translating. They interpret at meetings or translate documents for all sites based on availability. The district EL Department provides a list of district approved translators and interpreters for sites to contact.
- The district has at least one district translator/ interpreter to assist with department and parent communication in relation to district level services.

### **School Community Facilitators and Outreach**

- Each school site has a Facilitator who is responsible for student and family support and outreach.
- Facilitators connect families to community resources.
- The district continues to promote cultural competency, sensitivity, and understanding so parents, teachers, site and district administrators can work collaboratively for the advancement of English learners
- The district conducts an outreach campaign, utilizing communication strategies including online communication tools to provide information to the public about the roles and responsibilities of the ELAC, DELAC, and School Site Councils including the benefits and opportunities they provide to parents and the community.

### **Parent Meetings**

- Parent meetings should be parent friendly: held at convenient meeting times, with childcare, refreshments, and interpretation services provided if possible.
- Parent training sessions shall be provided on parental rights. Parents should be supported in a variety of ways to access these rights. Training on school advocacy may be provided. Such trainings can include informational sessions on school operations and who to go to for assistance related to problems or concerns.
- School sites will review the EL Program with parents at the beginning of each school year. The following topics will be reviewed: Program Placement, Reclassification, and Monitoring of student language and academic progress.
- Special training for newcomer families may be offered at a site or district level.

### **Parent Volunteers**

- The school can encourage parent volunteerism by providing opportunities for parents to volunteer and by providing training on how parents can effectively participate in school in their native language.

## Chapter 5: Parent and Community Engagement

### Parent Advisory Committees

Mountain View Whisman School District recognizes that parents are a critical component of the successful education of children. As part of the district's effort to more systematically involve parents in their children's education, the district establishes policies and procedures to maximize their involvement. The District English Learner Advisory Committee (DELAC) and the sites' English Learner Advisory Committee (ELAC) will be a source of information to the parents, as required by law. The information disseminated at the committee meetings will be provided in another language(s) when the need arises and is feasible.

### English Learner Advisory Committee (ELAC)

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC).

#### ELAC Requirements

- Officers are elected by parents/guardians of English Learners. (i.e. President, Vice-President, Secretary, DELAC Representative).
- Members receive materials and training related to carrying out their legal responsibilities.
- Members elect at least one representative to the District English Learner Advisory Committee.
- The ELAC advises the principal and staff on topics related to English Learners including the following legal areas:
  1. Development of Single School Plan for Student Achievement (Advises the School Site Council (SSC))
  2. The school's program for English Learners
  3. The development of the following:
    - a. ELAC Needs Assessment.
    - b. Language Census (R-30LC)
    - c. Efforts to make parents aware of the importance of regular school attendance.
- The Principal and the Director of EL Services or designee annually review the implementation of the ELAC in order to ensure that all requirements are met. Principals will receive an ELAC monitoring update bi-annually in order to inform them of their site's progress in meeting compliance.
- All site ELAC documentation (i.e. calendar of ELAC dates, agendas, and minutes) must be kept at the site and a copy of all documentation sent to the Department of EL Services.

### Principal's Responsibilities for Implementing ELAC

The site principal is responsible for establishing the school's ELAC and ensuring that ELAC members have fulfilled their responsibilities. The principal or a designee will:

1. Facilitate formation of the ELAC and conduct elections by September 30 each year
2. Facilitate election of a representative and an alternate to the DELAC
3. Assist the ELAC members to develop meeting agendas and select meeting dates
4. Publicize meeting agendas 72 hours in advance in English and in Spanish
5. Schedule and hold planning meetings
6. Provide child care for general membership
7. Consult with ELAC members to develop and provide training to assist members in carrying out their legal responsibilities
8. Arrange for additional training from the Educational Services Department or outside vendors as needed
9. Review the Principals' Assurances Checklists with ELAC members and submit evidence as required to the Educational Services Department in a timely fashion
10. Review meeting minutes to ensure training, discussion, and advice is appropriately reflected for each area of responsibility

### ELAC Membership Guidelines

- Members will serve for two years, with half the membership elected each year.
- Membership composition must reflect the percentage of English Learners in the school.
- Membership may include school staff and community members, but community members and school staff together should constitute fewer in number than parents of English Learners.

## **Chapter 5: Parent and Community Engagement**

- If a member must be replaced during the year, the replacement will serve for the remainder of the school year. At the beginning of the following year, an election must be held to fill the position.
- If the school ELAC elects officers within the ELAC membership, those officers may conduct the meetings.

### **District Responsibilities for Monitoring ELAC**

The Director of EL Services will monitor the performance of each school's ELAC and will report to the Superintendent. Guidance on the implementation of the ELAC is provided to Principals by the Director of EL Services. Principals will be held accountable for carrying out their responsibilities with regard to ELAC. Members of each ELAC receive training and materials, planned in full consultation with committee members, to assist them in carrying out their legal responsibilities.

The Director of EL Services also will assist the DELAC Representative to the Superintendent's Parent Advisory Committee to make monthly reports on the successes and challenges of ELAC/DELAC operations.

### **District English Learner Advisory Committee (DELAC)**

In the Mountain View Whisman School District there are more than 51 parents of English Learners. Therefore, there is a requirement to have a functioning DELAC.

The DELAC advises the school district governing board on all of the following tasks:

1. Development of a district Master Plan for educational programs and services for ELs that takes into consideration the Single Plan for Student Achievement.
2. Conducting a district-wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for ELs.
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
5. Administration of the Annual Language Census Report.
6. Review and comment on the school district's reclassification procedures.
7. Review and comment on the written notifications required to be sent to parents and guardians.
8. Completion of the Consolidated Application for Categorical Program Funds.

### **District Responsibilities for Implementing DELAC**

- The Educational Services Department will provide training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.
- Support provided to the DELAC by the Educational Services Department includes publication of the agenda and calendar, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
- The Administrator assigned to the DELAC meets with the president and/or other elected officers of the DELAC in order to develop a calendar for the school year and to plan agendas.
- The Administrator ensures that the DELAC meets sufficiently to plan, discuss, and provide advice on all required items, but at least 6 times per year and operates according to guidelines contained in state and federal regulations.

Chapter 5: Parent and Community Engagement

**PARENT OUTREACH SCHEDULE**

The following goals and strategies have been established for parents of English Learners at all schools in the MVWSD in order for them to participate meaningfully in the education of their children.

**Table 5.1: Parent Outreach Activities/Strategies**

<b>Parent outreach strategies to help parents become active participants in the education of their children.</b>	<b>Timeline</b>
<p><b>Management of Parent Meetings</b></p> <p><b>Responsible person: Director of EL Services</b>                      Educational Services staff will provide annual training for district staff on the implementation of State of California and Federal policies regarding parent engagement</p> <p>Effective district/school parent meeting have convenient meeting times, childcare, food (if appropriate), and interpretation and translation services as needed.</p>	<p>Implement throughout 2016-2017</p>
<p><b>Developing Capacity of Parents</b>                      Responsible: Department of EL Services Team</p> <p>Educational Services staff will provide training for parents on how to navigate the educational system and have the expectation that district/school meetings and/or contacts with parents will be parent-friendly. This includes training on how to successfully advocate for their children, including informational sessions on school operations and complaint procedures.</p> <p>Educational Services staff will contact appropriate entities to provide a series of workshops for parents of English Learners and members of ELACs and DELAC.</p>	<p>Implement throughout 2016-2017</p>
<p><b>Parent Education Activities</b>                      Responsible: Department of EL Services Team</p> <p>Provide ongoing courses/classes/presentations including:                      Family Engagement Institute courses                      PIQE                      ALL Achievement for Language Learners (long term ELs)                      Parent University                      Parent education classes that focus on helping students with homework and being more successful in school.</p>	<p>Implement throughout 2016-2017</p>
<p><b>Parent Use of MVWSD Website</b>                      Responsible: Department of EL Services Team</p> <p>Refine the MVWSD website to support EL access and information sharing of all EL Department activities.</p>	<p>Implement throughout 2016-2017</p>

## Chapter 5: Parent and Community Engagement

### **State and Federal Requirements Categorical Program Monitoring (CPM) EL 1, 2, 3, 4 & 7**

#### **CPM EL 1**

The LEA outreach to parents of English Learners includes all the required items.

#### **CPM EL 2**

A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets all requirements.

#### **CPM EL 3**

A LEA with 51 or more English Learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English Learners.

#### **CPM EL 4.5**

Parents/guardians of English Learners and fluent English proficient students have been notified of their child's initial English language and primary-language proficiency assessment results and program placement.

#### **CPM EL 4.6**

Parents/guardians of English Learners have been notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

#### **CPM CP 7**

The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.

#### **CPM CP 7.1**

When 15 percent of students enrolled in a public school speak a single primary Language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. Parents/guardians of English Learners have been notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

# CHAPTER SIX

## Evaluation and Accountability

## Chapter 6: Evaluation and Accountability

### ADMINISTRATIVE STRUCTURE

The Mountain View Whisman School District is committed to designing and implementing EL instructional programs that are evaluated for achievement and continuous improvement. Through a coordinated evaluation process, EL programs are modified as needed and any deficits in the overall programs are remedied. The District conducts an annual evaluation of all programs and services for ELs. All district personnel are expected to follow the procedures specified in this Master Plan. District or school site staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor for approval to ensure that any such modifications meet the standards set by the MVWSD Board of Trustees and that they are consistent with state and federal law.

The Superintendent's Cabinet is a key mechanism for EL program accountability. The Director of Federal/State and Strategic Programs leads the review of the EL program. The review is designed to ensure that district stakeholders have a mechanism to plan and coordinate for optimal programs and for the success of our English Learners. The Cabinet is comprised of the Superintendent, Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Director of Federal/State and Strategic Programs, Associate Superintendent of Business Services and the Director of Special Education and Student Services. Others participate as needed.

The Cabinet meets monthly to discuss topics pertaining to the implementation of programs for English Learners. The Cabinet also:

- Serves as a clearinghouse for strategies, ideas, and suggestions for EL programs as well as a focus group for collaborative problem-solving
- Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's programs for ELs
- Makes recommendations for reporting the performance of English Learners and
- Ensures communication and integration as we continue to bring clarity, consistency, compliance and continuing improvement to the district's programs for English Learners

### MONITORING IMPLEMENTATION OF THE MASTER PLAN

**Table 6.1 EL Goals and Monitoring Activities**

<b>Goals and Activities</b>	
<b>Goal 1</b>	<b>Instructional Programs for English Learners are implemented as described in the Master Plan.</b>
	District and site staff will periodically monitor implementation of all programs. The primary goal of the monitoring is to ensure that every school in the district has effective and compliant programs for ELs.
	<b>English Learner – School Level Tool</b> All schools will monitor implementation using the English Learner – School Level Tool (EL/SLT), derived from a modification of the Academic Program Survey (APS) by the California Department of Education. The EL/SLT is structured as the APS and it includes only items related to programs and services for EL students. Educational Services staff assists site staff in completing the EL/SLT. Principals will use this report of findings and periodic updates as a basis for revision of their school plan
	Academic Program Survey (APS) Site Visits Members of the Superintendent's Cabinet conduct site visitations at all schools at least once each school year. These visits allow district staff to collect information based on direct observation about the manner of implementation of services to ELs.
	<b>Responsibilities of Principals</b> School principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Principals are provided with annual training on the requirements of the Master Plan and on their role in assuring complete implementation at their sites. Principals submit completed Principal's Assurances Checklists to the Educational Services English Learner Department according to

## Chapter 6: Evaluation and Accountability

	timelines indicated on the checklist. This facilitates ongoing communication with staff of the Educational Services Department and assists in the monitoring of consistent implementation of this Master Plan throughout the school district.
<b>Goal 2</b>	<b>Activities promoting parent involvement are carried out as described in the Master Plan</b>
	A detailed description of parent engagement activities will be documented in the school site plan. Attendance data and/or survey information will be aggregated to monitor progress of parent involvement.
<b>Goal 3</b>	<b>Acquisition of English language proficiency: All English Learners will meet AMAO 1 and 2 targets</b>
	The CELDT is administered annually according to the state calendar. Preliminary results are derived from local hand scoring, and used to ensure appropriate placement in classes and programs. Official results are received and analyzed December/January.
	Analysis of CELDT growth (AMAOs) by district, school, language group and program is completed, and a report of findings is presented to the School Board in September/October.
	Reclassification data are collected in the fall and spring semesters. District staff analyzes rates of reclassification, disaggregating the data by number of years in the district, program placement, initial CELDT level, and other relevant variables. This information is presented to the School Board in collaboration with DELAC at the end of the school year.
	Each school site is provided a list of students eligible for reclassification twice each school year. In the fall, new CAASPP, ELA benchmark scores and reading proficiency results are used. In the spring, the new CELDT scores are added to the reclassification data.
<b>Goal 4</b>	<b>Academic success. All English Learners will meet AMAO 3 targets (to be revised under new ESSA regulations).</b>
	The school sites analyze CAASPP and benchmark performance data in English Language Arts and Mathematics each fall. The analyses include cross-sectional profiles of performance by CELDT level as well as disaggregation of data by school, grade level and language group.
	The district conducts district-wide analysis for academic success and reports to the School Board in September/October.
	Academic performance of ELs at each school is presented to the Board of Trustees at least annually.
<b>GOAL 5</b>	<b>English learners in the Dual Immersion Alternative Program will demonstrate language/literacy development in two languages</b>
	Analysis of English and Spanish EL Reading and Mathematics scores on the CAASPP and benchmark scores in Language Arts and Mathematics is conducted on the same reporting calendar as other district schools.
<b>** NOTE: Other indicators of risk for failure</b>	School site personnel compile the data on suspensions, expulsions, other disciplinary actions and retentions, and report it to the district by the end of the school year, using a standardized format.

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### USING PROGRAM EFFECTIVENESS INFORMATION TO IMPROVE IMPLEMENTATION AND MODIFY THE PROGRAM

Chapter 2. The tables are built around two main parameters in addition to program: 1) the student's CELDT level and 2) the number of years in the program (for CELDT). The evaluation process is based on outcomes and expectations for achievement set by state's academic success measures and Title III Annual Measurable Academic Progress (AMAO) benchmarks.

The district has determined benchmark scores at four levels for all ELs: Standards Not Met, Standards Almost Met, Standards Met and Standards Exceeded. The tables that list expectations for the level of achievement that students should attain as they progress through MVWSD schools are located in the The evaluation data gathered and the analyses performed provide a rich source of information on program implementation and outcomes. The data will be used at the district and site levels to make adjustments to the EL program.

The state criteria for annual progress on the CELDT: Students at Levels 1- 3 overall are expected to advance one level per year. Students at Level 4 overall, are expected to advance on subtest scores until all are at Level 3 or higher (i.e. reasonable fluency). Students at Level 5 (at reasonable fluency) are expected to maintain that level until reclassified.

**Table 6.1: Evaluation Process**

<p>EL programs are fully implemented as described in the <i>Master Plan for English Learners</i>.</p>	<ul style="list-style-type: none"> <li>• Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? (See Chapter 2 for program descriptions)</li> <li>• To what extent has the school site aligned its program to the descriptions in the <i>Master Plan for English Learners</i></li> <li>• How useful is the staff's professional development in improving teaching and learning for ELs?</li> </ul>
<p>Parents of ELs and RFEPs participate meaningfully in their children's education.</p>	<ul style="list-style-type: none"> <li>• Are parents of ELs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, take leadership roles, etc.)?</li> <li>• What is the rate of parent engagement?</li> </ul>
<p>All ELs will meet English language proficiency targets as efficiently and effectively as possible.</p>	<ul style="list-style-type: none"> <li>• Do ELs meet the Annual Measurable Academic Objective with regard to EL gains on the CELDT?</li> <li>• Are ELs meeting or exceeding the target for gaining 1 or more proficiency levels annually?</li> <li>• Are ELs with fewer than 5 years of US schooling meeting or exceeding the target for reaching English proficiency on the CELDT?</li> <li>• Are ELs with 5 years or more of schooling in the US meeting or exceeding English proficiency target on the CELDT?</li> </ul>
<p>ELs will achieve academic success comparable to EOs.</p>	<ul style="list-style-type: none"> <li>• Is the achievement gap decreasing between ELs/RFEPs compared to the EOs?</li> <li>• Are ELs/RFEPs) meeting the state criterion for adequate progress in English Language Arts?</li> <li>• Are ELs/RFEPs) meeting the state criterion for adequate progress in Mathematics?</li> </ul>

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<p>Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs.</p>	<ul style="list-style-type: none"> <li>• Are ELs/RFEPs) not overrepresented in the following categories:             <ul style="list-style-type: none"> <li>▪ Excessive absences and tardies</li> <li>▪ Suspensions, expulsions, other discipline</li> <li>▪ Retentions in grades K-5</li> </ul> </li> <li>• Percent Standards Not Met, Standards Nearly Met, Standards Met, Standards Exceeded on the CAASPP</li> <li>• Intensive interventions</li> <li>• Is there an annual decrease in the number of ELs and RFEPs for each of the risk factors defined above?</li> </ul>
<p>Students enrolled in the Dual Immersion alternative programs will meet or exceed standards in language in both languages.</p>	<ul style="list-style-type: none"> <li>• What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in this program Met or Exceeded Standards in Language Arts and Mathematics on the district Spanish benchmark assessments?</li> <li>• What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these programs Met or Exceeded Standards in English Language Arts and Mathematics on the CAASPP?</li> </ul>

### Site Level Use of Information

Individual student results are used to adjust instruction and/or change student placement in programs and courses. The site level self-review process assists site staff to determine strengths and areas of need in their programs and make adjustments accordingly. After gathering, analyzing, and discussing the information each site develops its Single Plan for Student Achievement, with objectives, activities and timelines to address the areas of need.

Site staff also compares student outcomes at the site level to the district goals for ELL students, and uses this information to address program improvements for English Learners at the school. This information is included in the school's presentation of data results to the ELAC, School Site Council and to the Board of Trustees. District-level monitoring of the progress of each school is conducted each year. This review consists of each school's student performance data, and site-identified measures for monitoring the school plan.

The site leader facilitates modifications of the school plan to reflect suggestions from the district-level review. District staff uses these reviews as an additional way to identify site level support needs.

### District Level Use of Information

At the district level, the annual analysis of student outcomes determines the level of effectiveness of Mountain View Whisman School District EL placement, programs and services. This information is used to determine professional development for teachers, administrators and staff and workshop topics for family engagement. An annual evaluation report on English Learner Programs will be shared at a regular meeting of the Board of Trustees. Data from the annual evaluation may also be shared with DELAC members. The Superintendent also uses this information to hold principals accountable for implementing the Master Plan for Services to English Learners.

**Table 6.2: Accountability: Roles and Responsibilities**

<p><b>Student</b></p>	<ul style="list-style-type: none"> <li>• Attends school daily, arrives on time, and works for high achievement</li> <li>• Participates in school activities</li> <li>• Communicates regularly with parents, teachers, and support staff</li> <li>• Participates and do one’s personal best in all assessment activities</li> </ul>
<p><b>Parent</b></p>	<ul style="list-style-type: none"> <li>• Monitors and promotes EL’s progress in academics, homework, attendance, behavior</li> <li>• Supports EL in activities to promote student achievement</li> <li>• Communicates regularly re: student progress with student, teachers and school</li> <li>• Attends parent conferences and school functions (e.g., Open House, conferences)</li> <li>• Provides input at school and district levels for important initiatives such as strategic plans, LCAP, site plans, etc.</li> <li>• Participates in school committees – ELAC, Site Council, PTA, etc.</li> </ul>
<p><b>Classroom Teacher</b></p>	<ul style="list-style-type: none"> <li>• Implements specific EL programs and services as described in Master Plan for ELs and provides instruction that aligns with state frameworks and district/state standards and effective best practices for ELs</li> <li>• Ensures regular and effective delivery of appropriate ELD instruction at appropriate proficiency levels</li> <li>• Monitors ELs’ progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures</li> <li>• Determines/implements differentiated strategies for ELs and RFEPs</li> <li>• 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</li> <li>• Attends team meetings and informs parents of progress and strategies to support students in meeting standards</li> </ul>
<p><b>Principal</b></p>	<ul style="list-style-type: none"> <li>• Monitors all aspects of staffing for and instruction in EL programs; according to the Master Plan</li> <li>• Is responsible for all procedures and legal requirements pertaining to ELs at the school</li> <li>• Monitors placement of ELs, oversees reclassification process, and monitors the implementation of parent participation and notifications at the site</li> <li>• Reports to district administrators on implementation of EL programs and services as required</li> </ul>
<p><b>Principal or Designee (as funds are available: Vice Principal)</b></p>	<ul style="list-style-type: none"> <li>• Implements annual testing and reclassification protocols</li> <li>• Informs staff of students identified for possible reclassification</li> <li>• Serves as a resource for the Student Study Team, School-wide Student Review, and Reclassification Team</li> <li>• Provides staff development for teachers of EL students</li> <li>• Provides technical assistance and coaching support to teachers</li> <li>• Assists with data collection, analysis, and surveys</li> <li>• Assists with grade-level collaboration or departmental grouping recommendation</li> <li>• Assists with family engagement activities</li> <li>• Optimizes the use of the School/Community Engagement Facilitators to meet district and site goals for parent engagement and involvement</li> <li>• Facilitates ELAC meetings; ensures required activities are accomplished and submits minutes to the EL Department</li> </ul>

## Chapter 6: Evaluation and Accountability

<b>District English Learner Advisory Committee (DELAC)</b>	<ul style="list-style-type: none"> <li>• May request to examine program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role</li> <li>• Reviews and approves district plans such as Local Education Accountability Plan (LEAP), LCAP, Strategic Plan, EL Master Plan, etc.</li> <li>• Completes all legal requirements as outlined in Chapter 5</li> </ul>
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<b>Director of State/Federal and Strategic Programs</b>	<ul style="list-style-type: none"> <li>• Supports sites in implementing the EL Master Plan by providing ongoing professional development and technical assistance to individuals or groups as requested by the principal or as the need indicates</li> <li>• Monitors implementation of the Master Plan and the Title III Improvement Plan Addendum</li> <li>• Monitors and supports implementation of the LEA Plan as it pertains to EL.</li> <li>• Monitors the selection of materials used in the classroom for delivery of ELD core curriculum to English language learners</li> <li>• Develops work plan for and supervises district personnel assigned to EL programs</li> <li>• Meets with principals to review site plans and implementation of services to EL students</li> <li>• Provides ongoing training for site School/Community Engagement Facilitators, EL support staff to implement the Master Plan</li> <li>• Supports Human Resources staff to ensure timely recruitment, hiring and training of teachers in EL assignments</li> <li>• Works with the Director of Curriculum and Assessments and school staff on data collection to prepare evaluation reports for the Board of Trustees</li> <li>• Monitors school plans and budgets for services to ELs</li> <li>• Helps site administrators to monitor all aspects of staffing and instruction for EL programs according to the Master Plan</li> <li>• Monitors operations at all levels to ensure fiscal and legal compliance of EL programs</li> <li>• Assists site administrators in monitoring the placement of EL and oversees reclassification efforts.</li> <li>• Monitors assessment implementation for ELs and data used for evaluation of EL progress.</li> <li>• Oversees data collection, provides analysis, writes reports, and prepares charts</li> <li>• Prepares annual EL evaluation report in collaboration with staff in the Education Services Department</li> <li>• Shares results of evaluation with all stakeholders, including DELAC.</li> <li>• Monitors grants and evaluations for services to ELs</li> </ul>
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**Chapter 6: Evaluation and Accountability**

<p><b>Assistant Superintendent of Curriculum, Instruction and Assessment</b></p>	<ul style="list-style-type: none"> <li>• Assists the site administrator by providing support and guidance in all aspects of meeting the instructional and programmatic needs and compliance regulations for ELs</li> <li>• Monitors principals on accountability for implementation of the EL Master Plan</li> <li>• Helps the site administrator in monitoring all aspects of staffing and instruction for EL programs, according to the Master Plan</li> <li>• Helps ensure compliance with all procedures and legal requirements pertaining to ELs at the school</li> <li>• In collaboration with the Director of State/Federal and Strategic Programs, monitors curriculum and fiscal compliance to ensure alignment with the LEA and Title III Plans and the Master Plan for English Learners</li> <li>• Monitors school plans and budgets for services to ELs.</li> <li>• Monitors grants and evaluations for services to ELs</li> <li>• Monitors that all assessments for EL are implemented and data is used for program improvement and evaluation of EL progress</li> </ul>
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	<ul style="list-style-type: none"> <li>• Oversees data collection, provides analysis, writes reports, and prepares charts</li> <li>• Assists in the preparation of annual EL evaluation report together with the Director of State/Federal and Strategic Programs</li> <li>• Shares results of evaluation with Board of Trustees</li> </ul>
<p><b>Assistant Superintendent of Human Resources</b></p>	<ul style="list-style-type: none"> <li>• Recruits and monitors placement of EL staff in collaboration with Assistant Superintendents, principals, and the Director of State/Federal and Strategic Programs</li> <li>• Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of Master Plan for ELs in collaboration with the Director of State/Federal and Strategic Programs</li> </ul>
<p><b>Superintendent</b></p>	<ul style="list-style-type: none"> <li>• Evaluates district 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</li> <li>• Oversees compliance procedures relative to EL programs</li> <li>• Evaluates district and school site data</li> </ul>

**State and Federal Requirements Categorical Program Monitoring (CPM)**

**CPM EL 6**

The LEA has implemented a process and criteria to determine the effectiveness of programs for English Learners, including:

- A. A way to demonstrate that the programs for English Learners produce, within a reasonable period of time:
  - English language proficiency comparable to that of average native speakers of English in the district
  - Academic results indicating that English Learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English
- B. An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English Learner achieves full proficiency in English and academic achievement at grade level.

# CHAPTER SEVEN

## FUNDING

## Chapter 7: Funding

### GENERAL FUND RESOURCES

Districts have the obligation to provide sufficient and appropriate general fund resources to implement their program designs for serving English Learners. General funds provide the appropriate base/core program to implement the core curriculum, which includes English Language Development or ELD. Implementation of the EL program is not contingent upon the receipt of state or federal categorical funds.

The district uses the [REDACTED] funds to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries, necessary allocation of site administration, and other district services (for example, transportation, library, Special Education, food, health, and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation.

As the district transitions to full implementation of the Common Core State Standards, appropriate materials will be provided. At this time the district has chosen a state approved K-8 instructional program for Mathematics. Currently the district is making a decision to approve an English Language Arts instructional program that incorporates both ELA and ELD instruction. The goal is to provide curriculum and Universal Access supplemental materials and resources to help ensure that English Learners have access to the core curriculum. The district will also provide primary language instructional materials for students enrolled in the alternative Dual Immersion program that are aligned with the regular school program.

### ALLOCATION OF STATE AND FEDERAL SUPPLEMENTAL FUNDS

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. The California Department of Education allocates these funds to districts through the Consolidated Application for Funding Categorical Aid Programs. These funds have clear expenditure rules and regulations. Some of these funds are exclusively for the education of English Learners, and some are funds for supplemental services that would otherwise not be provided.

The district is committed to allocating sufficient funds to fully implement the EL Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies.

Funds provided by [REDACTED] and Title III Immigrant and [REDACTED] funds supplement, but do not supplant, general funds or other categorical resources used at the schools or by the district.

Each year the District sets priorities based on the Strategic Plan with goals for improving educational programs. The District periodically evaluates program effectiveness through analyzing test score data and survey results to inform the identification of district-wide and school needs. The District English Learner Advisory Committee (DELAC) plays a very important role in this process with an annual presentation to the School Board that includes a summary of the activities of the DELAC each year and recommendations for the improvement of educational programs and services for English Learners.

Based upon these expressed priorities, members of the Superintendent's Cabinet guide the annual revision of program documents that include provisions for English Learners, such as the Consolidated Application, Local Educational Agency (LEA) Plan, Title III Improvement Plan Addendum, and Master Plan for Services to English Learners. The Superintendent's Cabinet also guides the annual revision of preliminary budget allocations of categorical program funds to school sites.

Each Principal develops a Single Plan for Student Achievement (SPSA) that includes the budget for the next school year based on the annual review and update. The School Site Council at each school has statutory responsibility to provide input in the development of the SPSA and subsequent revisions, the

## Chapter 7: Funding

Board of Trustees has final approval. The English Learner Advisory Committee (ELAC) has an important advisory role to the SSC and the Principal to ensure that programs and services for English Learners meet identified needs and are effective.

**TABLE 7.1 Funds Provided for Services to English Learners**

Funding Source	Intent/Purpose	Uses	Restrictions
ESSA Title II, Improving Teacher Quality Resource Code 4035	The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts to: (1) improve teacher and principal quality through professional development and other activities, including reduced class sizes; and (2) ensure all teachers are highly qualified.	LEAs allocate funds to provide professional development and other teacher quality activities	Subject to supplement, not supplant requirements
NCLB Title III Limited English Proficient Resource Code 4203	The purpose of Title III Limited English Proficient funds is to assist English Language Learner students to acquire English and achieve grade level and graduation standards.		
Economic Impact Aid / Limited English Proficient Resource Code 7091	Provides supplemental funding to support additional programs and services for English Learners and economically disadvantaged students.	See below for specific uses	School sites must include how EIA funds will be used as part of Single Plan. Only those uses identified in the plan are allowed. Funds must be directed to support EIA-eligible pupils. EC 54004.7 requires that districts demonstrate "adequate and appropriate" support for ELs. While there is not a set-percentage of EIA funds that should be directed to ELs, be aware that districts must be able to demonstrate the needs of ELs are met before considering other uses for EIA funds.

### EIA-LEP Use of Funds:

Provides for supplementary programs and services to Limited English Proficient (LEP) students (also known as English Learners). Funds may be used for a variety of purposes that provide for support directed to ELs, including:

- English Language Development instruction
- Enhanced instruction for ELs in core subject areas (e.g., ELD support)
- High-quality professional development for teachers and other staff
- Identifying and improving curriculum, materials, and assessments
- Tutorials or other intervention support to meet the language development needs of ELs
- Educational technology

## Chapter 7: Funding

- Providing community participation programs, including family literacy and parent outreach
- Coordinating language instruction program with other programs and services
- Administration (limited to 2% of the grant) and indirect cost rate (at LEA allowable rate)

### Use of Funds:

- Most of the funding is allocated to "direct" services and must be included in the Single Plan for Student Achievement
- Examples of common uses include, but are not limited to:
- Paraprofessionals
  - Supplemental resource teachers
  - Supplemental materials
  - Extra assistance for low-income and/or EL students
  - Training for teachers to support the needs of low income and/or EL students

Funding Source	Intent/Purpose	Uses	Restrictions
NCLB Title III Immigrant Program Resource Code: 4201	The purpose of the Title III - Immigrant Education Program sub grants is to pay for enhanced instructional opportunities to immigrant students and their families.	Title III - Immigrant Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.	See below for specific restrictions

### NCLB Title III Restrictions:

- Family literacy, parent training, and community outreach
- Educational personnel, including teacher aides
- Tutorials, mentoring, and counseling
- Identification and acquisition of educational materials and technology
- Basic instructional services
- Other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States
- Activities coordinated with Community-Based Organizations (CBOs), Institutions of Higher Education (IHEs), or private sector entities that have expertise in working with immigrant students and their families

### State and Federal Requirements Categorical Program Monitoring (CPM)

#### CPM 5.

Adequate general fund resources are used to provide each EL with learning opportunities in an appropriate program, including English Language Development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds

# THE APPENDIX

## Glossary of Terms

**Alternative Program:** A program for English learners whose parents have acquired an approved waiver per California Education Code section 305, the requirement for English learners to be taught English by being taught in English. The Alternative program uses another language and English in a Bilingual model.

**AMAO:** *Annual Measurable Academic Objective.* The Every Student Succeeds Act (ESSA), Title III 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 assessments to be determined). Districts receiving federal Title III funds and failing to meet these targets for 2 or more successive years may be subject to state sanctions.

**AMO:** *Annual Measurable Objective.* The AMO is part of the state's implementation of the federal system of accountability under *No Child Left Behind*, which transitioned to *The Every Student Succeeds Act (ESSA)* in 2016. Annual targets have not been determined on the CAASPP. All schools and districts in the state are evaluated against meeting the annual targets. Schools and districts receiving Title I funds may be 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.

**APS:** *Academic Program Survey.* A self-study instrument developed by the California State 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.

**BCC:** *Bilingual Certificate of Competence.* BCC is a certificate that supplements the base teaching credential. It authorizes a teacher to teach students in a language other than English (as listed on the certificate.) The BCC also authorizes a teacher to teach English learners a program of English Language Development (ELD) and Specially Designed Academic Instruction (SDAI) in English and/or another language. The BCC and BCLAD are equivalent. (See Chapter 4)

**BCLAD:** *Bilingual Cross-Cultural, Language, and Academic Development.* The BCLAD is a certificate that supplements the base teaching credential. It authorizes the holder to teach students in a language other than English (as listed on the certificate.) The BCC also authorizes a teacher to teach English learners a program of English Language Development (ELD) and Specially Designed Academic Instruction (SDAI) in English and/or another language. The BCLAD and BCC are equivalent. (See Chapter 4)

**CABE:** *California Association for Bilingual Education.*

**CAPA:** *California Alternate Performance Assessment.* The CAPA can be administered to Special Education students instead of the CAASPP when the student's Individual Education Plan (IEP) so specify.

**Catch-up Plan:** A specialized plan to assist ELs or RFEPs with identified language or academic deficiencies they may have developed while learning English.

**CATESOL:** *California Association of Teachers of English to Speakers of Other Languages.*

## Appendix: Glossary

**CDE:** *California Department of Education.* The CDE is the state agency that regulates and monitors public schools in California.

**CELDT:** *California English Language Development Test.* A state test required to be given to students, who's Home Language Survey (HLS) indicates a language other than English, when the student first enrolls in a California school. The test identifies the English proficiency level of the tested students. Those identified as English learners are tested annually each fall until they are reclassified to Fluent English Proficient.

**CLAD:** *Cross-Cultural, Language and Academic Development.* The CLAD is a certificate that supplements the base teaching credential. It authorizes the holder to teach English learners a program of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

**CPM:** *Categorical Program Monitoring.* A state review process focused on determining whether a district's programs and practices are in compliance with federal and state law and regulations.

**CAASP:** *California Assessment of Student Performance and Progress.* State tests administered annually to all students, 3rd-8<sup>th</sup> grades. The results are used to measure academic progress.

**CTEL:** *California Teacher of English Learners.* The CTEL is a series of examinations leading to a CLAD or BCLAD certificate. The examinations would be in lieu of acquiring the certificates through university coursework.

**DELAC:** *District English Learner Advisory Committee.* An advisory committee that advises the district's governing board on programs and services for English Learners as identified in California Education Code.

**Dual Language Immersion Program:** a program for English Only and English Learner students in which the goal is acquisition of academic proficiency in two languages (English and another language, usually the EL students' primary language), together with mastery of academic core content. Instruction is in English and the primary language. Students continue to participate in the program after attaining English fluency, in order to continue to develop strong primary language skills and cultural proficiency.

**EIA-LEP:** *Economic Impact Aid/Limited English Proficient.* A state funding source.

**EL:** *English Learner.* English learner means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child. This student has been assessed with CELDT and has not developed fluent proficiency in English. EL is also known English Language Learner (ELL).

**ELA:** *English Language Arts*

**ELAC:** *English Learner Advisory Committee.* The ELAC is a committee that advises the principal and school staff on programs and services for English Learners. Education Code requires four tasks of ELAC.

## Appendix: Glossary

**ELD:** *English Language Development.* ELD is a broad term encompassing all aspects of learning the English language for ELs. It includes speaking, listening, reading and writing at developmentally appropriate language levels.

**ELL:** *English Language Learner.* (see EL)

**ELM:** *English Language Mainstream.* ELM is an English language classroom where the program and instruction is overwhelmingly in English. English learners, with reasonable fluency in English, study alongside English Only, IFEP, and RFEP students. (See Chapter 2)

**EO:** *English Only.* An EO is a student with no home language other than English.

**ESL:** *English as a Second Language.* Typically refers to courses for learning the English language for those who are not fluent in English.

**ESSA:** *Every Student Succeeds Act.* Signed in 2015, this measure reauthorized the 50 year old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

**FEP:** *Fluent English Proficient.* FEP students are those students with a home language other than English, whose oral and written English skills approximate those of native English speakers as measured by CELDT and other criteria.

**Focused Approach to Frontloading:** A teaching methodology in which the teaching of vocabulary and language structures, needed to participate fully in the content of the upcoming lesson in content coursed of study, both verbally and in writing, are integral.

**GATE:** *Gifted and Talented Education.* GATE is a supplemental program for identified students.

**GLAD (Guided Language Acquisition Design):** Instructional strategies to make content comprehensible by making learning transparent and engaging while allowing students to use these strategies to organize information and produce oral and written language.

**HLS:** *Home Language Survey.* A uniform census process and tool identified by the CDE. This survey asks parents four (4) questions about a child's language(s). The HLS is given to parents for every child enrolled in a California public school. It is also used by many private schools participating in public programs. (See Chapter 1)

**IEP:** *Individualized Education Plan.* An IEP is developed for students in Special Education. It identifies and coordinates the programs and services to be given to a child identified in need of a program of Special Education.

**IFEP:** *Initially Fluent English Proficient.* A child classified as IFEP met the criteria for fluent English proficiency upon initial language assessment using CELDT.

**L1:** The language that has been identified as the student's primary or home language.

## Appendix: Glossary

**L2:** The second language the student acquires (usually refers to English).

**Language Census, R-30:** An annual report to the CDE in which the district identifies the number of English learners and FEP students at each school by language group and grade level and includes other pertinent information regarding the instructional programs and services the EL students receive.

**LDS: *Language Development Specialist.*** The LDS is a certificate that supplements the base teaching credential. It authorizes a teacher to teach students a program of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). The LDS is equivalent to CLAD. (See Chapter 4)

**LEA: *Local Education Agency.*** Usually refers to a school district, but may also refer to a County Office of Education or an independent charter school.

**LEP: *Limited English Proficient.*** The term used in federal legislation to refer to English Learners.

**Newcomer:** A student who is a recent immigrant to the United States from another country.

**OCR: *Office for Civil Rights.*** The OCR is a branch within the U.S. Department of Education that is primarily focused on protecting civil rights in federally assisted education programs and prohibiting discrimination on the basis of race, color, national origin, gender, sexual identity, handicap, age or membership in patriot youth organizations

**Overwhelmingly in English:** A term used in Education Code 300 – 311 but is left to be defined by the school district. The definition of overwhelmingly in English in MVWSD, is a school day in which instruction allows up to two class periods or subjects to be taught to English learners using their primary language with all other subjects being taught in English

**Parental Exception Waiver:** The Parental Exception Waiver is a process by which a parent may waive the right of their child to be placed in an English language classroom where s/he would receive instruction overwhelmingly in English as defined by the district. An approved waiver allows the child to be transferred to classes English and other subjects are taught through bilingual education strategies or other generally recognized educational methodologies permitted by law. The process is outlined in Chapter 5.

**Primary Language (L1):** The language, other than English, identified on the Home Language Survey. Usually the first language the student learns to speak or the language other than English spoken at home.

**Primary Language Support:** The use of the student's primary language by a teacher or paraprofessional to facilitate teaching/learning of the English language and/or English content.

**R-30, Language Census:** An annual report to the CDE in which the district identifies the number of English learners and FEP students by school, by language group and grade level and other

## Appendix: Glossary

pertinent information regarding the instructional programs and services the EL students receive.

**Reclassification:** A process to change a student's classification from English learner (EL) to Fluent English Proficient (RFEP). This occurs when a student meets the district criteria and no longer requires language learning support. The student may, however, still be in need of additional academic support if not proficient in an academic subject area(s).

**SIS: *Student Information System.*** A software administration system that manages records and student information.

**SSC: *School Site Council.*** The SSC is a group of school staff, parents and sometimes students. The SSC advises the principal on development of the school plan, including allocation of funds. SSC has the responsibility to approve the school plan before it is sent to the Governing Board.

**SST: *Student Success Team.*** The SST is a group of school staff that is convened to review a particular student's progress or education needs.

**STS: *Standards-based Test in Spanish.*** The STS is a Spanish language test that measures student attainment of the state reading/language arts and mathematics standards. Used for the first time statewide in 2006-07. The STS replaces the APRENDA 3.

**Title I:** Title I is a federal program authorized in the ESSA 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 as described in the local education Agency (LEA) plan.

**Title III:** Title III is a federal program authorized in ESSA that provides supplementary funds to help improve the education of English Learners by assisting them in learning English and meeting state academic standards.

**RFEP: *Reclassified to Fluent-English Proficient.***

**RT: *Reclassification Team.*** The RT is group of school staff (teachers and administrators) and the parent. The RT considers the EL student's data to determine whether to reclassify the student from EL to RFEP.

**SDAIE: *Specially Designed Academic Instruction in English.*** A methodology used by teachers who possess the competency to make academic content comprehensible to EL students.

**SEI: *Structured (or Sheltered) English Immersion.*** An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. MVWSD's goal is for students in this program to develop academic proficiency in English. Instruction is nearly all in English. (See Chapter 2)

