Woodland Joint Unified School District

Master Plan for English Learners

EXCELLENCE FOR ALL

Woodland Joint Unified School District Master Plan for English Learners

Board Approved

April 22, 2010

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The district gratefully acknowledges guidance and material developed from several California school districts' Master Plans for English Learners. We are particularly grateful for the examples from Fontana Unified School District, Oxnard School District, Newport-Mesa Unified School District, and Hayward Unified School District.

Due to the effort and commitment of all these people, and likely others not mentioned here, the Woodland Joint Unified School District's Master Plan for English Learners is now our guiding document for improving the delivery and implementation of programs for English Learners.

Message from the Superintendent

May 2010

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Woodland Joint Unified School District's vision is to provide an education that ensures "Excellence for ALL." Our mission is to graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals, which will enrich our society. In tandem with our vision and mission, the District believes it is critical for all English Learners to have equal access to the core instructional program and to acquire academic English language proficiency.

Woodland Joint Unified School District extends this vision and mission to our students through the continued review and implementation of the District's adopted Master Plan for English Learners. This plan is a guide to assist all schools in providing every identified English Learner with an effective and high quality instructional program that includes daily English language development, access to the core curriculum, and promotion of multicultural proficiency. This plan is designed to ensure not just compliance with state and federal requirements for English Learners, but it will provide an education that ensures "Excellence for ALL."

The Master Plan for English Learners demonstrates a collaborative effort among all departments and our teachers to effectively serve these students. It also demonstrates our commitment to collaborate with all members of the extended community, employees, parents, students, and community partners to meet and exceed the needs of English Learners and their families. Together we can and will devise compelling and powerful programs for all of our students.

Many thanks to the teachers, administrators, support staff, community members, and parents for their dedication and collaboration on the Master Plan for English Learners.

Sincerely,

Debra LaVoi

Dr. Debra LaVoi
Superintendent

Mission

The mission of the Woodland Joint Unified Schools District's Master Plan for English Learners is to provide effective and high quality programs and services to English Learners to ensure excellence for all. We believe that students can be successful when given the intentional, explicit, and deliberate instruction, opportunities and support. We are committed to foster and develop cultural proficiency. We empower students and parents to build capacity by honoring languages and cultures. We are committed to full implementation of the District's Master Plan for English Learners and to provide English Learners with support in the development of English Language proficiency and academic success.

Introduction

Woodland Joint Unified School District (WJUSD) is an ethnically, culturally, and linguistically diverse learning community striving to meet the unique needs of its approximately 10,000 student population; 3,300, or thirty percent (30%), are English Learners. English Learners represent a variety of cultural and linguistic backgrounds. The largest language group comes from Spanish speaking backgrounds and constitutes 92% of the total number of English Learners. The second largest language group is Punjabi speaking students, which constitutes approximately 5% of the total number of English Learners. The remaining 3% of the English Learner population includes approximately 13 other languages.

The Woodland Joint Unified School District Master Plan for English Learners serves as an operational guide for all district personnel as we seek to implement outstanding programs for all of our students. The plan describes how Woodland Joint Unified School District identifies, serves, and supports English Learners to ensure access to the core curriculum and acquisition of the English language by using the seven keys to managing successful programs for English Learners:

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

The Master Plan for English Learners is a guide to assist all schools in providing every identified student an instructional program that includes daily English Language Development, access to the core curriculum, and the promotion of multicultural proficiency. The Master Plan for English Learners demonstrates a collaborative effort among all departments to effectively serve these students. It also demonstrates our commitment to collaborate with all members of our extended learning community: employees, parents, students, and community partners because together we can devise compelling and powerful programs for our English Learners.

This plan is based on state and federal laws, district board policies, research, and the input from stakeholders who worked throughout 2009–10 to ensure that the very best pedagogy, practice and procedures will be used in Woodland schools. The district demonstrates compliance with laws and policies that have been put into place to safeguard student needs. It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revision and improvement over time. In this way, the Woodland Joint Unified School District will ensure that programs and services for English Learners will be of the highest quality.

All WJUSD personnel at the school and district level—teachers, counselors, instructional assistants and administrators—are expected to follow the procedures specified in this Master Plan for English Learners.

We recognize and value the importance of nurturing one of the most important resources of our district: the languages and cultures of our diverse student population. We know that a student cannot learn what he or she cannot understand.

Notes

1. The development and publication of this plan were supported by federal, Title III funds. This project did not draw from the general funds of the district. Title III of No Child Left Behind (NCLB), requires districts to provide educational services for English Learners. This plan serves as a guide to assist the schools in providing every identified English Learner with an instructional program that includes daily English Language Development, and full access to the core curriculum in a way that meets both federal and state regulations and compliance requirements.

2. The Master Plan for English Learners is both a print and electronic publication.
Hyperlinks throughout the document are available in the online version. The Table of Contents is hyperlinked to the text, and one click takes the reader to key terms that are defined in the glossary, to WJUSD forms and documents that support implementation of English Learner programs, or to external resources and documents, such as those published by the California Department of Education.

3. Blank space is provided throughout the plan for annotations and updates.
Readers are encouraged to add notes and comments that will help make connections with specific ways the plan is implemented at the school and district level. Revision of the printed plan will begin in 2015–16; in the interim, additions, corrections and revisions will be posted at www.WoodlandEL.org

For support with any aspect of English Learner services, please contact:

English Learner Services Department | (530) 662-0201 or (530) 406-3240 | www.WoodlandEL.org

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Woodland Joint Unified School District ensures that students are appropriately assessed, identified, and placed in the most appropriate instructional setting. Parents are notified of initial identification, program options, and are consulted for program placement.

The State and Federal Requirements for Programs Serving English Learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English Learner (EL) Instrument (Form EL-1.0). These are revised periodically. For the most current requirements, click above.

CHAPTER ONE

Identification, Assessment, Parent Notification, and Program Placement

1

IN THIS CHAPTER

Identification

Assessment

Notification

Program Placement

Notification of Annual Assessment Results and Student Placement

Transfer Students

Identification

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, sign, and date a Home Language Survey (HLS) (Form EL-1.1) for each of their school aged children. The HLS is part of the Woodland Joint Unified School District's (WJUSD) registration packet. The HLS information will assist schools in providing appropriate instruction for all students. All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed in English language proficiency. (The 4th question provides information for schools to consider if a child shows evidence of limited English proficiency once enrolled, but does not mandate assessment.) If the answers to items 1, 2, 3 on the HLS are only "English", the child is classified initially as English Only (EO). The parent is notified of the result and is given an explanation of the placement options open to the student (See Chapter Two). The default option is Mainstream English. Parents of EO elementary students may also apply to participate in the district's Dual Immersion (DI) program.

Assessment

English Language Proficiency Assessment

For students who have a primary language other than English, the state approved assessment instrument, the California English Language Development Test (CELDT), is administered within 30 calendar days of enrollment to determine English language proficiency skills and initial identification (by certified test administrators). However, the Woodland Joint Unified School District prefers to administer this assessment as soon as possible, preferably within one week of enrollment. A student may be identified as either Initially Fluent English Proficient (IFEP) or as an English Learner (EL). The CELDT is a criterion-referenced test based on the ELD Standards which assesses students' English language proficiency in listening, speaking, reading, and writing. The student receives a CELDT score for each section of the test as well as an overall score.

The CELDT is also administered annually to all English Learners who are currently enrolled during the state's annual assessment testing window. Parents are notified of CELDT annual assessment results within 30 days of receipt of test results from the state test contractor. The annual CELDT assessment results are used to measure students' annual progress in English language proficiency in listening, speaking, reading, and writing.

Provisions for Special Education Students

If an Individual Education Plan (IEP) team has determined that a student is unable to take all parts or part of the CELDT, the student will be given an alternative assessment (to be determined by the IEP team according to individual need), in accordance with California Department of Education regulations. The alternative assessment must be written and documented in the IEP.

Primary Language Proficiency Assessment

All identified English Learners are assessed for primary language proficiency in listening and speaking for grades K–12 within 20 calendar days of initial enrollment. Reading and writing is also administered for grades 2–12. The IDEA Proficiency Test (IPT) in Spanish will be administered to determine primary language proficiency. Test administrators who are fluent in Spanish will conduct the assessment. For languages other than Spanish, when a staff person is not available to administer the test in the student's native language, a Primary Language Questionnaire (Form EL-1.4) will be administered.

Notification

Notification of Initial Assessment Results and Student Placement

Parents whose children speak a language other than English must be notified no later than 30 calendar days after the beginning of the school year (or during the school year, within two weeks of the child being placed in program) of their child's initial English proficiency, primary language proficiency, and program placement recommendation. Results of initial assessments are shared with the parent(s) in a conference with the English Learner Specialist (EL Specialist) and/or principal. The purpose of the conference is to explain the English proficiency and primary language assessment results, program options, and recommended student placement. The conference will be conducted in English or Spanish and may include a translator for other languages. Using the assessment information and program placement recommendation, the principal and EL Specialist will place the student in the most appropriate instructional setting with parent input. The site principal or EL Specialist will clarify any questions as needed and/or discuss any concerns parents may have regarding testing results or program placement recommendations. Parents are asked to sign, initial, and date the K–12 Initial Identification, Placement and Notification (Form EL-1.2) and are provided copies at the conference. The parents of IFEP students are informed of the results and given the same program options as those given to EO students: the default program is Mainstream English or the parent may request enrollment in the Dual Immersion Program. Placement is made on the same basis as for EOs (see Chapter Two for program descriptions).

Table 1.1: Instructional Programs for English Learners

1. **Structured English Immersion Program (SEI)**
2. **English Language Mainstream (ELM)**
3. **Alternative Programs**
   - Transitional Bilingual Program (Currently offered in Spanish-English)
   - Dual Immersion Program (Currently offered Spanish-English)

Language proficiency, program placement, and services are entered for each student in the district database by the school secretary or clerk. In addition, the results are provided to the child's teacher(s). A copy of the Home Language Survey, original CELDT score report, IPT or Primary Language Questionnaire, K–12 Initial Identification, Placement and Notification form are placed in the students' EL Green Folder by the EL Specialist. The EL Green Folder is a part of the student's cumulative record file. The principal and EL Specialist are responsible for monitoring the accuracy of language proficiency, program placement and services data.

Program Placement

Placement of Students

Woodland Joint Unified School District uses a number of program models to serve students who are English Learners. Placement of English Learners is based upon provisions of former Proposition 227, now cited in California Education Code (Sections 300–340). All English Learners shall be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

Students enter with varying levels of English language proficiency; therefore, it is imperative that each English Learner be placed in the instructional program that is best suited for his or her needs. We work closely with the parents/guardians to explain the instructional options and report student progress regularly. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success.

Choices of Instructional Programs

Upon initial enrollment, site EL Specialists and principals make recommendations for the English Learner's program placement based on CELDT and primary language assessment results. Using information from these assessments and program placement recommendations, the EL Specialist and principal place the student in the most appropriate instructional setting.

Criteria for Placement

Factors considered for program placement of English Learners include: English language fluency, years of schooling, prior program placements, primary language proficiency, documented special educational needs, and other factors. English language fluency is a critical factor in determining program placement of English Learners. WJUSD determines that a child has reasonable fluency in English when his or her overall CELDT language proficiency level is at a high-intermediate level or higher and intermediate or higher within each domain (Listening, Speaking, Reading, and

Writing). It is determined that a child has less than reasonable fluency in English when his or her overall CELDT proficiency level is at a beginning to low intermediate level, or below intermediate within any domain (Listening, Speaking, Reading and Writing). The student is assigned to an appropriate program with consideration given to parent input.

Structured English Immersion (SEI) Program Placement Criteria

If a child has less than reasonable fluency in English by the above criteria, then the default placement is the Structured English Immersion (SEI) program. In SEI, the instruction is nearly all in English. Primary language support and other types of support services are provided as needed and as resources allow (see Chapter Two for support services descriptions). Daily English Language Development (ELD) is required. The student is assigned to an appropriate program with consideration given to parent input.

If a parent elects to have his/her child who has "less than reasonable fluency" placed in the English Language Mainstream program rather than in a Structured English Immersion program, the district will honor the parent's informed preference.

English Language Mainstream (ELM) Program Placement Criteria

If the child has reasonable fluency in English by the above criteria, then the default placement is in the English Language Mainstream (ELM) program. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include daily English Language Development (ELD) (See Chapter Two).

Alternative Program Criteria

If the parent selects an alternative program, then the parent must complete a Parental Exception Waiver (Form EL-3.1) request form. This form is available at the school sites and on the district website. All waiver requests from the parents of newly enrolling students are processed by the EL Specialist and site principal and then forwarded to the English Learner Services Department for final approval (see Transitional Bilingual Program Request Flowchart (EL-3.2) or DI Program Request Flowchart (EL-3.3)). Parental Exception Waivers must be requested and approved annually.

Parental exception waivers are granted unless it is determined that an alternative program would not be in the best interest of the student for his or her overall educational development. Approved annual waivers for students placed in an alternative program model are kept on file in the student's EL Green folder, and this information is entered into the district student information system for electronic storage of the waiver request. Participation in a Dual Immersion program may be contingent upon grade level, prior program participation, and the student's language proficiency levels. Students must meet Dual Immersion Entry Criteria (Form EL-2.1).

Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with different instructional program options. More than one program may exist within a given classroom. For example, a classroom may provide English Only and Fluent English Proficient students with an English Language Mainstream program of instruction while providing English Learners enrolled in the class with a program of Structured English Immersion. When more than one program exists within a classroom, it is extremely important that students be clearly identified as to the program to which they are assigned, and that they receive the services appropriate to that program. This requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed (see Chapter Two for program descriptions).

Notification of Annual Assessment Results and Student Placement

Parents of students identified as English Learners must be notified of their child's English proficiency and program placement no later than 30 calendar days after the beginning of the school year. Parents are sent a copy of the K–12 Annual Notification of Language Assessment and Program Placement (Form EL-1.3). This written notification is available in English and in Spanish. Parents may request a conference with the site principal or EL Specialist to clarify any questions as needed and/or discuss any concerns parents may have regarding testing results or program placement recommendations.

Language proficiency, program placement, and services are reviewed by the EL Specialist for each student in the district database and any changes will be entered by the school secretary or clerk. In addition, the results are provided to the child's teacher(s). A copy of the Annual Parent Notification form is placed in the students' EL Green Folder by the EL Specialist. The EL Green Folder is a part of the student's cumulative record file. The principal and EL Specialist are responsible for monitoring the accuracy of language fluency, program placement and services data.

Transfer Students

In order to ensure appropriate placement, each student's relevant assessment, academic progress, and placement information will be entered into the student data system within fifteen (15) calendar days of enrollment by the school secretary or clerk.

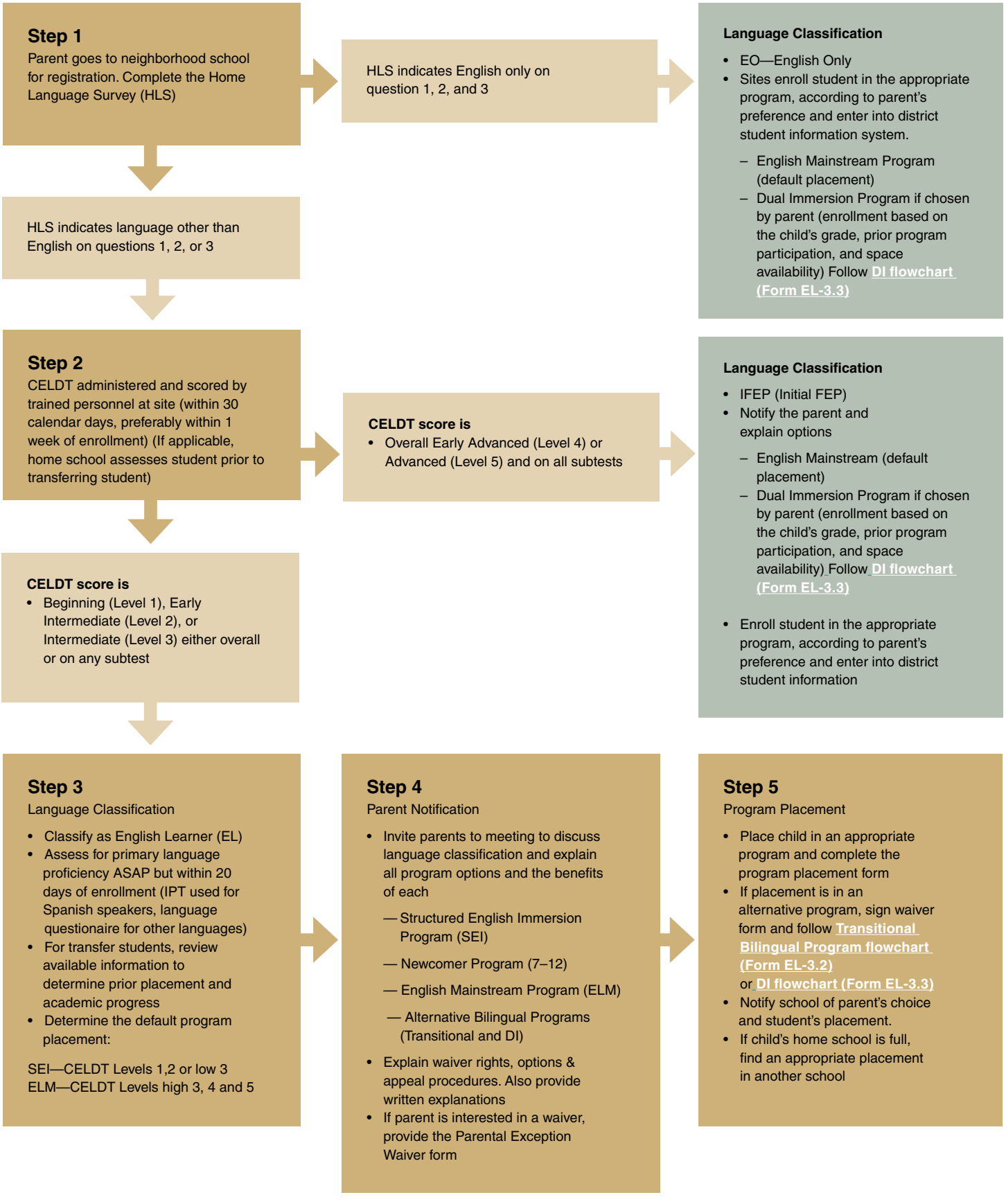
Transfers between WJUSD Schools

Parent-initiated Intradistrict Transfer requests are made through the school site registrar. The site EL Specialist will request current CELDT data to facilitate placement. All data regarding the student's English Learner assessment history (current scores, current placement, records of academic progress, and interventions) are sent to the receiving school. Before approving the Intradistrict transfer request, the site principal at the receiving school is responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in the appropriate type of instructional program, as specified in the student's current records.

Transfers from Other California Schools

Students transferring into WJUSD from another district within the state often have records of a Home Language Survey, scores on the mandated assessments including the CELDT, and an initial language status (EO, IFEP, EL). These students do not need to go through the Woodland Joint Unified School District initial identification process. If the parent provides the student's records,

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



staff will use this information to make an appropriate placement. If not, the EL Specialist will contact the former district in order to obtain information by phone, fax, e-mail or mail.

Once records are obtained from the previous school or district, the appropriate information is entered into the WJUSD's record keeping system by the school registrar and shared with the classroom teacher(s). Data will also be forwarded to the District Assessment Department to be entered into the district data system. The district of origin will be encouraged to expedite the process of sharing information by faxing the records or by providing information by telephone. If these records cannot be acquired at the time of enrollment, the identification/ notification /placement process is implemented per the above description. The site principal and/or EL Specialist, and secondary counselors (when appropriate) are responsible for reviewing all student information to make sure the student is properly placed in his or her new class(es).

Transfers from Out of State or from Other Countries

The language assessment, classification, and placement process described above will be followed for students entering the district who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system as well as the date the student first enrolled in a California or other U.S. school. The student will be placed in the grade level that is aligned with the district K–12 Age Grade Placement Chart (Form EL-1.5).

Woodland Joint Unified School District provides instructional services to English Learners to ensure that they acquire English language proficiency and academic achievement in all areas of the curriculum.

The State and Federal Requirements for Programs Serving English Learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English Learner (EL) Instrument (Form EL-1.0). These are revised periodically. For the most current requirements, click above.

CHAPTER TWO

Instructional Programs

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IN THIS CHAPTER

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The district will offer the following program options to English Learners: (1) Structured English Immersion (SEI), (2) English Language Mainstream (ELM), (3) Dual Immersion (DI), and (4) Transitional Bilingual Education (TBE). Each of these options is designed to ensure that students acquire English language proficiency and to prevent and address any academic deficits that may have developed in other areas of the core curriculum. All options contain the following required components:

- Well-articulated, standards-based and researched-based differentiated English Language Development (ELD) instruction, specifically designed for ELs.
- Well-articulated, standards-based differentiated instruction in the core curriculum, featuring primary language support, frontloading of content, and/or Specially Designed Academic Instruction in English (SDAIE).
- Structured activities designed to develop cultural proficiency and positive self-esteem.

Instructional Settings for English Learners

English Language Programs

1. K–12 Structured English Immersion (SEI)

This model provides instruction for all subjects in English for students with less than reasonable fluency in English. The goal of the Structured English Immersion program is for English Learners to develop a reasonable level of proficiency in English. Curriculum and presentation are specifically designed for children who are learning the language. Students will be taught subjects "overwhelmingly," but not exclusively in English. English Learners will receive daily, leveled ELD instruction. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English Learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other required academic subjects. Instruction may include primary language support to motivate, clarify, direct, support, and explain.

Table 2.1: K–12 Structured English Immersion (SEI) Program Components

Type of Setting	Program Recipients	Program Elements	Staffing
Structured English Immersion (SEI)	**English Learners** • CELDT Level 1 (Beginning) • CELDT Level 2 (Early Intermediate) • CELDT Level 3 (Low Intermediate)	• Core instruction taught overwhelmingly in English with primary language (L1) support • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development • Daily, leveled ELD instruction—minimum of 30 minutes (Kindergarten), 45 minutes (Grades 1–6), at least one period per day (Grades 7–12) • ELD Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD and core curriculum will be used • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials	• All teachers must be appropriately certified with a CLAD or equivalent EL certification • The assignment of a BCLAD teacher is the best method for providing primary language support • Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher's direction, provide primary language support as needed in the content areas • Preference is for a BCLAD teacher, or for a CLAD teacher who is bilingual/biliterate
Special Support Options for English Learners in SEI Programs: • Tutoring • Additional ELD instruction • Specialized instruction by personnel with literacy and EL expertise • Participation in Benchmark, Strategic, and/or Intensive interventions • Before and/or after school intervention programs • Migrant Education support • Grouping of students (leveling by language proficiency) • Other appropriate services			

2. K–12 English Language Mainstream Program (ELM)

This model is designed for students with reasonable fluency in English; it provides all instruction in English with additional and appropriate services. All English Learners will receive daily, leveled ELD instruction. In grades 7th–12th English Learners will be assigned to at least one section of ELD instruction until the student has acquired proficiency in English (English Learners at levels 4 and 5 may receive ELD instruction within mainstream English Language Arts classes where the teacher is required to provide ELD and ensures progress toward reclassification). Where ELD is integrated into the English Language Arts classroom, the classes are monitored to ensure that ELD instruction is effectively implemented. Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program and may include primary language

Table 2.2: K–12 English Language Mainstream (ELM) Program Components

Type of Setting	Program Recipients	Program Elements	Staffing
English Language Mainstream (ELM)	• CELDT Levels high-3 (Intermediate), 4 (Early Advanced), and 5 (Advanced) • English Learners at any level, whose parents request a mainstream placement	• Core instruction taught in English • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development • Primary language (L1) support as needed • Daily, leveled ELD instruction—30 minutes (Kindergarten), 45 minutes (Grades 1–6), at least one period (Grades 7–12) • Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD curriculum • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials	• All teachers must be appropriately certified with a CLAD or equivalent EL certification

Special Support Options for English Learners in Mainstream English Programs:
- Tutoring
- Specialized instruction by personnel with literacy and EL expertise
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Migrant Education support
- Other appropriate services

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

Alternative English Learner Programs

1. Dual Immersion Program (K–12)

This model is an option designed for Spanish-speaking students at all levels of English proficiency, native English speakers, as well as students of other language backgrounds who are fluent in English and meet the DI Entry Criteria (Form EL-2.1). The district currently offers a Dual Immersion Program in Spanish. The goal of this program is to develop academic language proficiency in Spanish and English. The Dual Immersion Program (Form EL-2.2) is designed to teach all students the core curriculum in Spanish and English. In addition, students receive daily, leveled ELD instruction and SDAIE. English Learners and English Only/Fluent English Proficient

Table 2.3: K–12 Dual Immersion Program Components

Type of Setting	Program Recipients	Program Elements	Staffing
Dual Immersion (K–12)	meeting DI entry criteria (Form EL-2.1) • Native Spanish Speaking Students • Native English Speaking Students • Fluent English Proficient (FEP) Students (of any primary language) • See additional criteria in Dual Immersion Plan (Form EL-2.2)	• Core instruction taught in Spanish and English • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development in English and Spanish • Primary language (L1) support as needed • Daily, leveled ELD instruction—30 minutes (Kindergarten), 45 minutes (Grades 1–6), at least one period (Grades 7–12) • ELD Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD and core curriculum • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials	• All teachers must be appropriately certificated with a BCLAD or equivalent

Special Support Options for English Learners in Dual Immersion Programs:
- Tutoring
- Specialized instruction by personnel with literacy and EL expertise
- Migrant Education support
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Other appropriate services

students are mixed in the same classroom and receive instruction in both languages. Content subjects are taught in Spanish with increasing levels of English each year until students receive 50% Spanish instruction and 50% English instruction by fourth grade and continuing through sixth grade. At the secondary level, students will be able to maintain and continue development of Spanish through at least one academic subject taught in Spanish (7th–8th Grade History course and 9th–12th Grade Spanish for Spanish Speakers or AP Spanish).

2. Transitional Bilingual Program

This model is an option for students entering the program with less than reasonable fluency in English. The goal of this program is for students to transition into mainstream English instruction as quickly as possible. This program is designed to provide content instruction in the students' primary language (currently offered in Spanish). Additionally, students receive intensive, daily, leveled ELD instruction and SDAIE. As students acquire English, instruction in content

Table 2.4: K–12 Transitional Bilingual Program Components

Type of Setting	Program Recipients	Program Elements	Staffing
Transitional Bilingual Program (3–4 years) Note: Program offered when 20 or more students at a given grade level and at a given site have approved waivers.	CELDT Levels 1 (Beginning), 2 (Early Intermediate), and 3 (Low Intermediate)	• Core instruction beginning primarily in Spanish, with increasing instruction in English • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development • Daily, leveled ELD instruction—30 minutes (Kindergarten), 45 minutes (Grades 1–6) • Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD curriculum • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials	All teachers must be appropriately certificated with a BCLAD or equivalent

Special Support Options for English Learners in Transitional Bilingual Programs:
- Tutoring
- Specialized instruction by personnel with literacy and EL expertise
- Migrant Education Support
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Other appropriate services

areas is transitioned from Spanish to English. Each year, the percentage of English instruction gradually increases, until students receive 100% English instruction within three to four years.

Primary Language Instruction vs. Primary Language Support

Primary Language Instruction

Primary language instruction consists of directed lessons, as well as student participation, in and through the primary language. This instruction makes use of grade-level materials in the primary language (textbooks, audio-visuals,

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

Primary Language Support

Primary language support is not the same as primary language instruction. It does not include directed lessons, assignments, or assessments in the primary language. It may be provided within the Structured English Immersion or English Language Mainstream Programs by a teacher who is bilingual, a trained bilingual para-educator, or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students, and also to clarify, direct, support, or explain concepts. Even where daily primary language support cannot be provided by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students and their families. These can include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. Classroom libraries should be stocked with age-appropriate bilingual dictionaries and electronic translators, as well as fiction and non-fiction books in the primary language. Students should be encouraged to take home materials in the primary language that they can review with parents and other family members. Every classroom enrolling English Learners should have some primary language support materials. In addition, when 15 percent or more of the school's students are speakers of the same language, schools must translate all materials for parents into the primary language (see Chapter Seven).

English Language Development (ELD)

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

Overview of English Language Development (ELD)

The English Language Development (ELD) component of all instructional program models is research based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency

in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP). Time and explicit direct instruction of academic language are necessary for this development to occur. It may take ELs seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his or her own pace, depending on a multitude of environmental, personality, learning and educational factors.

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

ELD must be a part of the daily program for every English Learner. Law requires that each EL receive ELD instruction as part of their core curriculum. ELD must be a planned, specific, intentional, and explicit component of the total education of each English Learner. There is no maximum amount of time for a student's ELD. However, it is mandatory in our district that each EL receive the minimum of ELD per day: 30 minutes (Kindergarten), 45 minutes (Grades 1–6), and at least one period per day in middle and high school.

Conditions Favorable to Acquiring Language

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

- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is accessed and developed
- The affective filter is low
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process
- Input is comprehensible through contextualization (e.g. the use of real objects or "realia," props, visuals, facial expressions, and/or gestures)

English Language Development (ELD) Materials

Students will be taught using the most current district-adopted ELD curriculum materials (Form EL-2.3).

English Language Development (ELD) Standards and Assessments

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

The ELD Standards are designed to supplement the ELA Standards to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA Standards.

The ELD Standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English rather than delaying the introduction of English reading.

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

- Curriculum embedded assessments
- Teacher created assessments aligned with the ELD Standards
- CELDT outcomes
- Reading RESULTS assessments
- ADEPT
- WRITE Institute

Grouping for English Language Development

Students will be grouped into their ELD classes based on their English proficiency level. The optimum placement is one ELD level per class. Whenever possible, no more than 2 levels of ELD will be combined into one class, with the exception of small scattered populations which with careful consideration, may have multi-level/multi-grade combinations. Throughout the year progress in ELD will be monitored and regrouping of ELD groups will be considered for the most optimal instructional setting. At the secondary level, the master schedule will vertically align ELD courses to allow year-round flexibility in moving/scheduling students.

Accessing the Core Curriculum in Content Areas

It is essential that English Learners also access well-articulated, standards-based core curriculum instruction. In the Structured English Immersion and English Language Mainstream settings, this core instruction in all subjects is taught "overwhelmingly" in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain. English Learners should be grouped together by language for primary language content support from a bilingual instructional aide (when appropriate).

Students enrolled in the alternative programs (Dual Immersion or Transitional Bilingual Education) receive full access to grade-level core curriculum by means of direct instruction in their primary language and in English, using SDAIE approaches, as appropriate to their levels of English language proficiency.

What is SDAIE?

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

- Purposeful, intentional, and explicit contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification)

- Task-based instruction, because it allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries)
- Grade-level content instruction in English designed for English Learners
- Facilitating English Learners in accessing the same core curriculum as that of English only students
- Language-sensitive and culture-sensitive content teaching
- Developed through comprehensible language
- Making accommodations in the learning environment so more students are able to access the content
- An ideal place to use language for communication
- A natural vehicle through which to teach English
- Good language teaching when the input is made comprehensible
- Instruction encouraging the active use of language and the emphasis on big ideas
- Instruction that allows the teacher to check for understanding frequently using interactive strategies
- Integrating assessment in an ongoing and formative manner through observations, portfolios, journals, and product-development
- Built-in language modifications such as pause time, questioning, pacing, and highlighting

Small Scattered Populations

Guidelines

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

1. The principal and the site EL Specialist are current on all requirements, attend training on the WJUSD Master Plan for English Learners, and attend district meetings focused on English Learner issues.
2. The principal ensures that each grade has a CLAD/CTEL teacher, and that any English Learners are placed with that teacher, or arranges to have a CLAD/CTEL-authorized teacher serve English Learners with ELD and other support on an itinerant basis. (eg: a CLAD/CTEL kindergarten teacher who teaches in the AM, and does not share a room with another teacher, can be assigned to work 30–45 minutes each with two groups of English Learners in the PM to provide them ELD.) Program delivery depends on the numbers of students and their CELDT levels. Properly credentialed personnel provide SDAIE instruction and primary language support as needed and as feasible.
3. Each school should aim to have at least one BCLAD teacher per grade level, regardless of the current enrollment of English Learners.

Gifted and Talented Education (GATE)

Woodland Joint Unified School District is committed to ensuring equity in the Gifted and Talented Education (GATE) program. The district ensures equal access to all English Learners through its identification, referral process, testing and teaching methodologies in its GATE program. It is the intent of the GATE program to place special emphasis on identifying students from varying backgrounds. Multiple criteria are used to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. All students will be tested starting in Grade 3 (or per teacher or parent request) through teacher and/or parent referral. Site administrators and/

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

Commitment to Special Education Services

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

Instructional decisions related to the student's language acquisition status must be completely individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student's ELD program relates to the student's need for Special Education services, the IEP must document the provision of these services. English Learners in grades K–12 with an IEP, as reflected on CELDT sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and SDAIE instruction in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class (SDC) staff, will receive the same training as general education staff in working with English Learners. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP. Through the Bilingual Parental Exception Waiver Request Form, parents can select alternatives to the SEI program for their student. The Special Education department and the site will work together with the parent to ensure parental requests and educational goals are met. In addition, the Special Education department and site will ensure that translations are provided during IEP meetings and that IEP documents are made available to parents in their primary language as required by state law (see Chapter Seven).

K–12 Flexibility of Programming to Meet Student Needs

There are five distinct groups of English Learners in the Woodland Joint Unified School District:

1. Newly arrived English Learners with adequate formal schooling
2. Newly arrived English Learners with limited formal schooling
3. Long-term English Learners (more than 6 years as English Learners)
4. English Learners who are meeting benchmarks and making expected progress toward language and academic goals
5. English Learners who speak languages other than Spanish and who have the characteristics of groups 1–4

Programs will be adapted to meet the needs of students in each of these groups as discussed below:

Newly Arrived English Learners with Adequate Formal Schooling

These students may or may not have had some exposure to the formal study of English. However, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English. At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the exception of English Language Arts. The typical placement might be in a bilingual classroom (especially for students at CELDT levels 1–3), where they will be assisted in transferring their primary language literacy and core academic skills to English. For optimal development of their primary language literacy, a Dual Immersion placement would be recommended. Such placements would be contingent on Parental Exception Waiver requests and Dual Immersion entry criteria.

At the secondary school level, students functioning at CELDT levels 1 and 2 will typically benefit from the alternative bilingual program that may be provided with an approved parental exception waiver, if there are sufficient students in the language group to make a bilingual alternative class available. They also might be candidates for placement in the Newcomer Program as determined by student enrollment and population needs. The alternative bilingual program provides the following:

- Year-long leveled ELD-2 periods (students at ELD levels 1 and 2 should not be mixed for instruction, due to differences in language development needs)
- Academic content classes taught in the primary language
- Electives that are non-language dependent

CELDT 3 and above students in secondary schools will need:

- Year-long leveled ELD and/ or ELA with accommodations for language proficiency level
- Academic content classes taught through SDAIE with primary language support
- Electives (choice not limited by language proficiency level)

Newly Arrived English Learners with Inadequate Formal Schooling

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

would be generally preferable to an English Language Mainstream (ELM) setting. Placement in a bilingual program (with an approved parental exception waiver) is optimal for many of the students in this group. In secondary schools, students in this category will need an academic program with the following features:

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

The above assumes that the student has an approved waiver for participation in a bilingual program, and that there are sufficient students (20 or more) in the language group to justify such a program. Every effort will be made to provide needed primary language content classes when the number of students is sufficient to justify the class. When this is not possible because of unavailability of bilingual teachers in a particular content area, students will be provided with primary language support.

Long-Term English Learners

These students have more than six years of uninterrupted schooling in the United States. Long-term English Learners often have high oral fluency in English, and in some cases have attained "reasonable fluency," but have not yet achieved the academic criteria to qualify for reclassification. In determining program placement, it is important to first identify the student's academic and linguistic needs and then consider the following in regards to the student's educational history, in order to determine if the student's performance is related to his/her level of ELD, or to other issues that affect academic performance:

- The student's number of years in U.S. schools
- The quality and consistency of ELD instruction the student has had

- The consistency of the student's instructional program

At the elementary school level, these students should be on an Intervention Action Plan (Form EL-4.3) (see Chapter Four). As part of these plans, students will be assigned to formal interventions that address both language and academic needs.

Secondary school students in this category will need the following:

- Accelerated ELD, either through an English Language Arts class with accommodations for the student's level of ELD, or an intervention class that addresses both language and literacy skills
- English Language Mainstream or SEI instruction in the core academic subjects, provided by an appropriately credentialed CLAD or BCLAD teacher
- Counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/graduation requirements
- Intervention support (before, during or after the school day)

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

These students are typically showing expected growth on the CELDT, at least at the recommended rate by the state, and are scoring proficient or close to proficient on the California Standards Tests (second grade and up), or meeting benchmarks on district established literacy and numeracy benchmarks in Kindergarten and first grade. In the elementary grades, these students should move along a pathway leading to the English Language Mainstream program setting. Some will begin in SEI, with reclassification and assignment to English Language Mainstream before promotion to middle school. Others will begin in a transitional program and achieve reclassification and movement to the mainstream setting. Those who begin in Dual Immersion will typically remain in that program after reclassification.

In 7th through 12th grades, these students are offered three levels of ELD before making the transition into more advanced courses. Student placement at a given ELD course level is based on initial assessment scores on the CELDT for new students, annual CELDT, ELD benchmark test performance, and teacher recommendations for returning students.

Each ELD level is flexible with respect to duration, in order to allow a student to move up a level during the year when assessment results indicate the student is ready. Students who master the course content standards are promoted to the next level or exited from the program. Students may need to repeat a level until they meet requirements for transition to the next level. Secondary master schedules allow for fluid and flexible movement throughout the year. In order for students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace and must be able to move up ELD levels whenever necessary. They should not have to wait until the end of a semester/trimester or course in order to move levels. Change in ELD levels will be based on the following:

- CELDT progress
- ELD benchmark test results
- Classroom performance

- ELD curriculum-embedded assessments
- Teacher recommendation

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

Students Who Speak Languages Other Than Spanish

Students who speak languages other than Spanish will be placed in SEI or English Language Mainstream programs appropriate to their grade level and receive daily ELD at the appropriate level based on assessment data, with primary language support as feasible. Currently no bilingual program options are available for these students. Should there be sufficient numbers of students whose parents receive approval of waiver requests for alternative programs in the future, the district will make every effort to develop alternative program options for other languages.

Woodland Joint Unified School District will ensure and monitor that parents are notified annually of their right to request an alternative program.

The State and Federal Requirements for Programs Serving English Learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English Learner (EL) Instrument (Form EL-1.0). These are revised periodically. For the most current requirements, click above.

CHAPTER THREE

Parental Exception Waivers

3

IN THIS CHAPTER

Parental Exception Waiver

Initial Enrollment Procedures for Parent Notification Regarding Parental Exception Waivers

Annual Notification

Staff Development on the Waiver Process

Parental Exception Waiver

A Parental Exception Waiver is a request for exemption from the state law that indicates that English Learners are to be provided instruction overwhelmingly in English. When approved, the waiver provides for the student to be transferred to an alternative program (i.e., classes where they are taught in English and their primary language through a bilingual instruction model).

Process for Parental Exception Waiver

The description of processing parental exception waivers includes:

- Timelines
- Alternative programs
- Reasons for denial
- Appeal process (if applicable)

When a school receives a Parental Exception Waiver (Form EL-3.1) request, the principal will approve or deny the waiver. The District's parental exception waiver process for all schools will be implemented. Schools will inform Educational Services of denials and approvals through a yearly report from the site English Learner Specialist (EL Specialist), noting the reasons and number of denials and approvals submitted by each school. Results of the yearly report will be discussed at the principals' curriculum meetings. Support from Educational Services will be provided to assist schools needing to make program modifications. If a parent chooses to appeal the denial of a waiver, the parent would make the appeal to the Associate Superintendent of Educational Services. If the appeal is not resolved, the parent may then take the appeal to the WJUSD Board of Trustees.

Guidelines Regarding Exception Waivers

As per Sections 305, 306, 310, 311 of the California Education Code, English-only instruction may be waived by parent request; thus, parents can waive into a bilingual program.

1. It is required by the State of California that every district must have a waiver procedure and an alternative program design/description. The waiver requirement and process is not required for English Only or Fluent English Proficient students, nor is it required of special education

Table 3.1: Parental Exception Waivers prerequisites, conditions and time frames

Waiver Type: English Learners	Prerequisites	Conditions	Time Frame*
English Learners who speak English	Knows English based on standardized tests: Must score at grade level or at the 5th grade average (whichever is lower). If standardized assessments are not available, local Board may determine equivalent measures.	N/A	Act upon waiver within 20 instructional days.
Older Students	10 years or older	Informed belief by principal & educators that the alternative program is better suited to rapid acquisition of English	Act upon waiver within 20 instructional days
Special Needs	Under 10 years of age. Already placed for a period of not less than 30 calendar days in a Structured English Immersion program	Informed belief by principal & educators that the alternative program is better suited to overall educational development (Approved by the Director of EL Services, under guidelines of local board/ written description of special needs provided)	Act upon no later than 10 days after the 30 day Structured English Immersion program placement or 20 instructional days, whichever is later
*Note: At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom. Should this occur, the school is still responsible for providing ELD instruction, and any needed support to ensure that the student develops English proficiency and makes academic progress in the core curriculum, so that the student is not left with any substantive academic deficits.			

English Learners whose Individual Educational Plans call for primary language instruction or primary language support.

2. Exception waivers are not required in order for students to receive primary language support within SEI or mainstream programs, as long as these programs are provided overwhelmingly in English.
3. Parents must be provided with written notification (English/ Spanish) of the student's placement, all educational opportunities available, and the opportunity to apply for a waiver. The site English Learners Advisory Committees (ELACs) and the District English Learner Advisory Committee (DELAC) will receive training regarding Parental Exception Waiver guidelines, and will be given the opportunity to advise district staff and the Board of Trustees on these programs and the materials used.

Table 3.2: Internal Process for Parental Exception Waivers

For Students Under 10 Years of Age	For Students 10 Years and Older
Process: 1. Parent must personally visit the school to apply for the waiver. • Parent is informed by school personnel that the student will be assigned to the Structured English Immersion Program for a minimum of 30 calendar days—during the first year of enrollment—and that the district Director of EL Services must approve the waiver based on the WJUSD Board approved "Criteria for Establishing Special Needs." 2. Student is assigned to a Structured English Immersion program for a minimum of 30 calendar days—during the first year of enrollment. 3. The school shall act upon all Parental Exception Waivers within 20 instructional days of submission to the school principal. • Parental Exception Waivers for students "Under 10 Years of Age" shall not be enforced during the 30-day placement in a Structured English Immersion classroom. • These same waivers must be acted upon no later than 10 calendar days after the expiration of the 30-day Structured English Immersion classroom or within 20 instructional days of submission of the waiver to the school principal, whichever is later.	**Process:** 1. Parent must personally visit the school to apply for the waiver. 2. Student is initially assigned to a Structured English Immersion program, but bilingual instruction may begin as soon as a waiver is approved. 3. All Parental Exception Waivers shall be acted upon by the school within 20 instructional days of submission to the school principal.

4. WJUSD staff (including, but not limited to, site administrators, classroom teachers, site EL Specialists, bilingual support staff, Special Education teachers and staff) attend in-services regarding the policies, procedures, and forms used in explaining the parental exception waiver process to parents.

Parents are advised of their rights to select an alternative program of education for their child (Bilingual Transitional Program or Dual Immersion Program).

Initial Enrollment Procedures for Parent Notification Regarding Parental Exception Waivers

1. Parents receive an orientation to Woodland Joint Unified School District's program options for English Learners and the parental exception waiver process. Site administrators, EL Specialists or a designee explain the program options and give each parent written descriptions of the three options (This usually is done during initial identification):

- Structured English Immersion
- English Language Mainstream Program
- Alternative program (Transitional Bilingual Program or Dual Immersion Program)

2. During the conference with the EL Specialist and/or principal at the school site, Parental Exception Waivers are made available to parents of English Learners. Parents interested in completing the waiver process will meet with the school principal, EL Specialist, or designee to complete the waiver process. Parents will be notified when 20 students or more at a given grade level of the same language receive an approved waiver, that the school shall be required to offer such a program; otherwise, students must be allowed to transfer to a school where such a program is available. The parent will be guided through the intra-district transfer process when required. (see Transitional Bilingual Program Request Flowchart (Form EL-3.2) / DI Program Request Flowchart (Form EL-3.3)).
3. Parents will also be notified that:
   a. Every English Learner under 10 years of age must be initially placed in a classroom taught overwhelmingly in English for not less than 30 calendar days. This is a one-time requirement.
   b. Any parent who applies for a waiver can request that the State Board of Education review the District's guidelines or procedures.
   c. The waiver requires the principal's approval.
   d. Each application for a waiver will be considered on its individual merits. Approval of Parental Exception Waivers occurs unless the school principal and educational staff determines that evidence exists that the alternative programs would not be better suited for the overall educational development of the student. An explanation, in writing, will be provided to the parent of the reason(s) for the denial of a waiver request and of the District's appeal procedures. If the parent wishes to appeal the denial, she/he uses the grievance process as described in board policy, which provides a formal channel of communication regarding unresolved complaints in operations, programs, or with individuals. After the parent completes the appeal form, the Superintendent appoints a Review Committee to study the case and prepare a recommendation. The Superintendent then upholds or overturns the Review Committee's recommendation. The parents could then appeal directly to the Board of Trustees. A written summary is provided to all parties.
   e. All Parental Exception Waivers are implemented within 20 instructional days of submission to the school principal, except for waiver requests for students under 10 years of age, which may not be acted upon before the end of the 30-day placement in an English language classroom.
4. The student is enrolled at the school where the alternative program is offered and assigned to the requested instructional classroom or program.
5. The English Learner Services Department will return approved or denied waivers to home school, keep a copy, and forward a copy to parents.
6. The home school distributes copies of the approved waiver to:
   a. Child's cumulative file/ EL Green Folder
   b. New school (as appropriate)
7. Educational Services will issue a report of the number of waivers received at each grade level three times each year.

Annual Notification

Procedures for Parent Notification regarding Parental Exception Waivers

The district has established a procedure for granting Parental Exception Waivers for children who are already enrolled in district schools in a Structured English Immersion or English Language Mainstream program. In order to notify all parents of the district's placement options for English Learners and the opportunity to apply for a Parental Exception Waiver, each parent is informed of our program options yearly through our K–12 Annual Notification of Language Assessment and Program Placement Form (Form EL-1.3). Descriptions (in English and Spanish) of the district's programs for English Learners are a part of the form. The form also notifies parents that they have the right to request a parental exception waiver at their home school. If a parent requests an alternative bilingual program, the same process as in initial enrollment is followed.

Staff Development on the Waiver Process

Educational Services will provide in-services that are focused on the parental exception waiver process so that district personnel are informed about the program options. With a thorough knowledge of the waiver process, principals, site EL Specialists, secondary counselors, and other district employees can answer parent's questions, explain the program options, and facilitate (when necessary) a student's intra-district transfer into a school hosting the alternative program. (See Transitional Bilingual Program Request Flowchart (Form EL-3.2) / DI Program Request Flowchart (Form EL-3.3)) Further, Special Education teachers and staff members will be trained in the district waiver process so that they can determine the appropriate placement of each special education student regardless of the student's language proficiency. For identified English Learners in Special Education, instructional provisions of an Individual Education Plan do not require a Parental Exception Waiver.

Woodland Joint Unified School District monitors English Learners' progress toward meeting English Language proficiency and academic grade level standards. Interventions are provided to support students' progress towards academic success.

The State and Federal Requirements for Programs Serving English Learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English Learner (EL) Instrument (Form EL-1.0). These are revised periodically. For the most current requirements, click above.

CHAPTER FOUR

Monitoring Student Progress

4

IN THIS CHAPTER

Monitoring of Student Progress

English Learner (EL) Intervention Action Plan

Monitoring of Student Progress

Language proficiency and academic progress of English Learners will be evaluated and monitored on an ongoing basis throughout the year (minimum of 3 times a year). Each site will establish an English Learner Review Team (ELRT). The elementary ELRT will consist of the site English Learner Specialist (EL Specialist), classroom teachers, resource teachers, and principal. The secondary ELRT will consist at a minimum of the EL Specialist, English/ELD teacher, academic counselor and principal. The principal (or designee) will lead and facilitate the analysis of data using the Cycle of Inquiry process during Academic Conferences or similar forums.

Assessments in Use in the District

Student progress is monitored based on a set of district-adopted and State-mandated assessments. The assessments in use are shown in Tables 4.1–4.3. The assessments used to determine English language proficiency and evaluate students' academic performance include:

- California English Language Development Test (CELDT)
- ELD Curriculum-embedded benchmark assessments
- ELA Curriculum-embedded benchmark assessments
- Math Curriculum-embedded assessments
- Reading Assessments (RESULTS)
- WRITE Institute Assessments
- California Standards Test (CST)
- California Standards Test in Spanish (STS)
- Grade/Transcripts

Assessment results are maintained in electronic form in the district database. This allows district administrators, principals and teachers rapid access to results in a variety of formats. This information is used for a variety of purposes, including, but not limited to, information that relates to identification, placement, progress towards reclassification, and identification of students in need of an intervention action plan.

Table 4.1: English Language Development (ELD) Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California English Language Development Test (CELDT)	K–12	• Assesses listening, speaking, reading and writing in English • State mandated instrument • Used to measure Adequate Yearly Progress for NCLB Title III	*Initially:* At registration (Legal allowance—within 30 calendar days from date of registration) *Annually:* July–October	Trained certificated staff person from school site
Avenues	K–5	Curriculum-embedded ELD assessments	According to Pacing Guide	Classroom Teacher
High Point	6–8	Curriculum-embedded ELD assessments	According to Pacing Guide	Classroom Teacher
EDGE	9–12	Curriculum-embedded ELD assessments	According to Pacing Guide	Classroom Teacher

Table 4.2: Academic Achievement—Assessments in English

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Standards Tests (CST)	2–12	• Criterion referenced tests assessing student's mastery of grade level standards in English Language Arts, Math, Science and Social Studies • State mandated instruments • Used to measure Adequate Yearly Progress for federal No Child Left Behind Accountability • Included in the Academic Performance Index	Annually in Spring	Teacher
RESULTS	K–3, and as needed in 4–6	Phonics, decoding, sight words, reading fluency, accuracy and comprehension	Periodically throughout the year (each trimester)	Teacher
Houghton Mifflin English Language Arts assessments	K–6	Curriculum embedded ELA assessments	Periodically throughout the year (each trimester)	Teacher

Table 4.3: Academic Achievement—Assessments in Spanish

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Designated Primary Language Test — Standards Test in Spanish (STS)	2–12	Criterion referenced test: Part of state-mandated STAR testing Program • Administered to Spanish speaking students who have: 1. been in school 12 months or less 2. received academic instruction in Spanish during the same school year	Annually in Spring	Teacher
RESULTS	K–3, and as needed in 4–6	Phonics, decoding, sight words, and reading fluency, accuracy and comprehension	Periodically throughout the year (each trimester)	Teacher
Houghton Mifflin Spanish Language Arts assessments	K–6	Curriculum-embedded reading/ language arts assessments contained in the Houghton Mifflin Spanish Language Arts series	Periodically throughout the year (each trimester)	Teacher

Provisions for Students on Individualized Education Programs (IEPs)

In some circumstances students with IEPs may be given alternative assessments in place of the CSTs, CELDT, and district benchmark tests. The current state-approved alternative assessment to the CSTs is the California Alternative Performance Assessment (CAPA).

Use of Assessment Data for Instructional Planning

Teachers use formative ELD, language arts, and mathematics curriculum-embedded assessments to analyze student progress after each testing window, for planning differentiated instruction and to provide classroom interventions or enrichment as appropriate. CELDT data (supplemented by ELD curriculum-embedded assessment results) are used for instructional grouping in ELD at the elementary level, and student placement in appropriate ELD courses at the secondary schools. CST test results are used in conjunction with benchmark assessments in language arts and mathematics to identify students in need of benchmark, strategic, and intensive interventions, and to assign them to appropriate instructional schedules. Students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes.

Ongoing monitoring of student progress takes place at two levels:

1. At least three times per year, staff and English Learner Review Team (ELRT) will meet to formally review performance of each English Learner during Academic Conferencing or a similar data analysis forum. The ELRT includes the principal (or designee), site EL Specialist, the student's classroom teacher(s), and other personnel as appropriate. This might include counselors, resource teachers, intervention teachers, or other personnel. These meetings may result in the development of an Intervention Action Plan for students found to be lagging behind ELD or academic achievement growth expectations.
2. Grade level and/or department teams hold regular collaboration meetings (at least monthly) to examine student data on the assessment used to determine short-term needs, and plan instruction accordingly. These collaboration meetings may include assignment of English Learners to appropriate interventions/enrichment.

Intervention Action Plan Elements:

1. *Standards*: clearly articulated and implemented content standards for English Language Development (ELD) and the District's core curriculum (e.g. English/language arts, math, science, social studies/history)
2. *Interim Benchmarks:* clearly defined interim benchmarks to measure expected growth toward meeting ELD and grade-level content standards
3. *Assessments:* a process to objectively assess English Learners' progress in ELD and the rest of the District's core curriculum using multiple measures
4. *Interventions:* defined interventions, implemented for English Learners who are not meeting the established interim benchmarks as described in the District's Response to Intervention Plan (Form EL-4.1). Each Intervention Action Plan (Form EL-4.3) is designed and implemented by an English Learner certified teacher or overseen by such a teacher, as outlined in the Intervention Action Plan.

English Learner (EL) Intervention Action Plan

English Learners' academic performance is monitored K–12 using formative assessments in order to identify academic needs and develop action plans and goals for student academic improvement. This monitoring of academic and language proficiency will ensure that students are continuing to make expected academic growth. District formative assessments provide information that informs instruction and alerts teachers to students who may be struggling or who need to be challenged. The district will integrate interventions for ELs with systems and procedures to be used throughout the district for any student not making expected growth targets.

5. *Evaluation:* clearly defined process to determine the effectiveness of the Intervention Action Plan as part of the District's overall program evaluation and improvement plan

Developing Intervention Action Plans :

1. Starting in the spring of each year, the site English Learner Review Team (ELRT) which includes the teacher, principal, EL Specialist, and other staff members with relevant information, reviews the CELDT scores, benchmark assessment results, and classroom performance of all English Learners (eg: Academic Conference or similar forum) and identifies students not meeting growth expectations. At this meeting:
   - The teacher shares any interventions that have been implemented, using a Pre-Referral Intervention Checklist (Form EL-4.2) as a guide.
   - The team develops an Intervention Action Plan (Form EL-4.3) to be implemented through the first quarter of the following year.
   - The team will identify the appropriate Response to Intervention Tier (as described in Table 4.4) within the Intervention Action Plan.
2. A letter is then mailed home notifying the parents Parent Notification of Intervention (Form EL-4.4) that their child has been identified for intervention.
3. No later than October, the ELRT reviews the results of the spring STAR testing (end-of year results on district-identified assessments for Kindergarten and first graders) and revises or develops an Intervention Action Plan for each student not meeting the growth expectations. (A copy of the plan is kept in the student's EL Green Folder in the cumulative record).

Table 4.4: Response to Intervention

Tier	Criteria	Description
Tier 1: Benchmark	(for students less than 1 year below grade level)	Students identified in Tier 1 receive standards-based instruction that incorporates research-based strategies to differentiate content in order to meet the individualized needs of students. Student receives instructional support through differentiation within their assigned instructional setting (SEI, ELM or Alternative Program).
Tier 2: Strategic	(for students 1 to 1.9 years below grade level	Students identified in Tier 2 receive targeted strategic instruction beyond, and in addition to, the core program. This occurs in smaller targeted instructional groups. Instructional interventions in Tier 2 are designed to accelerate specific identified skills or skill sets. Student's progress is closely monitored for appropriate modifications and regrouping.
Tier 3: Intensive	(2 or more years below grade level)	Students identified in Tier 3 receive instruction using state and district adopted intensive intervention curriculum designed to accelerate students in reading and language development. This replaces the core instructional program. Students receive 2.5–3.0 hours of intensive intervention instruction designed to move students to grade-level as quickly as possible.

4. No later than the fall parent conference, the Intervention Action Plan is reviewed with the parent, modified if necessary to include the parental input, and documented on the appropriate forms. This plan includes interventions to be provided and timelines. All records are kept in the student's EL Green Folder.
5. The student is provided with the intervention programs/services as specified in the Intervention Action Plan. His/her progress is carefully monitored throughout the school year (during Academic Conferences or similar forums). Adjustments and modifications to the plan are made when necessary based on data collected. All records of the student's progress are kept in the student's EL Green Folder.
6. In the spring of each year, the ELRT assesses the growth of students with an Intervention Action Plan and the effectiveness of their plans.
7. If the student continues to make inadequate progress, a meeting is held with the ELRT, which includes the parent.
8. A new Intervention Action Plan is developed based on the analysis of the student's needs and the results of the evaluation from the previous interventions.

Process for Second Year Intervention Action Plans

1. During the second year of intervention, the student's progress is monitored regularly, and adjustments and modifications to the Intervention Action Plan are made when necessary. Records of this monitoring and adjustment process are kept in the student's EL Green Folder.
2. At the end of the second year of intervention, the ELRT reviews the student's most recent data in order to assess growth.
3. If the student continues to make inadequate progress in the second year after various strategies have been employed, he or she is referred to the Student Study Team (SST) for a more comprehensive examination of his/her needs, and planning of a more specialized program.
4. The student's progress and the program effectiveness are then monitored through the Student Study Team (SST) process. If warranted, a student may be referred to the SST prior to the completion of two years of intervention services.

The district Department of English Learner Services, working in collaboration with other departments as appropriate, will provide guidance to schools on how to manage the process of developing and monitoring the Intervention Action Plan, including forms to be used (Form EL-4.3).

Woodland Joint Unified School District ensures that the reclassification process is continually implemented to monitor students' progress in attaining criteria toward fluent English proficiency (R-FEP).

The State and Federal Requirements for Programs Serving English Learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English Learner (EL) Instrument (Form EL-1.0). These are revised periodically. For the most current requirements, click above.

CHAPTER FIVE

Reclassification Process and Monitoring

IN THIS CHAPTER

Reclassification
Reclassification Process
Roles And Responsibilities For Reclassification
Reclassification Monitoring

Reclassification

Definition

Each former English Learner who has been reclassified fluent English proficient (R-FEP) has demonstrated English language proficiency comparable to that of average native English speakers and can participate equally with average native speakers in the school's regular instructional program.

Purpose

The purpose of reclassification is to determine that an English Learner has met certain district established criteria and can participate equally with native speakers in the school's regular instructional program. Once students are reclassified they are designated as Reclassified Fluent English Proficient (R-FEP).

Criteria for Reclassification

The following criteria are used to determine when English Learners have developed the English language skills necessary to succeed in an English-only setting and should be reclassified as Reclassified Fluent English Proficient (R-FEP):

Students enrolled in Grades 1st–12th

- The student must perform at the overall level of early advanced or advanced according to the state mandated CELDT, with no more than one sub-test score at the intermediate level.
- The student must score at the "basic" level in English Language Arts and Math on the California Standards Test (325 scale score).
- The student must score at grade level on district benchmark assessments in English Language Arts and Math (K–12).
- Elementary students must score at grade level on the Standards Based Report Card (SBRC).
- For grades 7th–12th, the student must receive a "C" in language arts.
- The student has a passing score on the grade level writing sample.
- Other measures such as CAHSEE, teacher-created assessments, writing samples, and other work samples, as determined by the English Learner Review Team may be used and considered.
- The ELRT agrees that any deficits in motivation or performance are not due to lack of English Language Proficiency.
- Parents must be consulted.

Table 5.1: Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent CELDT test	Overall level: Advanced or Early Advanced (With no more than one sub-test at the Intermediate level)
Academic Achievement	Most recent California Standards Tests in English Language Arts (ELA) and Mathematics	**English Language Arts and Math:** Basic with a scale score of 325 or higher
Teacher Evaluation	Teacher's recommendation form, student work samples, and current report card	Teacher completes the consultation form: **Grades 1–6:** • Report card indicates that student is meeting standards in all areas. • Student is meeting grade level benchmarks in English reading and math • The student has a passing score on the grade level writing sample. **Grades 7–12:** • Performance at or above grade level • Minimum of "C" in language arts on most current report card • Student is meeting grade level benchmarks in English reading and math • Grade level writing sample If there are any deficits, the teacher agrees that: • The student is performing successfully in academic areas • Any deficits in motivation or performance are unrelated to English language proficiency
Parent Consultation	Description and results of Consultation with parent	After having reviewed the data and received an appropriate explanation, and participated in discussion, the parent signs the reclassification form.

Reclassification Process

Step: 1

The district will collect and update the most recent English Learner data, and the EL Specialists will access a reclassification criteria report from Data Director. The report will include the following data for English Learners:

- CELDT Scores
- CST Scores
- District Benchmark Scores (ELA, Math, ELD, Writing)
- CAHSEE Scores
- Demographic information
- GPA

Step: 2

Site principals and site EL Specialists will establish and identify an English Learner Review Team which will meet 3 times a year to monitor the reclassification process of English Learners. This team must include the principal, EL Specialist, student's core subject classroom teacher(s) and the student's academic counselor for secondary schools. Other optional team members may include elementary school counselors, other resource teachers, bilingual support staff, and any other appropriate personnel that have direct knowledge of the student's academic progress.

Step: 3

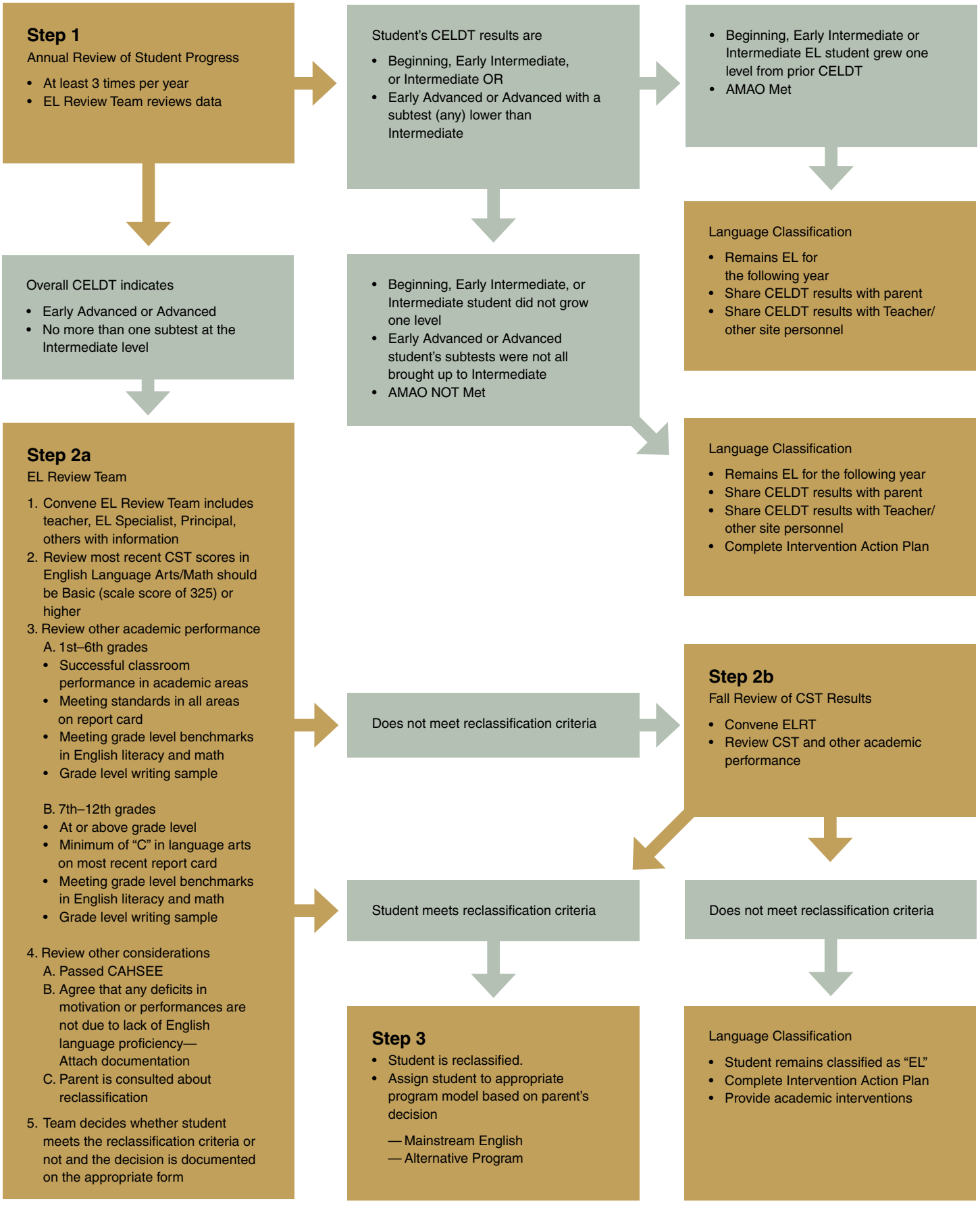
The English Learner Review Team will review student data to determine which students meet reclassification criteria and have demonstrated English Language proficiency comparable to that of average native English Speakers and can participate equally with them in the school's regular instructional program.

Step: 4

The EL Specialist will complete the English Language Proficiency Reclassification (Form EL-5.1) (with student's writing sample attached) and schedule a consultation meeting with parents. At that time, the parent/guardian will be given a copy of the assessment results. If the student's scores indicate Fluent English Proficiency, the parent/guardian will be advised that the child meets all the qualifications to move from EL to R-FEP. The parent/guardian signs the English Language Proficiency Reclassification Form indicating that they agree their child's reclassified to R-FEP status. The parent conference will be conducted in a language understandable to the parent or guardian. The student may be reclassified even if the parent/guardian does not attend a consultation meeting or objects to the reclassification.

The EL Specialist will send all completed reclassification forms (including a writing sample) to the Director of English Learner Services for review and final approval.

Figure 5.1: The Reclassification Process



Step: 5

The Director of English Learner Services will review, process and determine final approval of all reclassification forms for the district. The English Learner Services Department will change language fluency, enter reclassification data, and update waiver (if applicable). Once approved, the reclassification forms will be returned to the site EL Specialist who will work with the site data entry clerk to ensure student reclassification status is updated in the district student database.

Step: 6

The site EL Specialist will file all reclassification forms in student EL Green Folder (date, fill out R-FEP box with data) located in student cumulative record (CUM) folders. The EL Green Folder will be updated with R-FEP status. A copy of the form will be sent to parents (even if reclassification is denied). The EL Specialists must verify that all data in the student record is current regarding language fluency, language services, and program.

Table 5.2: Roles and Responsibilities for Reclassification

Role	Responsibility
Site Administrator	• Oversees reclassification process throughout school year • Oversees R-FEP monitoring process and attends English Learner Review Team site level meetings • Oversees that at-risk R-FEP students receive appropriate interventions as decided by ELRT
Site English Learner (EL) Specialist	• Creates and reviews list of eligible students per current reclassification criteria • Attends required district reclassification training sessions for English Learners • Schedules and coordinates English Learner Review Team meetings (could be during academic conferencing) • Completes reclassification paperwork for EL Green Folder • Notifies parents of the recommendation for reclassification • Ensures that R-FEP codes have been updated in AERIES in preparation for R-30 reporting • Initiates/ensures that teachers complete R-FEP Screening & Monitoring Forms (Form EL-5.2) at least 2 times per year, and updates AERIES with dates • Provides data on reclassification and monitoring to Director of English Learner Services • Updates EL Green Folders to reflect EL status • Schedules meeting to create Intervention Action Plan if R-FEP student is not progressing accordingly and monitors student progress during and after interventions
Classroom Teacher	• Evaluates student work and makes recommendations for reclassification to EL Specialist • Monitors student progress for a two-year period following reclassification and completes R-FEP Screening and Monitoring Form (Form EL-5.2) at least 2 times per year • Attends English Learner Review Team meetings as needed • Implements recommended interventions
Director of English Learner Services	• Coordinates District's reclassification/monitoring procedures • Ensures training for site administrators and site EL Specialists regarding reclassification and monitoring • Reviews and approves all reclassifications • Oversees collection and analysis of data regarding reclassified students • Monitors reclassification process and R-FEP monitoring throughout the district to ensure compliance

Reclassification Monitoring

R-FEP Follow-up Monitoring

Students who have been reclassified as R-FEP must be monitored by the site English Learner Review Team for two years after the official reclassification date. The Department of English Learner Services provides the principal or designee with a roster of students who are in this category. The English Learner Review Team monitors each student using the R-FEP Screening/ Monitoring (Form EL-5.2) as a tool to monitor academic progress each quarter or each trimester (at least 2 times per year) for two years after reclassification. The R-FEP Screening/ Monitoring Form is filed by the EL Specialist in the student's EL Green Folder located in the student's cumulative record. If the student's grades fall below basic in grades K–6 or below "C" in grades 7–12 in any academic class, the school re-evaluates the student's progress and intervention measures are recommended. Follow-up support services will be provided for students who do not demonstrate satisfactory progress. These may include, but are not limited to:

- Intervention Action Plan (Form EL-4.3)
- Referral to a Student Study Team
- Additional diagnostic assessment
- Tutoring
- Specialized Reading Instruction
- Targeted English Language Development (ELD) instruction
- Specially Designed Academic Instruction in English (SDAIE)
- Primary Language Support
- Response to Intervention support provided at school
- Additional Academic Counseling

The EL Specialist will keep documentation and evidence of academic progress and monitoring of the student's English Learner history profile in the EL Green Folder within the cumulative record folder and will input monitoring dates and any interventions provided into AERIES.

Reclassification Provision for Special Education Students

All students on an IEP must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/ or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess for appropriate language goals, modifications and accommodations. The EL Specialist at the school site will be included in the IEP team.

Woodland Joint Unified School District has established a process and criteria to determine the effectiveness of the programs provided to English Learners.

The State and Federal Requirements for Programs Serving English Learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English Learner (EL) Instrument (Form EL-1.0). These are revised periodically. For the most current requirements, click above.

CHAPTER SIX

Evaluation and Accountability

6

IN THIS CHAPTER

English Learner Services Council

Evaluation Design and Goals

Monitoring Program Implementation

Using Program Effectiveness Information to Improve Implementation and Modify the Program

Evaluating Program Effectiveness

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

English Learner Services Council

The Superintendent or designee convenes and leads the English Learner Services Council with support from the Director of English Learner Services. The council will convene at a minimum of four times per year. This council is designed to ensure that district stakeholders have a mechanism to plan and coordinate the implementation of English Learner instructional services. The council is comprised of Superintendent, Associate Superintendents, Department Directors, the Coordinators, as well as representatives from the following groups: Principals, EL Specialists, Academic Counselors, Teachers on Special Assignment (TOSAs), Curriculum Council members (teachers), and Woodland Education Association (WEA). Others participate as needed.

The English Learner Services Council meets to discuss topics pertaining to the implementation of programs for English Learners in the district. The council also:

1. Serves as a clearinghouse for strategies, ideas and suggestions for English Learner programs, staff development, as well as a focus group for collaborative problem-solving
2. Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's programs for English Learners
3. Makes recommendations for reporting on the performance of English Learners
4. Contributes to the review of the Annual Evaluation Report

Evaluation Design and Goals

The district will conduct an annual evaluation of programs and services for English Learners. Programs and services for English Learners are structured around seven goals. The evaluation activities will focus on the evaluation questions listed in the following table.

Table 6.1: Evaluation Design—Goals and Evaluation Questions

Goals	Evaluation Questions
1. English Learner programs are fully implemented as described in the Master Plan for English Learners	1.1 Are English Learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? (see Chapter Two for program descriptions) 1.2 To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of English Learners and staff?
2. English Learners will have full access to the core curriculum	2.1 Are English Learners given full access to core instruction? 2.2 Are English Learners receiving daily ELD leveled instruction?
3. All English Learners will master the English language as efficiently and effectively as possible.	3.1 Are English Learners making adequate progress on ELD benchmark assessments? 3.2 Do English Learners meet the state's Annual Measurable Academic Objective with regard to English Learner gains on the CELDT test? 3.3 Are 75% or more of English Learners reaching reasonable fluency on the CELDT in 5 years or less? 3.4 Are 75% or more of English Learners reclassified within 6 years?
4. English Learners will achieve academic success comparable to EOs.	4.1 Are English Learners making adequate progress on benchmark assessments in content areas (ELD, ELA, and Math)? 4.2 Do English Learners (and R-FEPs) meet the state Adequate Yearly Progress criterion in English Language Arts? 4.3 Do English Learners (and R-FEPs) meet the state Adequate Yearly Progress criterion in Mathematics? 4.4 Are English Learners (and R-FEPs) in high school making expected progress toward graduation? 4.5 Are English Learners proportionally represented in Special Education and GATE referrals? 4.6 Are English Learners (and R-FEPs) proportionally represented in the following categories: • Passing the CAHSEE by the end of Grade 10 • Meeting UC/CSU requirements at high school graduation • Taking and passing college entrance examinations • Being admitted to two and 4-year colleges/universities 4.7 Is there an annual increase in the percentage of English Learners (and R-FEPS) for each of the success factors listed in the previous item?
5. Parents of English Learners and R-FEPs participate meaningfully in their children's education.	5.1 Are parents of English Learners and R-FEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? 5.2 Is the rate of parent engagement increasing?
6. Rates for English Learners and R-FEPs in categories indicating risk for school failure are no greater than those for EOs.	6.1 Are English Learners (and R-FEPs) overrepresented in the following categories: • Excessive absences and tardies • Suspensions, expulsions, other discipline • Retentions in grades K–6 • Dropouts • Enrolled in Alternative Programs (continuation/county programs, etc.) due to graduation credit deficiencies • Percent Far Below Basic and Below Basic on California Standards Tests 6.2 Is there an annual decrease in the percentage of English Learners and R-FEPs for each of the risk factors defined in the previous bullets?
7. Students enrolled in the Dual Immersion Program will master language skills in Spanish and English.	7.1 What percentage of all students (ELs, I-FEPs, R-FEPS, EOs) participating in this program score at/above Proficient in Spanish Language Arts and mathematics on the state Standards Test in Spanish (STS)/District Benchmarks or a comparable measure of academic achievement in Spanish? 7.2 What percentage of all students (ELs, I-FEPs, R-FEPS, EOs) participating in this programs score at/above Proficient in English Language Arts and Mathematics on the California Standards Tests?

5. Ensures communication and integration as we continue to bring clarity, consistency, compliance and continuing improvement to the District's programs for English Learners
6. Meeting agendas and minutes will be distributed to all district administrators and EL Specialists

Monitoring Program Implementation

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

District and site staff will periodically monitor implementation of all English Learner programs. The primary goal of monitoring is to ensure that every school in the district has effective and compliant programs for English Learners. The monitoring process is designed to:

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

This monitoring will consist of the following activities:

- *Principal Assurances (self-review)*
  School principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Throughout the academic school year, principals complete sections of the Principal's Assurances Checklist (Form EL-6.1) for English Learner Program Services and submit them to the Director of English Learner Services according to the timeline indicated on the checklist. This facilitates ongoing communication with the Director of English Learner Services, and assists in the monitoring of consistent implementation of this master plan throughout the school district. The Director of English Learner Services will review all Principals' Assurances Checklists after each submission three times per year (October, February, and May).

- *Instructional Schedule Reviews*
  All schools will turn in ELD instructional schedules, ELD Class Rosters, and Master Schedules to the Director of English Learner Services within the first 3 weeks of the beginning of each school year, or anytime there is a student schedule modification.

- *English Learner Document Reviews*
  All schools will conduct annual monitoring by reviewing key files and documents. These reviews will include evidence of the following: parent notification, placement, assessment, ELD instruction, and parental involvement. A district-developed English Learner Document Review Calendar and Checklist (Form EL-6.2) will be used for the annual cycle of document reviews. These reviews will be scheduled in all schools on an annual basis. They will be conducted by teams consisting of Director of English Learner Services, EL Specialists, English Learner Teacher on Special Assignment (EL TOSA), and the site principal. Findings are reported back to the site principal who will determine next steps for school improvement work.

- *ELD/SDAIE Instructional Walkthroughs (district and site facilitated self-reviews)*
  These will be conducted yearly. The reviews will include monitoring of ELD schedules and instructional minutes, ELD groupings by

language proficiency levels, teacher interviews, and visits to selected classrooms. The district facilitated reviews will be conducted by teams consisting of the Director of English Learner Services, site EL Specialists, district EL TOSA, and the site principal. Site facilitated reviews will consist of school teams which will include the site principal, EL Specialists, and classroom teachers. Findings will be compiled and used to determine next steps for school improvement work (ELD/SDAIE Instructional Walkthrough Form EL-6.3).

- *Program Improvement (PI) Walkthroughs* (district-facilitated self-reviews)
  These will be conducted annually. The reviews will include evidence of standards-driven learning environment, active student participation and engagement, and implementation and alignment of site and district initiatives. They will be conducted by teams led by the Associate Superintendent of Educational Services and will include District's Directors, Coordinators, and site principals. Findings are reported to the site principal who will determine next steps for school improvement work.

- State Designed Self-Study Instruments
  State designed self-study instruments such as the Academic Program Survey (APS), the English Learner Subgroup Self-Assessment (ELSSA) and reports of findings written by School Assistance Intervention Teams (SAIT) and District Assistance Intervention Teams (DAIT) will also be reviewed. The state study review instruments will be completed by Educational Services and site principals. Findings are reported to the site principal who will determine next steps for school improvement work.

- *Ongoing coaching and staff development support* EL Specialists will help organize site staff development and assist with classroom coaching (see Chapter Eight). They will assist with the document reviews and ELD Instructional Walkthroughs. The District English Learner TOSA will have lead responsibility for organizing in-depth reviews and any needed follow-up.

Goal 2: English Learner Access to Core Curriculum

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

Secondary principals will work closely with counselors and site EL Specialists in the development of the Master Schedule to ensure that sections reflect the needs of English Learners. The Director of English Learner Services will review Master Schedules and will work closely with EL Specialists to determine appropriate placements of English Learners. A list of student schedules will be submitted at the beginning of each academic term.

Elementary principals will work with site EL Specialists to determine appropriate placement and instructional setting for English Learners. EL Specialists will assist teachers with creating appropriate ELD groupings by language proficiency levels to ensure that every English Learner is appropriately placed. The Director of English Learner Services will review ELD schedules, ELD groupings by language proficiency levels, and instructional minutes.

Goal 3: Mastery of English

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

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

Goal 4: Academic Success

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

- Data on other indicators (to be determined) will be distributed by the Curriculum Assessment, Research, and Evaluation Department using table formats that are standardized across schools.
- Principals will analyze data with site staff to determine trends, and areas of need, and develop action plans.
- In addition to reviewing CST and CELDT data, principals will analyze data from benchmark assessments to determine progress toward action plans and will modify as needed. The elementary level will review data through the academic conferencing process.

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

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

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

Goal 5: Parent Engagement

The Director of English Learner Services and EL Specialists will work with the DELAC and ELACs to develop specific indicators, benchmarks, instruments, and a calendar of procedures for evaluating parent engagement with schools and the district. Sites will report to the district on parent activities implemented during the year, as well as parent involvement in a set of activities to be defined in a standardized way across sites. A Parent Participation Survey (Form EL-6.4) will be completed each spring and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole and will guide parental involvement practices.

Goal 6: Indicators of Risk for School Failure

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

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

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

Goal 7: Language/Literacy Development in Two Languages for Students in the Dual Immersion Program

Site principals, EL Specialists and school staff will analyze English Learner's Language Arts and Mathematics scores on the District's benchmarks in English and Spanish, CELDT, STS, CST scores in English Language Arts and Mathematics during academic conferencing after each academic term.

Using Program Effectiveness Information to Improve Implementation and Modify the Program

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

Site Level Use of Information

The self-review materials will assist sites to determine strengths and areas of need in their programs, and to make adjustments accordingly. Site level reports identifying missing progress and proficiency goals will be provided in order to assist school staff in identifying students in need of greater support. Individual teachers and grade level teams (departments at the secondary level) will use ELD and SDAIE Instructional Walkthrough (Form EL-6.3) to do self-assessments on program implementation. School visitations conducted by administrators and central office personnel will provide an additional perspective on classroom implementation of recommended instructional practices. After gathering and discussing the checklist information, each site will develop an action plan for professional development that establishes needs, long-term goals and types of training experiences that are needed to improve instruction. The site plan for professional development should be clearly articulated with the district plan for professional

Table 6.2: Evaluation And Accountability: Roles and Responsibilities

Role	Responsibilities
Student	• Attends school daily, arrives on time, and works for high achievement • Participates in school activities • Communicates regularly with parents, teachers, and support staff
Parent	• Monitors and promotes English Learner's progress in academics, homework, attendance, behavior • Supports English Learner in activities to promote student achievement • Communicates regularly regarding student progress with student, teachers and school • Attends parent conferences and school functions (e.g., Open House, conferences) • Participates in school committees—ELAC, Site Council, etc.
Classroom Teacher	• Implements specific English Learner's programs as described in the Master Plan for English Learners and provides instruction that aligns with state frameworks and district/state standards • Ensures delivery of appropriate ELD instruction • Ensures access to core curriculum through specific, intentional, and explicit use of SDAIE strategies • Monitors English Learners' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures • Determines/implements differentiated strategies for English Learners and R-FEP students • Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals • Attends team meetings and informs parents of progress and strategies to support students in meeting standards • Uses data to understand and respond to student needs
Principal	• Monitors all aspects of staffing for and instruction in English Learner programs, according to the Master Plan • Analyzes and uses data to facilitate student progress monitoring • Is responsible for all procedures and legal requirements pertaining to English Learners at the school • Monitors placement of English Learners and oversees reclassification process • Reports periodically to district administrators on implementation of English Learner programs and services • Provides leadership in all aspects of the educational program
District EL Teacher on Special Assignment (TOSA)	• Supports EL Specialists in the implementation of the Master Plan for English Learners • Helps organize and deliver staff development • Supports parent involvement, such as parent conferences, workshops, ELAC, and DELAC • Assists with the document reviews and has lead responsibility for organizing in-depth reviews and any follow-up • Trains and supports EL Specialists with coaching • Provides resources and support in English Language Development, primary language instruction, Special Education, and the education of gifted students • Is supervised by the Director of English Learner Services
Site EL Specialist	• Supports site administrator by implementing and monitoring process and procedures for monitoring and documenting English Learner progress, including annual testing, primary language assessment and reclassification • Monitors the accuracy of English Learners' data in the district computer system, including numbers of waivers applied for and approved • Informs staff of progress of identified students toward reclassification • Serves as a resource for the Student Study Team, Academic Conferencing, and English Learner Review Team • Provides input on staff development opportunities and needs for teachers of English Learners • Provides technical assistance and coaching support to teachers • Assists with data collection and surveys • Provides support and resources for parents of English Learners • Is supervised by both the Principal and Director of English Learner Services

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

Role	Responsibilities
Counselor (Secondary Schools)	• Works in collaboration with site EL Specialist with initial placements • Monitors progress of English Learners toward meeting language and academic benchmarks • Collaborates with teachers, the site EL Specialists and others in devising individual program modifications and interventions, as needed • Assists EL Specialist in development of Intervention Action Plan • Meets with students and parents to review academic program and progress
District English Learner Advisory Committee (DELAC)	• Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role • Reviews the Annual Language Census report • Provides annual report to Board of Trustees • Advises on issues relevant to English Learners in the district
English Learner Advisory Committee (ELAC)	• Advises the principal and school staff on topics related to English Learners (including advising the in the development of the school plan) • May review site data on program effectiveness and student achievement
Associate Superintendent of Educational Services	• Supervises Director of English Learner Services • Analyzes district and school site data • Provides overall support for English Learner Programs • Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites • Collaborates with district staff and parent groups on annual program evaluation • Shares results of program evaluation with stakeholders (Superintendent, Executive Board, and School Board)
Director of English Learner Services	• Supports sites in implementing the Master Plan for English Learners, monitors implementation of Master Plan, Evaluation Plan, and Monitoring Plan; reviews district and site English Learner data • Monitors and supports implementation of the LEA and Title III Plans • Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners • Develops work plan for, supervises, and works closely with EL Specialists • Meets with principals to review site plans for services to English Learners • Monitors compliance and English Learner procedures at the site and district levels • Works with other administrators to provide ongoing training for site EL Specialists, teachers, instructional assistants, and support staff (e.g., administrative assistants and school office staff) • Works with principals and Associate Superintendent of Human Resources to ensure timely recruitment, hiring and training of teachers for EL assignments • Works with Associate Superintendent of Educational Services to prepare the English Learner annual evaluation report • At the direction of the Superintendent, supports the coordination of the English Learners Services Council
Associate Superintendent of Human Resources	• Recruits and monitors placement of English Learner staff in collaboration with principals and the Director of English Learner Services • Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of Master Plan for English Learners in collaboration with the Director of English Learner Services and Coordinator of Staff Development • Monitors credentials of all personnel working with English Learners

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

Goals	Evaluation Questions
Superintendent	• Evaluates District's goals relative to the LEA and Title III Plans, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability • Convenes and chairs the English Learners Services Council
Director of Categorical Programs	• In collaboration with the Director of English Learner Services, monitors fiscal compliance to ensure alignment with the LEA and Title III Plans and the Master Plan for English Learners • Monitor school plans and budgets for services to English Learners • Monitor grants and evaluations for services to English Learners • Coordinates PI Walkthroughs

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

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

District Level Use of Information

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

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

Evaluating Program Effectiveness

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

1. The student's initial CELDT level and
2. The number of years in the program (for CELDT). The evaluation questions related to student outcomes are keyed to these tables and to expectations for achievement set out in the state's Title I Adequate Yearly Progress (AYP) and Title III Annual Measurable Academic Progress (AMAO) benchmarks.

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

OVERALL CELDT LEVEL AT TIME OF ENTRANCE TO THE PROGRAM	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced/ Not English Fluent)	Level 4 or 5 (Early Adv. or Advanced/ English Fluent)	Reclassified
Timeline toward reclassification based on CELDT overall score at time of initial enrollment	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on California Standards Test—English Language Arts (CST-ELA)	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic to Proficient	Basic to Advanced
Expected Performance Level on California Standards Test —Mathematics (CST-Math)	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic to Proficient	Basic to Advanced

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

Table 6.4: Expected Benchmarks for Transitional Bilingual Program

OVERALL CELDT LEVEL AT TIME OF ENTRANCE TO THE PROGRAM	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced/ Not English Fluent)	Level 4 or 5 (Early Adv. or Advanced/ English Fluent)	Reclassified
Timeline toward reclassification based on CELDT overall score at time of initial enrollment	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on California Standards Test—English Language Arts (CST-ELA)	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic to Proficient	Basic to Advanced
Expected Performance Level on California Standards Test —Mathematics (CST-Math)	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic to Proficient	Basic to Advanced

*After no more than 4 years in this program, the student transitions into another program, where progress toward reclassification is expected to continue.

Table 6.5: Expected Benchmarks for Dual Immersion Program

OVERALL CELDT LEVEL AT TIME OF ENTRANCE TO THE PROGRAM	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced/ Not English Fluent)	Level 4 or 5 (Early Adv. or Advanced/ English Fluent)	Reclassified
Timeline toward reclassification based on CELDT overall score at time of initial enrollment	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on Standards Test in Spanish (STS)	Proficient or Advanced					Proficient or Advanced
Expected Performance Level on California Standards Test—English Language Arts (CST-ELA)	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic to Proficient	Basic to Advanced
Expected Performance Level on California Standards Test —Mathematics (CST-Math)	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic to Proficient	Basic to Advanced

Woodland Joint Unified School District promotes the involvement of parents of English Learners by establishing and fully implementing parent advisory committees both at the school site level and district level.

The State and Federal Requirements for Programs Serving English Learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English Learner (EL) Instrument (Form EL-1.0). These are revised periodically. For the most current requirements, click above.

CHAPTER SEVEN

Parent and Community Engagement

7

IN THIS CHAPTER

Site English Learner Advisory Committee (ELAC)

District English Learner Advisory Committee (DELAC)

Parent Involvement

Woodland Joint Unified School District believes that family and community engagement is a fundamental component to student success and achievement. When families are engaged at home and at school, student achievement increases. The engagement of families and community members in the education of our children creates a positive bond between the home and school.

Site English Learner Advisory Committee (ELAC)

Legal Requirements

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC) to advise the site principal and staff on the following legal requirements:

- Development of the school's Single Plan for Student Achievement
- Consults with the principal and staff on the school's programs for English Learners
- Development of the school's needs assessment
- Administration of the annual language census
- Efforts to make parents aware of the importance of regular school attendance

ELAC Membership Guidelines

1. The proportion of ELAC members who are parents of English Learners must at least equal the percentage of English Learners enrolled in the school.
2. Membership will include parents and school staff. (Staff member representatives will be fewer than the number of parents).
3. All parents/guardians of English Learners have an opportunity to vote and elect ELAC officers.
4. ELAC officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the next year, an election must be held to fill the position.
5. Elections for ELAC officers will be conducted at each school site by September 30.
6. At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory

Committee (DELAC). The DELAC representative and alternate selected by September 30 of each year.

7. The ELAC will appoint one member to attend school site council meetings and report back to the ELAC on development and implementation of the school site plan. School sites will provide translation of documents and interpretation during meetings, as needed.
8. Each year members will receive materials in their home language and training related to carrying out their legal responsibilities.

ELAC Implementation Guidelines

1. The site principal (or designee) is responsible for establishing the ELAC.
2. The site principal is responsible for ensuring that regular meetings of the ELAC take place (at least 7–9 times a year).
3. The principal and/or EL Specialist will coordinate meetings, communication, and documentation (i.e. calendar, topics covered, members) between the site and the District's English Learner Services Department.
4. The principal and/or an EL Specialist will arrange an agenda planning session with the ELAC president prior to each meeting.
5. The principal and/or EL Specialist will attend the meetings and assist the ELAC president in running the meetings in a consistent manner throughout the year.
6. Meeting dates and times will be determined, with ELAC input, and publicized in English and other languages in advance (minimum 72 hours prior to meeting).
7. ELAC meetings will be conducted with agendas and minutes.
8. Childcare will be provided by sites.
9. The ELAC will adopt bylaws and conduct business according to the bylaws. The district will provide Sample ELAC Bylaws (Form EL-7.1) for support and guidance.
10. The principal and/or EL Specialist will maintain all ELAC documentation (calendar, fliers/meeting notices, agendas, sign-in sheets and all handouts) in an ELAC Binder for review by the District English Learner Services Department without notice. See: Sample ELAC Agendas (Form EL-7.2), and Sample ELAC Minutes (Form EL-7.3).

Training for ELAC Members

Each year, the school and district will provide materials and training for ELAC members to assist them in carrying out their legal responsibilities by November 30. This training will include a description of both the opportunities and limitations on actions members may take. ELAC members will provide input into the selection of training content.

The site principal and/or EL Specialist will provide an overview of roles and responsibilities, and the district will provide further appropriate training, including information about the relation between ELACs and the DELAC, and the responsibility of ELAC representatives to the DELAC, who function as liaisons between both groups.

District English Learner Advisory Committee (DELAC)

Legal Requirements

The Woodland Joint Unified School District has more than 51 English Learners enrolled and is required to establish a functioning District English Learner Advisory Committee (DELAC) to advise the governing board on the following requirements related to programs and services for English Learners:

- The development of a district Master Plan for English Learner Programs and Services
- The district wide needs assessment on a school-by-school basis
- The district program goals and objectives for English Learner services
- The plan to ensure compliance with applicable teacher or instructional assistant requirements
- The administration of the annual language census
- Review of and comment on the District's student reclassification procedures
- Review and comment on written notifications required to be sent to parents and guardians

DELAC Membership Guidelines

1. At its first or second meeting of the year, each site ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternate will be selected by September 30 each year.
2. The DELAC representatives serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the year, the ELAC will elect a new representative to fill the position.
3. The representatives will be responsible to attend all DELAC meetings and present the information received at the meetings at the school level ELAC.
4. The DELAC representatives will elect a DELAC President and Vice-President and these officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year.

DELAC Implementation Guidelines

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

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

DELAC Training

The district will provide all DELAC members with appropriate training, materials, and information to assist each member in carrying out his/her responsibilities and any required duties; DELAC members will have input into the content of training each year. The minutes of the DELAC meeting will clearly reflect the training areas that had been covered during the meeting. It is the responsibility of site DELAC representatives to share information between ELAC and DELAC.

Parent Involvement

The district is committed to promoting all levels of parental involvement. Epstein (2001) states that there are six types of parental involvement:

1. Parenting

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

- Annual District's EL Parent Institute
- District-wide Parent Training Series (U.S. Educational system, character education, gang and drug awareness and prevention, etc.)
- School Site Parent Education Workshops

2. Communicating

Two-way communication on a regular basis happens between families and schools about educational standards/expectations, children's progress, educational programs and choices. Communication in the home language is a critical factor. When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. Translators will be made available for all parent/teacher conferences; school meetings; SST, IEP, and retention meetings; suspension and expulsion hearings; and for all due process actions held at the district level. Activities intended to encourage communication include:

- Key Communicators meetings with Superintendent
- Informal gatherings of parents at school (e.g. Welcome Breakfasts, Coffee Club, Muffins for Moms, Donuts for Dads)

3. Volunteering

Develop volunteer opportunities for parents and community and opportunities to attend and participate in school/program activities for children. Activities intended to encourage volunteering include:

- PTA
- School-wide functions
- Classroom volunteering
- Campus supervision

4. Learning at Home

Provide information, resources, and materials to assist families to support and monitor their children's learning. Activities intended to encourage learning at home include:

- Homework/reading logs
- Strategies for homework help/support training
- Family literacy nights
- Math nights
- Student-led parent-teacher conferences
- Back-to-School nights
- Home visits

5. Decision Making and Advocacy

Educators and parent leaders work together in advisory/decision making groups. Develop parent leaders and parents who advocate for children. Activities intended to encourage decision making and advocacy include:

- ELAC
- DELAC
- Site Council
- District Committees
- CAFÉ
- Other community based organizations

6. Relationship Building/Collaborating with the Community

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

- Celebrations of reclassifications
- Student achievement awards
- Multicultural Family Nights
- Literacy Nights

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

The Woodland Joint Unified School District hires highly qualified staff and provides high quality professional development to classroom teachers, principals, administrators, instructional support staff, and other school or community based personnel to support the teaching and learning of English Learners.

The State and Federal Requirements for Programs Serving English Learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English Learner (EL) Instrument (Form EL-1.0). These are revised periodically. For the most current requirements, click above.

CHAPTER EIGHT

Professional Development and Staffing

IN THIS CHAPTER

Professional Development

Staffing

Hiring Priorities and Procedures

EL Specialists

Determining Staffing Needs & Recruitment Procedures

Recruitment and Staffing of Teachers for English Learners

Woodland Joint Unified School District is committed to providing focused, effective, and research-based staff development to all administrators, teachers and staff. This coordinated staff development will prepare and empower educators with the instructional skills, leadership skills, and cultural proficiency required to work effectively with our English Learners.

Professional Development

Goals and Objectives

The Educational Services Department will use the seven keys to managing effective district-wide English Learner professional development programs: 1. Convey respect, 2. Develop systems, 3. Use consistent images, 4. Conduct appropriate trainings, 5. Plan, organize, and calendar, 6. Monitor, and, 7. Create a collaborative culture. This will be accomplished by:

- Organizing adults into learning communities whose goals are to increase the achievement of English Learners (Professional Learning Communities)
- Requiring and supporting skillful school and district leaders who guide continuous instructional improvement (School Leadership)
- Requiring resources to support adult learning and collaboration around the needs of our English Learners (Resources)
- Using disaggregated student data and multiple sources of information to determine adult learning priorities, monitor student progress, and help guide and sustain continuous improvement (Evaluation and Data-Driven Improvement)
- Preparing educators to use effective learning strategies and apply research-based decision making to their profession (Research-Based)
- Preparing educators to understand and value English Learners (and other students with particular needs), create safe, orderly and supportive learning environments, and hold high expectations for academic achievement (Educational Equity)
- Deepening educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately (Rigorous and Quality Education)

- Providing educators with the knowledge and skills to involve families and other stakeholders in the academic achievement of English Learners (Family/Community Involvement)

Professional Development of Master Plan Components

A carefully planned professional development process will be used to introduce the Master Plan for English Learners to district and site staff. This professional development will emphasize key features of the plan and procedures to be adopted by all sites. This training will be given to all district and site administrators as well as all EL Specialists. The district will support professional development sessions at each site for faculty and staff. Site instructional leaders will implement these in collaboration with the Department of Educational Services.

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

Professional Development related to the Master Plan for English Learners will focus on the following components:

Administrators and English Learner (EL) Specialists

- Review of content in Master Plan for English Learners
- Identify critical responsibilities for implementation of the Master Plan for English Learners
- Develop action plans for implementation of the Master Plan for English Learners
- Action plans will identify goals, objectives, resources needed, barriers, solutions to barriers, alignment to district/site goals, and evidence of implementation
- Facilitate site trainings

Site Staff Personnel

- Review of content in Master Plan
- Identify critical site responsibilities for implementation of the Master Plan for English Learners
- Create action plans for implementation of the Master Plan for English Learners

Action Plans will identify goals, objectives, resources needed, barriers, solutions to barriers, alignment to district/site goals, and evidence of implementation of the Master Plan for English Learners.

Professional Development to Support Instruction and Student Learning

Educational Services in partnership with site administrators and staff will develop a three to five year professional development plan that addresses the implementation of the Master Plan for English Learners as well as offers trainings and collaborative opportunities that focus on instruction and student learning related to our English Learners' need.

Collaborative opportunities and training efforts related to English Learners will focus on the following components:

Instructional Skills:

- Primary language instruction
- Primary language support
- Frontloading language
- Language objectives
- Sentence frames
- Student engagement
- Specially Designed Academic Instruction in English (SDAIE) strategies
- Differentiation of instruction for English Learners
- English Language Development
- Lesson design
- English Language Development (ELD) Standards
- Content standards

Collaboration Leadership Skills:

- Cycle of Inquiry: data analysis and evaluation
- Operating as professional learning communities
- Instructional coaching and support
- Academic conferencing
- Response to intervention
- Data chats

Cultural Proficiency

- Relationship building
- School climate and culture
- Inclusive environment
- Culturally relevant curriculum
- Culturally responsive instruction
- Parent engagement and outreach

Monitoring of Professional Development and Support

The site principal, Director of English Learner Services, and Coordinator of Professional Development and Standards will monitor teacher professional development related to English Learner support to ensure that all staff members working with English Learners receive relevant professional development.

The Associate Superintendent for Human Resources monitors the progress of teachers in training as they fulfill their agreements to complete English Learner services related requirements.

Staffing

The district ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners. All site administrators shall hold the CLAD, BCLAD, or equivalent teaching certification. All teachers within the district who provide ELD, SDAIE, or primary language instruction must be properly authorized. All newly hired or currently employed teachers must hold the CLAD or equivalent teaching certification. All teachers who provide primary language instruction must be appropriately authorized with the BCLAD or the equivalent.

Whenever open teaching positions require BCLAD or CLAD certification, the District's Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions. The district will not hire any teacher that is not English Learner authorized.

Teacher Credentialing

All ELD, primary language (in the event of a bilingual class) and SDAIE instruction is delivered by CTC authorized teachers or teachers in training (CTC credential list). Annually, the district assesses the need, supply and shortage of qualified teachers and incorporates this information into a staffing plan. Where shortages exist, the district establishes timelines to recruit, hire, and train a sufficient number of qualified teachers.

Alternative Bilingual Programs Staffing

Primary language programs will be staffed with teachers who hold any of the following bilingual authorizations:

- BCLAD
- Bilingual Certificate of Competence
- Bilingual Cross-Cultural Specialist Credential

- Multiple or Single Subject Credential with either a Bilingual Cross-Cultural emphasis or BCLAD emphasis
- Emergency Single Subject or Multiple Subject Teaching Permit with Bilingual Emphasis. Primary language programs may also be staffed by those who are currently participating in a Bilingual Teacher-in-Training Program. Teachers must speak the appropriate language of the students. Teachers assigned to teach ELD will have any of the above mentioned bilingual authorizations, a CLAD/CTEL credential or certificate and/or, will be in training to pursue ELD certification. SB 1969 certification (with ELD training) authorizes ELD instruction for teachers in elementary, self-contained classrooms.

English Language Development (ELD) Staffing

English Language Development (ELD) is taught by a properly certificated teacher who has been trained in the best methodology for the teaching of English Learners. Authorizations for the teaching of ELD include:

- Supplementary Authorization in English as a Second Language (ESL) or introductory ESL
- Language Development Specialist (LDS) Certificate
- Cross-cultural, Language and Academic Development (CLAD) Certificate
- Multiple or Single Subject Credential with a CLAD Emphasis
- Bilingual Certificate of Competence (BCC)
- Bilingual Cross-cultural, Language and Academic Development (BCLAD) Certificate
- Multiple or Single Subject Credential with either a Bilingual Cross-cultural Emphasis or a BCLAD Emphasis
- Bilingual Cross-cultural Specialist Credential
- Hughes (SB 1969) Certificate of Completion, for ELD or ELD/SDAIE, limited to self-contained classroom (SB 1969 certification does not authorize secondary school ELD instruction, unless the same teacher provides instruction to the same students for 3 (three) or more periods per day)
- Any teacher who is currently documented as being in training for English Learner certification

Hiring Priorities and Procedures

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

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

oversees the interview and hiring process. The District's collective bargaining agreements are adhered to in making all staffing decisions.

Requirements for Teachers on Interim Assignment Providing English Language Development (ELD), Primary Language, and SDAIE Instruction

Teachers on interim assignment longer than 30 days (20 days for Special Ed) are required to meet the same criteria as teachers seeking appropriate credential authorizations.

EL Specialists

EL Specialists will be assigned to all district schools as funding permits. EL Specialists are required to hold a BCLAD with at least three years of successful experience teaching in SEI, ELM or bilingual classrooms. Other qualifications include demonstrated knowledge of effective practices for educating English Learners, thorough familiarity with district programs and services for English Learners, and ability to work in a collegial manner with other teachers, administrators, parents and staff. See EL Specialist Job Description (Form EL-8.1). EL Specialists work closely with and are evaluated by site principals. They also work closely with district staff on organization of services to English Learners, maintenance and usage of assessment data, monitoring of student progress and reclassification. The role of EL Specialists also includes a significant focus on collaboration with teachers, including provision of content expertise and peer coaching. EL Specialists are assigned by the Director of English Learner Services with the principal's consent. Supervision, training and professional development will be provided by the Director of English Learner Services.

Determining Staffing Needs and Recruitment Procedures

The district Director of English Learner Services works closely with the Associate Superintendant of Human Resources and the Human Resources division on issues of recruitment, interviews, and recommendations to site administrators.

Each spring the Associate Superintendent of Human Resources, in consultation with the Director of English Learner Services and principals, works collaboratively to plan for adequate numbers of qualified teachers to fully implement the English Learner programs at the school as detailed in the Master Plan for English Learners. The elements that comprise these programs include: English Language Development, content instruction with SDAIE strategies, primary language support, and primary language instruction in schools that have a program requiring such instruction.

The principal, with support from the Director of English Learner Services, will develop a proposed three-year staffing plan for the school, based on projected numbers of English Learners and program enrollment. Each spring the Director of English Learner Services and the Human Resources division review this plan. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CCTC) authorizations for the positions. Working together, District's Human Resources staff and site administrators assign properly credentialed teachers to specific programs requiring their credential and experience. When a sufficient number of authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Recruitment and Staffing of Teachers for English Learners

When WJUSD determines the number of new teaching positions estimated to be available during the next school year, job announcements may be sent to:

- Ed-Join Database
- Educational placement centers with teacher training programs at private, UC, and CSU campuses
- Major educational organizations including those associated with language minority students (directory from California Department of Education)
- County offices of education
- Local school sites
- Colleges/universities identified as having a pool of potential bilingual teacher candidates. At such universities, the following departments may be contacted: Teacher Education, Chicano/Latino and Asian Studies, Bilingual Education Studies, and the offices of the California Mini-Corps and Teacher Internships
- District Web site

Job announcements will indicate that WJUSD is particularly seeking bilingual certified teachers and ELD teachers.

Announcements of openings may be placed in the following newspapers and organizational newsletters when the need exists:

- Local community newspapers
- California Association of Bilingual Education (CABE), National Association for Bilingual Education (NABE), and California Association of Teachers of English to Speakers of Other Languages (CATESOL) Newsletter
- National Education Association and California Teachers Association (NEA/CTA) publications

- Foreign language newspapers in metropolitan areas
- Bilingual media (radio, television, publications)

The district may send representatives to local colleges and universities to participate in Career Day activities. The district will provide information concerning district needs for bilingual teachers and employment opportunities. The district may establish an employment booth annually at two or more of the following conferences:

- NABE—National Association for Bilingual Education
- CABE—California Association for Bilingual Education
- CATESOL—California Association of Teachers of English to Speakers of Other Languages
- AMAE—Association of Mexican American Educators
- CTA/NEA—California Teachers Association/ National Educators Association
- State Compensatory Education
- Asian American Education Associations

Paraprofessionals

As the need arises, WJUSD will vigorously recruit, train and support bilingual paraprofessionals from different language groups. Recruitment may be encouraged through the following dissemination of job announcements:

- Educational placement centers of private, CSU, UC, and surrounding community college campuses with teacher training programs
- County Offices of Education
- Churches and other community organizations
- Local school sites
- Surrounding adult schools
- County libraries
- Ed-Join Database
- District Web site
- Local community newspapers
- Bilingual radio and television stations

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

Woodland Joint Unified School District is committed to allocating and monitoring funding that will support the full implementation of the Master Plan for English Learners.

The State and Federal Requirements for Programs Serving English Learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English Learner (EL) Instrument (Form EL-1.0). These are revised periodically. For the most current requirements, click above.

CHAPTER NINE

Funding

9

IN THIS CHAPTER

General and Categorical Funding

General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. EIA-LEP and other categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the District's Business Office, Director of Categorical Programs and by external auditors.

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

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

Each fall, the district and site budgets are shared with the DELAC and site ELACs.

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

1. Woodland Joint Unified School District Board Policies
2. District Board and Superintendent Goals
3. Title III Corrective Action Plans
4. LEA Plan
5. Single Plans for Student Achievement
6. School Assistance Intervention Team (SAIT) and District Assistance Intervention Team (DAIT) reports
7. Categorical Program Monitoring (CPM) corrective actions
8. Other relevant federal, state and local directives

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, transportation, library, Special Education, food, health, and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that English Learners have access to the core curriculum. The base program also includes district adopted ELD program materials. The district provides primary language instructional materials for students enrolled in bilingual alternative programs.

Supplemental Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. These categorical funds should not be used to supplant general funds or other state or local resources. The table on the following pages provides information on several important sources of supplemental funds.

Table 9.1 Title I, Part A and EIA-LEP Allowable Expenditures

Funding Source	Title I, Part A*	EIA-LEP
Funding Description	A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.	A state program supporting compensatory educational services for English Learners.
Students to be Served	Students who are Far Below Basic, Below Basic and Basic on CST, including English Learners and Special Education Students	English Learners
	Examples of Expenditures Not Appropriate for Funding Source	
Inappropriate Expenditure Examples	• Supplanting general funds • Strategies not based on scientific research or with no data to support increased achievement • Regular teacher • Food for staff meetings	• Supplanting general funds • Regular teacher • Food for staff meetings • Capital outlay
	Examples of Expenditures Appropriate for Funding Source	
Support for English Language Arts, ELD, Math	• Extended day/year for targeted students • Supplemental instructional materials that support standards and core program • Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/ support • Primary language materials • Academic interventions	• Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Targeted intervention to accelerate reclassification of ELs • Support for reclassification process • Support for language assessments • Support for monitoring academic progress of all students

*All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased achievement.

Table 9.1 (Continued)

Funding Source	Title I, Part A*	EIA-LEP
	Examples of Expenditures Appropriate for Funding Source	
Support Personnel	• Reading/Math/ELD coaches • Intervention teachers • Instructional Assistant	• Reading/Math/ELD coaches • Intervention teachers • Instructional Assistant • Multilingual parent advisor • Multilingual community liaison • EL Specialists
Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education		• Supplemental materials in English and the primary language • Field trips • Primary language support
Capacity Building/ Professional Development	• Academic Conferences • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/ Workshops that support school plan goals	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/Workshops that support school plan goals • Food: Reasonable costs associated with teacher professional development that extends over a meal period
School Climate, Parent Engagement, Family Support and Learning Environment	Set-aside 1% of Title I allocation for parent involvement activities: • Food for parent meetings & trainings • School Site Council expenditures • Parent training/ education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation / Interpretation Support Personnel: • Attendance incentives & Home Visits • Parent Advisor/Community Liaison • Parent Orientations • Kinder Academy & Pre-K Articulation • Attendance clerk • Student Outreach Worker • Counselor/Therapist	• Food for parent meetings & trainings • School Site Council expenditures • Parent training/ education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation / Interpretation Support Personnel: • Attendance incentives & • Home Visits • Multilingual Parent Advisor/Community Liaison • Parent Orientations • Kinder Academy & Pre-K Articulation • Multilingual Attendance clerk • Additional Personnel

Table 9.2 ELAP and Title III, LEP Allowable Expenditures

Funding Source	English Learner Acquisition Program (ELAP)	Title III, LEP
Funding Description	A state program providing funding for English acquisition, instructional support and coordination of services for students enrolled in grades 4–8.	A federal program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards.
Students to be Served	English Learners in 4th–8th grades	English Learners, K–12
	Examples of Expenditures Not Appropriate for Funding Source	
Inappropriate Expenditure Examples	• Supplanting general funds • Regular teacher • Food for staff meetings • Capital outlay	• Supplanting general funds
	Examples of Expenditures Appropriate for Funding Source	
Support for English Language Arts, ELD, Math	• Extended day/week/year (4th–8th graders only) • Supplemental instruction that includes ELD activities • Supplemental materials to support ELD • Supplemental materials to help ELs meet state standards in ELD and English Language Arts • Academic interventions	• Provision of "high quality language instruction educational programs" • Provision of high quality professional development for classroom teachers, principals, administrators and other school or community-based organizational personnel • Upgrading program objectives and effective instructional strategies • Improving the instructional program for English Learners by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures

Table 9.2 (Continued)

Funding Source	English Learner Acquisition Program (ELAP)	Title III, LEP
	Examples of Expenditures Appropriate for Funding Source	
Support Personnel	• Tutors • Mentors • Additional Newcomer Program Staff • Co-fund a literacy or ELD coach • Paraprofessional/ Instructional Assistant	• Teachers on special assignment, peer coaches • English/Language Arts/Math/ ELD coaches Intervention teacher • Instructional Aide/Para educators • Multilingual parent advisor • Multilingual community liaison • EL Specialists
Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education		• Instructional materials and equipment • Professional development
Capacity Building/ Professional Development	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/Workshops that support school plan goals	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/Workshops that support school plan goals • Food: Reasonable costs associated with teacher professional development that extends over a meal period
School Climate, Parent Engagement, Family Support and Learning Environment		• Food for parent meetings & trainings • School Site Council expenditures • Parent training/education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation • Support Personnel • Bilingual Parent Advisor/ Community Liaison • Bilingual Attendance Clerk • Bilingual Student Outreach Worker • Attendance Incentives • Home Visits • Parent Orientations

APPENDIX

Glossary of Terms

A

AB-507
Former State Bilingual Education Act.

Academic Conferences
Meetings facilitated by the site principal in which teachers analyze data and discuss academic progress, set goals and identify interventions for students as needed.

Access to Core
Providing English Learners with simultaneous access to both ELD and the core content, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

Alternative Assessment
An assessment given to English Learners in Special Education instead of some or all of the CELDT. Any alternatives are determined by the IEP team, and documented in the IEP. For CDE guidance on alternative assessments click here.

Alternative Program
A program option for English Learners whose parents choose to waive the requirement to participate in a program that is taught overwhelmingly in English. The Alternative Program models in the Woodland Joint Unified School District include the Transitional Bilingual Program and the Dual Immersion Program, which both include primary language instruction, daily leveled ELD, and SDAIE instruction in English. These programs are currently provided with primary language instruction in Spanish.

(AMAE)
Association of Mexican American Educators.

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

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

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

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

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development:
Credential or certificate which authorizes the holder to provide ELD, SDAIE, and primary language instruction.

(BICS) Basic Interpersonal Communication Skills:
Language used in everyday social interactions.

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

C

(CABE)
California Association for Bilingual Education.

(CAHSEE) California High School Exit Examination:
A state examination in Language Arts and Mathematics that a student must pass in order to graduate from high school in California.

(CALP) Cognitive Academic Language Proficiency:
A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.

(CAPA) California Alternate Performance Assessment:
A state-approved exam designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA, even with accommodations and/or modifications.

(CATESOL)
California Association of Teachers of English to Speakers of Other Languages.

(CDE) California Department of Education
Oversees the public school system in California and enforces education law, regulations and school improvement programs.

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

(CLAD) Cross-cultural Language and Academic Development
A State credential or certificate which authorizes the holder to teach ELD and SDAIE.

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

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

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

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

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

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

(CTC) California Commission on Teacher Credentialing
A commission which oversees the certification of all teachers in the state of California. See: www.ctc.ca.gov/

(CTEL)
California Teacher of English Learners examination, that leads to CLAD authorization.

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

Cycle of Inquiry
A standardized process for reviewing student data for the purposes of informing instruction and creating intervention or enrichment plans to meet student need.

D

(DAIT) District Assistance Intervention Team
A team of external experts which conducts a capacity study of district operations in a district in Year 3 of Program Improvement status under the No Child Left Behind Act.

(DELAC) District English Learner Advisory Committee
A district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for English Learners.

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

Dual Immersion (DI) Program
An Alternative Program in which the goal is acquisition of academic proficiency in two languages For example: English and Spanish, together with mastery of academic core content and cultural proficiency for all participating students. In Woodland instruction is currently provided in English and Spanish.

E

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

(EL) English Learner
A classification used to identify a student who is not currently proficient in English and whose primary language is not English. An EL is referred to as a Limited English Proficient [LEP] student in federal law.

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

(ELAC) English Learner Advisory Committee
A site-level committee that advises the principal and school staff on programs and services for English Learners.

(ELD) English Language Development:
Systematic, daily, leveled, standards-based instruction in the English language for students who have been identified as English Learners.

EL Green Folder
In Woodland JUSD, a folder that contains all relevant information regarding the language and academic progress of English Learners. Stored in the student's Cumulative Record folder at the school the student attends.

(ELRT) English Learner Review Team
Elementary: A team consisting of the site EL Specialist, classroom teachers, resource teachers, and principal. Secondary: EL Specialist, English/ELD teacher, academic counselor and principal. Team monitors progress of English Learners. Monitoring may occur during Academic Conferences or similar forums.

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

EL TOSA
A district teacher-on-special-assignment who supports EL Specialists and the Director of English Learner Services in the implementation of the Master Plan for English Learners, including the organization and delivery of staff development, supporting parental involvement, and other duties as assigned.

English Language Mainstream (ELM) Program
An instructional model, designed for English Learners with reasonable fluency in English. Core content is taught in English using SDAIE methodology along with a minimum of 45 minutes of daily leveled ELD.

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

(EO) English-Only student
A student with a primary language of English, and no other language.

F

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

G

(GATE) Gifted and Talented Education
A program/designation for students who have exhibited excellence or capacity for excellence far beyond that of their peers according to district-established criteria.

H

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

I

IDEA Proficiency Test (IPT) in Spanish
Test which may be used to determine oral proficiency and reading and writing in Spanish.

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

(I-FEP) Initially Fluent English Proficient
A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

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

L

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

(LEA) Local Education Agency
Usually refers to a school district (i.e. Woodland Joint Unified School District), but may also refer to a County Office of Education.

Less Than Reasonable Fluency
A level of fluency in English when a student's overall CELDT score is at a beginning to low intermediate level, or below intermediate within any domain (listening, speaking, reading and writing).

(L1) Primary language
The language that has been identified as the student's native or home language.

(L2) Second Language
The second language students acquire; usually refers to English.

M

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

N

(NABE)
National Association for Bilingual Education.

Native English Speaker
A student whose native language is English.

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

O

(OCR)
Office for Civil Rights, U.S. Department of Education

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

P

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

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

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

Primary Language (L1)
The language that has been identified as the student's native or home language.

Primary Language Class (Secondary)
A class where instruction in any of the content areas is in the primary language (i.e. Middle School Dual Immersion Social Studies Class).

Primary Language Instruction
The use of a student's primary language by a teacher as a primary medium of instruction of core content for students who have an approved parental exception waiver to participate in an alternative program. The district currently offers primary language instruction in Spanish in the Transitional Bilingual Education program and Dual Immersion program models.

Primary Language Questionnaire
A series of questions used to assess home language proficiency level for English Learners whose primary language is other than Spanish.

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

Principals' Assurances Checklist
A checklist of deadlines and duties for the principals to facilitate the needs of English Learners.

Proposition 227
A 1998 California ballot measure requiring children to be taught in classrooms where the instruction was "overwhelmingly" in English, essentially restricting access to bilingual programs, unless students had approved parental exception waivers.

R

R-30 Language Census Report
A state-required annual census of each K–12 public school which reports the numbers of EL and FEP students by primary language, annual reclassifications, instructional programs and services, and staffing information of those providing instruction to English Learners.

Reasonable Fluency
A level of proficiency in English when a student's overall CELDT score is at a high-intermediate level or higher and intermediate or higher within each domain (listening, speaking, reading and writing).

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

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

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

S

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

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

Second Language (L2)
The second language students acquire (usually refers to English).

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

Spanish for Native Speakers
Foreign language course offered at the middle or high school level to students who have basic speaking and literacy skills in Spanish.

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

(SPSA) Single Plan for Student Achievement
A plan approved by the SSC, which outlines the goals, actions, timelines, and resources for continuous school improvement.

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

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

Standards for English Language Development (ELD)
Standards established by the State of California for expected learning at each of five established English proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) in four domains (Listening, Speaking, Reading and Writing), in four different grade spans (K–2, 3–5, 6–8, and 9–12).

(STS) Standards Test in Spanish
A Spanish language test that measures student attainment of the state reading/language arts and mathematics standards.

T

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

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

Transitional Bilingual Program
An Alternative Program in which the students move from predominantly Spanish instruction incrementally to English instruction after attaining appropriate levels in English. Students also receive a minimum of 45 minutes of daily leveled English Language Development.

W

WEA
Woodland Education Association

WJUSD
Woodland Joint Unified School District

Legal References

State and Federal Law

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

Federal Law

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

Public Law 107–110

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

State Law

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

Williams Settlement

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

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This plan and forms related to English Learner services in the Woodland Joint Unified School District are available at www.WoodlandEL.org