Master Plan for English Language Learners

Mountain View Whisman School District

MVWSD Master Plan for English Learners
Revision: 8/2012
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Master Plan for English Learners: Reviewed by District English Learner Advisory

District English Language Learner Leadership
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Committee (DELAC): ______________________________  _______________
Signature                  Date

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Mountain View Whisman School District also appreciates the support of Dr. Yee Wan at the Santa Clara County Office of Education, and personnel from the California Department of Education. This document was inspired and modeled by other district’s Master Plans. A special thanks is extended to Fontana Unified School District, Newport-Mesa Unified School District, and Gilroy Unified School District.
ACKNOWLEDGMENTS

Mountain View Whisman School District’s original Master Plan for English Learners was developed in 2005 by two very dedicated teams of teaching professionals that represented the unique characteristics of each of the Mountain View Whisman School District’s nine schools. This 2012-2015 Master Plan for English Learners is a revision and update of the original plan. The revision is based upon recommendations made by the English Language Learner Advisory Task Force and approved by the Board of Trustees. The Master Plan was written in accordance with current research and federal and state statutes. This Master Plan for English Language intends to set the direction and vision for the education of Mountain View Whisman School District’s diverse English Learner students.

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A Message from the State Superintendent of Public Instruction—

California has the most diverse student population in the world, with more than 100 languages spoken in the homes of those students. Today, our student population is “majority-minority.” Forty-one percent of our students speak a language other than English at home, and a quarter of all California public school students are struggling to learn the English language in school. Sadly, too many people view such diversity as a big problem. I don’t. Instead, I say: Imagine the potential of that diversity in todays and tomorrows –global economy. If we educate these students well, our state would not only be able to compete more effectively, but it would be able to lead our nation and the world economically.

Jack O’Connell, Superintendent of Public Instruction State of Education remarks, 2006
Introduction
The Mountain View Whisman School District is committed to working in concert with administrators, teachers, support staff, district staff, community members, students, and parents to provide the most effective instructional programs for English Learners for them to be successful.

Our District is committed to closing the achievement gap for all student and we aim to provide our English Learners with outstanding ongoing support through a cycle of instruction, assessment, monitoring, and evaluation.

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

Mountain View Whisman School District Mission Statement
Demonstrate daily a relentless commitment to every child.

Mountain View Whisman District Strategic Goals
- Every child meets or exceeds academic standards.
- Everyone in the district values and feels connected to our diverse community.
- Attract and retain a diverse, talented and caring workforce.
- Engage students, parents and the community, including businesses and or city, as partners in our mission.
- Become a Continuous Improvement district.
- Operate with integrity, efficiency, effectiveness and transparency.

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

IDENTIFICATION, ASSESSMENT, PLACEMENT AND PARENT NOTIFICATION
Our Commitment to Identification and Assessment
The Mountain View Whisman School District is committed to properly identifying students who have a primary language other than English.

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

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

Annual Kindergarten Registration, Assessment and Placement
Kindergarten pre-registration begins in February of the school year preceding the child’s entrance into Kindergarten. However, CELDT testing, by state mandate, may not begin until July 1. When the parent registers the child, the Home Language Survey (HLS) is completed. If the HLS indicates a language other than English is spoken, the student is given a testing appointment during the District’s official English Language Proficiency assessment period, which begins July 1.

During the official assessment period (beginning July 1 and continuing until all assessment of new Kindergarteners is completed, but no later than 30 calendar days from when classes begin), a team of district staff trained in CELDT and primary language assessment (Spanish IPT – Idea Proficiency Test) procedures is assembled and deployed in order to complete CELDT testing of Kindergartners. For all other languages an informal survey of the primary language of the child is conducted with parents.

Unofficial assessment results are processed within 30 calendar days, parents are notified of the results and the program placements are made. The same procedures related to Parent Notification, the Parental Exception Waiver, and program placements that are used for other students are used for Kindergartners. Parents are encouraged to meet with District/school personnel about the placement in the English language classroom program and alternative model options (Castro Dual Immersion Alternative Program) and explain the waiver process. All information is also provided in written form in a language readily understood by the parent.

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

Primary Language Proficiency Assessment
Chapter 1: Identification, Assessment and Placement

An initial assessment of the EL’s primary language is conducted as soon as possible after the completion of English language assessment, as part of the enrollment process. Trained personnel, who are fluent in the student’s primary language conducts the primary language assessment. The district-adopted primary language assessment instrument in Spanish is the oral IPT (Idea Proficiency Test). An informal assessment of primary language is conducted for students of languages other than Spanish. The informal primary language assessment is a questionnaire completed by parent(s) about the student’s primary language fluency. Primary language assessment results are placed in the student’s EL folder within the cumulative data file, and entered in the district student information system. The results of this testing are used to evaluate students’ literacy development in the primary language and to make program recommendations.

Overview of the Initial Enrollment Process

STEP 1: Registration and the Home Language Survey (HLS)
Parents/guardians are required by law to complete a Home Language Survey (HLS) for their child upon initial enrollment in the District. This requirement pertains to all students. Results of the survey are maintained in the child’s electronic file.

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

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

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

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

STEP 2: English Language Proficiency Assessment
If the student’s Home Language Survey indicates that a language other than English is used, the student’s English language proficiency must be assessed as follows.

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

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

The assessment is also forwarded to the district’s English learner department for official scoring by the test publisher. These official results override the informal scoring in those cases where the scores differ. The official results are sent to parents within 30 calendar days of receipt by the district. CELDT results are maintained in the student’s EL folder inside the student’s permanent record, and in the district’s student information system for future use in monitoring student progress and program evaluation.
Chapter 1: Identification, Assessment and Placement

Each EL with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil’s Individual Education Plan (IEP) or 504 Plan.

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

- **IFEP Students** – The parents of IFEP students are informed of the results and given the same program options as those given English Only (EO) students. Placement is made on the same basis as for EOs. (See Step 1.)
- Students identified as English Learners proceed to primary language assessment (Step 3 below).

**STEP 3: Primary Language Assessment**
An initial assessment of the EL’s primary language is conducted as soon as possible after the completion of English language assessment, as part of the enrollment process. Primary language assessment results are placed in the student’s EL folder within the cumulative data file, and entered in the district student information system. The results of this testing are used to evaluate students’ literacy development in the primary language and to make program recommendations.

**STEP 4: Program Placement**
EL students are placed in the appropriate EL program based on the results of CELDT assessment. The three program placement options are:

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

**Notification of Results of Initial Assessment and Placement**
As part of the initial enrollment process, all parents receive an orientation about the MVWSD program options for English Learners and to the Parental Exemption Waiver Process. The three program options for English language learners are:

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

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

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

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

EL Program Placement is decided by the determination of reasonable fluency based on the results on the California English Language Development Test (CELDT).

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

**Program Placement**

1. If a student is determined to be “reasonably fluent” in English according to the initial assessment results on the CELDT, (overall score at the Early Advanced level or higher with no more than one sub-skill area at the Intermediate level) the student will be identified as an Initial Fluent English Proficient (I-FEP) student and be placed in the regular mainstream program.

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

The following students may be placed in an ELM setting:
- English Only (EO)
- Initial-Fluent English Proficient (I-FEP)
- Reclassified-Fluent English Proficient (R-FEP)
- English learner with appropriate differentiation of instructional strategies
- English learner with parental request
- English learner with reasonable fluency

3. If a student is determined to be "less than reasonably fluent" based on CELDT results, (overall score of *Beginning, Early intermediate or Intermediate* level) will be placed in Structures English Immersion (SEI) program setting. This setting is for students who do not speak English or are just beginning to speak English. Students learn the basics of listening, speaking, reading and writing through English Language Arts and intensive English language development (ELD) instruction. Students receive instruction and primary language (L1) if reasonably possible to support math science, and history/social science from specifically trained teachers using Specially Designed Academic Instruction in English (SDAIE) strategies. Students exit this
program by demonstrating Early Advanced or higher proficiency on the CELDT and district and or curriculum-embedded assessments. Parents may request placement of a student who is “less than reasonably fluent in an English Language Mainstream setting or use a waiver to apply for an Alternative Dual Immersion Program.

4. If a student is a Special Education English Language Learner (SPELL), they will be placed in an appropriate instructional setting to receive English language services to meet their special needs according to their Individualized Educational Plan (IEP). Students will also receive instruction from their teacher trained in using SDAIE strategies and provide primary language support, if reasonably possible, in math, science, and history/social science in accordance to their Individualized Educational Plan (IEP).

5. If a parent requests placement of an English learner in an alternative language program through the waiver process, the student will be placed in the District's Dual Immersion Program. In that program setting English is taught by using both Spanish and English to develop academic proficiency. English learners receive intensive ELD and initially receive rigorous Spanish language instruction in core content. The core content classes cover the California Content Standards. As students acquire reasonable fluency in English, they receive an increasing amount of academic instruction in English.

Annual Notification of Placement and Assessment Results

English Learners are tested annually with the CELDT until reclassification. Parents receive an Annual Parent Notification Letter no later than 30 days calendar days after the beginning of the school year informing them of their child’s test results. This letter will also serve as a reminder of the program options for placement and the Parental Exception Waiver. Parents may request the Parental Exception Waiver at any time.

Transfer of Students

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

Transfers Between District Schools

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

Transfers From Other California Schools

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

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

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

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

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

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

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

**Parent Options or Waivers**

Upon initial enrollment, school personnel explain the English learner program options: Structured English Immersion, English Language Mainstream, and Alternative Dual Immersion Program. Parents are given written descriptions of each program. Parents must also visit the school to preview the materials used in each phase of the program. The Parental Exception Waiver process is also explained.

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

- When 20 or more students at a given grade level of the same language receive an approved waiver, the school is required to offer such a program.
- Otherwise, students receiving an approved waiver must be allowed to transfer to a school with such a program.
- Student Services staff guide the parent through the process of requesting an intra-district transfer to the school, which offers the alternative dual immersion program.

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

**Methods and Procedures for Handling Parental Exception Waivers**

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

At the school site, Parental Exception Waivers are made available to parents. Parents interested in completing the waiver process meet with the school principal or designee to complete the waiver process. The parent will be guided through the intradistrict transfer process when required. If a parent chooses not to transfer the student where such a program is available, then the student is placed in a Structured English Immersion setting.

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

**Consistency in Programs**

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

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

A. If a parent of a continuing student requests a waiver, they need to consult with an administrator for appropriate placement.

B. Parental Exception Waivers shall be granted unless the school principal and educational staff has determined that an Alternative Dual Immersion Program offered at one of our school sites would not be the best educational program for the pupil.
### Table 1.1: Identification and Assessment Process Procedures
Outlines the tasks, timeline and responsibilities during the identification process.

<table>
<thead>
<tr>
<th>Identification and Assessment Process PROCEDURES</th>
<th>Person Responsible</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Language Survey (Includes the Informal Primary Language Instrument)</strong>&lt;br&gt;If a language other than English appears for questions numbered 1-3 the student must be assessed using the CELDT.</td>
<td>Site CELDT Coordinator</td>
<td>Upon Enrollment</td>
</tr>
<tr>
<td><strong>English Language Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CELDT</strong>&lt;br&gt;• Listening, Speaking, Reading &amp; Writing</td>
<td>Certified CELDT Examiners &amp; Scorers</td>
<td>Within 30 days of enrollment</td>
</tr>
<tr>
<td><strong>Previous School in California (Only after Sept. – Oct. testing window)</strong>&lt;br&gt;If a student attended a school in California prior to current MVWSD enrollment they may have already been assessed with the CELDT. The school site must use a special fax form requesting the student’s CELDT score from the former school.</td>
<td>Site CELDT Coordinator</td>
<td>Within 30 days of enrollment</td>
</tr>
<tr>
<td><strong>Primary Language Assessment (Spanish)</strong>&lt;br&gt;IPT Proficiency Test (Spanish)&lt;br&gt;Tester will hand score all parts.&lt;br&gt;<strong>Primary Language Assessment (other Languages)</strong>&lt;br&gt;Informal language survey of the primary language</td>
<td>Qualified district personnel&lt;br&gt;<strong>Must be fluent and literate in Spanish</strong></td>
<td>Within 90 days of enrollment</td>
</tr>
<tr>
<td>A copy of the score sheet is filed into the student YELLOW EL folder/entered into Powerschool</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent Notification of Language Assessment and English Language Development Services Letter</strong></td>
<td>Educational Services, Secretary assigned to English Learner Programs</td>
<td>Within 30 days of enrollment</td>
</tr>
<tr>
<td><strong>Filing test results &amp; Home Language Survey into CUM and YELLOW EL folder</strong></td>
<td>Site CELDT Coordinator</td>
<td>Upon receipt of paperwork</td>
</tr>
<tr>
<td><strong>Filing copy of parent notification letter into CUM</strong></td>
<td>Site CELDT Coordinator</td>
<td>Upon receipt of paperwork</td>
</tr>
<tr>
<td><strong>Update student data in PowerSchool</strong>&lt;br&gt;After CELDT testing is completed:&lt;br&gt;1. Enter student English proficiency level is from the official CELDT student Score Sheet in Powerschool.&lt;br&gt;2. Enter EL programs. Select EL fields. Enter student information in the following sections Instructional Program.</td>
<td>District Office personnel</td>
<td>Upon receipt of official scores</td>
</tr>
</tbody>
</table>
Chapter 1: Identification, Assessment and Placement

MVWSD Procedures for Identification of EL Students

FLOW CHART

Student Enrolls

All responses indicate English no language testing required

Classify as English Only

If Spanish on HLS IPT administered by trained district personnel

Primary Language other than Spanish an informed language survey is administered by CELDT Coordinator or other designees

If other than English is answered on question 1-3 on HLS

CELDT administered by trained personnel

Yes

Student is assigned EL status and date entered to PowerSchool

Initial Parent Notification Letter sent home and to site to be filed in Yellow Folder

EL students are placed in appropriate classes for ELD services by site

Once official score received data is inputted into Powerschool official Parent Notification with scores send home and sites. Scores filed in Yellow Folder

If the student is a transfer student, from another school in California, the site needs to request CELDT results using special Fax

If other than English is answered only on question 4

Site administrator reviews student w/input from teacher to make decision to assess

Student’s designation is not an EL and data is entered into PowerSchool

MVWSD Master Plan for English Learners
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10
State and Federal Requirements Categorical Program Monitoring (CPM)

CPM EL 4
The District has properly identified, assessed, and reported all students who have a primary language other than English.

CPM EL 10
All pupils are placed in English language classrooms unless a Parent Exception Waiver has been granted for a Bilingual Alternative Program.

CPM EL 11
Parents and legal guardians of English Learners are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a Parental Exception Waiver for their children to participate in a Bilingual Alternative Program.
Achievement Goals for English Learners

It is the mission of the Mountain View Whisman School District “to demonstrate daily the relentless commitment to the success of every child”. That means that MVWSD is committed to educate and support English Learners in reaching their highest potential each school year. District resources will focus on enabling all students to achieve the following goals:

**Second Language Acquisition**

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

**Academic Growth**

All students will make one or more years growth each year, as measured using standardized tests, CELDT, CST, and District benchmarks.

EL Instructional Programs Overview

All Mountain View School District English Learners participate in grade level content instruction in Mathematics, Science, History/Social Science, and English Language Arts. Core instructional programs are aligned to state standards for each area to provide the knowledge and skills students must be able to achieve. English Learners are expected to achieve the core content standards while acquiring English. A program of simultaneous academic instruction appropriate to the students’ level of English-language proficiency provides equal access to the core curriculum. All content is delivered in English, but the teacher incorporates methods of teaching that are highly effective in supporting English Learners’ development of English at same time content is being learned.

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

Key Elements of All Programs

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

- Well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed to teach English to non-English speakers;
- Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language instruction, primary language support and/or Specially Designed Academic Instruction in English (SDAIE); and,
- Structured activities designed to develop cultural proficiency and positive self-esteem.

English Learners at each of the five levels of English proficiency receive instruction from authorized teachers or qualified teachers pursuing authorization. This is true for students in all instructional program settings: Structured English Immersion (SEI), English Language Mainstream (ELM), and Alternative Dual Immersion Program. Placement in ELD instructional levels should be based on CELDT scores and careful consideration of other indicators of ELD progress, including curriculum-based assessments, grades, and teacher recommendations.

Both Structured English Immersion and English Language Mainstream are English Language classroom programs in which primary language support or instruction may also be provided, but instruction is overwhelmingly or nearly all in English. All EL students, regardless of the option in which they are enrolled, are expected to make progress in English proficiency and master grade level standards.
District and site administrative support is essential for a quality program that facilitates the successful academic and linguistic development of English Learners. Quality programs require support and collaboration among teachers. Articulation between grade levels is necessary for assuring a strong academic program as well as the successful acquisition of English for all English Learners. Parents are also a critical component for successful programs. Their support is essential. Ongoing opportunities must be provided for both oral proficiency and literacy in English. Ongoing opportunities must be provided to ensure parents learn about the school program and ways they can support student learning in the home. Good communication between the home and school will result in greater parental support and participation, leading to higher levels of student achievement.

**Structured English Immersion (SEI)**

The Structured English Immersion (SEI) Program is an English language acquisition process in which classroom instruction is overwhelmingly in English, but the curriculum and presentation are specifically designed for children who are learning the language. The SEI Program is designed for English Learners at English language proficiency levels 1, 2 and 3. Students will be taught subjects overwhelmingly, but not exclusively, in English using Specifically Designed Academic Instruction in English (SDAIE) strategies. Teachers will use the student’s primary language to motivate, clarify, direct, support, and explain. The Structured English Immersion Program is sequential and focuses on children acquiring English as rapidly as possible in order to meet grade level standards in the content areas while they are learning English. The English Learner receives instruction with students who only speak English, Initially Fluent English Proficient (IFEP) students, and students Reclassified from English Learners to Fluent English Proficient (RFEP). Other participants may include English Learners (ELs) who are not reasonably fluent in English, whose parents have requested that they participate in a mainstream program. The SEI setting may take place within the English Language Mainstream classroom.

**English Language Mainstream**

The English Language Mainstream (ELM) Program is designed for English Learners at English language proficiency levels 3, 4, and 5. The English Learner receives instruction with students who speak English Only (EO), Initially Fluent English Proficient (IFEP) students, and students Reclassified from English Learners to Fluent English Proficient (RFEP). Other participants may include English Learners (ELs) who are not reasonably fluent in English, whose parents have requested that they participate in a mainstream program. Such students are assigned to an English Language Mainstream Program unless a Parental Exception Waiver for an alternate program has been approved. ELs at ELD levels 1–3 will also be assigned to an English Language Mainstream Program upon parental request.

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

**Dual Immersion Alternative Program Option**

The Dual Immersion Alternative Program option offers instruction in the primary language, and it is open to ELs with approved Parental Exception Waivers and to other students subject to the student’s grade level, and past program participation. The Alternative program model option in MVWSD for students with approved waivers is the Dual Language Immersion Alternative Model offered at Castro Elementary for grades K-5.

Students are placed in an Alternative Program when:

- There are 20 or more students with an approved waiver in the same grade level at the same school, of the same language. The school is required to offer an Alternative Program at that time;
Chapter 2: Instructional Programs

- Children under age 10 have completed the required 30 calendar days (20 instructional days) in an English language program classroom.

**Newcomer Model**

This model is designed to serve newcomer students third grade and above who are recent immigrants with little or no English proficiency and who may have had limited formal education in their native countries. Students participate in the program for 12 to 18 months depending upon when they are enrolled and their individual instructional needs.

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

**PROGRAM OPTIONS AT ELEMENTARY LEVEL K-5**

**Programs Nearly All in English**

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

<table>
<thead>
<tr>
<th>EL Students Served</th>
<th>Program Components</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners with “less than reasonable fluency” in English CELDT English Proficiency Levels 1-3</td>
<td><strong>Explicit Systematic ELD:</strong> Uninterrupted explicit English Language Development instruction ELD Daily: 30-45 min. (K-5)</td>
<td>Appropriate subject matter authorization.</td>
</tr>
</tbody>
</table>
| EL special education students (SDC, RSP, and Speech) with ELD proficiency level 1-3 may be taught ELD in general education setting or special education setting based on IEPs | **Core Materials for ELD:**  
K: *English in My Pocket* for K Beginners  
K-5: *Carousel of Ideas* for Levels 1-3  
EL Achieve Instructional Units Level 1-3  
**Core Materials for Special Education ELD when taught in SDC and/or RSP setting:**  
*Language for Learning* and *Language for Thinking* for Levels 1-3 | Multiple or Single Subject Teaching Credential  
Cross-cultural, Language and Academic Development (CLAD) or equivalent SB 395 or SB1969 that include an ELD and SDAIE component  
Language Development Specialist Certificate (LDS) |
| This is the state default placement for ELs who are not reasonably fluent and do not have an approved parental exception waiver for an alternative program | **Supplementary Materials**  
*Grammar Gallery* Levels 1-3  
Rosetta Stone Levels 1-3  
Write Tools  
Vocabulary A to Z  
Writing A to Z | General teaching credential or supplementary ESL authorization (ELD only)  
Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full |
Chapter 2: Instructional Programs

| Specially Designed Academic Instruction in English (SDAIE) methodology, utilizing state-approved, District-adopted, standards-based materials | implementation of this master plan |

**Art, Music, P.E.:** mixed groups with ELs, RFEPs, I-FEPs, and EO

Purposeful and deliberate uses of the primary language to motivate students, and to support, clarify, direct, and explain instruction if possible.

**Assessment and Monitoring:**
- Done by classroom teacher and/or case manager of student if getting special education services.
- Annual CELDT for all ELs
- ELD Publisher Assessments for all ELs
- Teacher Observation and/or Teacher Developed Assessments
- Trimester Writing Assessments using District Rubrics
- District Benchmarks in ELA and Math
- Student Work Samples
- Publisher-designed Assessments for adopted materials in ELA, Math and other content areas
- Edusoft Reports
- Grades 2-5 CST in ELA, Math, Grade 4 CST Writing, Grade 5 CST Science
- CMA or CAPA for Special Education Students as stated in IEP

**Additional Support Service options for English Learners in an Elementary School SEI Program:**
- Content instruction using SDAIE techniques
- Tutoring
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Limited use of primary language instruction if available
- Other appropriate services

**ENGLISH LANGUAGE MAINSTREAM (ELM)**

ELM is a program for English Learners with reasonable fluency. The English Learner receives instruction with students who only speak English (EO), Initially Fluent English Proficient (IFEP) students, and students Reclassified from English Learners to Fluent English Proficient (RFEP). Other participants may include English Learners (ELs) who are not reasonably fluent in English, whose parents have requested that they participate in a mainstream program.

The goal is for English Learners to master academic core content, reclassify to fluent English proficient, and attainment of cultural proficiency. Teachers have specialized authorization and training to meet the needs of English Learners. Instruction is overwhelmingly in English.

<table>
<thead>
<tr>
<th>EL Students Served</th>
<th>Program Components</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners students who are &quot;reasonably fluent&quot; in English With CELDT English Proficiency Levels 4-5 EL special education students (SDC, RSP, and Speech) with ELD proficiency level 4-5 may be taught ELD in</td>
<td><strong>Explicit Systematic ELD:</strong> Uninterrupted explicit English Language Development instruction ELD Daily: 30-45 min. (K-5) <strong>Core ELD Materials:</strong> <em>K: English in My Pocket</em> for K Beginners K-5: <em>Carousel of Ideas</em> for Levels 3-5 EL Achieve Instructional Units Level 3-5 <strong>Core Materials for Special Education ELD when taught in SDC and/or RSP setting:</strong> Language for Thinking and Language for</td>
<td>Appropriate subject matter authorization: Multiple or Single Subject Teaching Credential Cross-cultural, Language and Academic Development (CLAD) or Equivalent: SB 395 or SB1969 (must include both ELD and SDAIE)</td>
</tr>
</tbody>
</table>

MVWSD Master Plan for English Learners
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Chapter 2: Instructional Programs

<table>
<thead>
<tr>
<th>General Education Setting or Special Education Setting based on IEPs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong> for Levels 3-5</td>
</tr>
<tr>
<td><strong>Supplementary Materials</strong></td>
</tr>
<tr>
<td><em>Grammar Gallery</em> Levels 1-5</td>
</tr>
<tr>
<td>Rosetta Stone Levels 2-3</td>
</tr>
<tr>
<td>Write Tools</td>
</tr>
<tr>
<td>Vocabulary A to Z</td>
</tr>
<tr>
<td>Writing A to Z</td>
</tr>
<tr>
<td><strong>Access to Core:</strong> Differentiated instruction in Reading, Writing, Math, Science and Social Science, delivered through intensive specially designed academic instruction in English (SDAIE) methodology, utilizing state-approved, District-adopted, standards-based materials</td>
</tr>
<tr>
<td><strong>Art, Music, P.E.</strong>: mixed groups with ELs, RFEPs, I-FEPs, and EOs</td>
</tr>
<tr>
<td>Purposeful and deliberate uses of the primary language to motivate students, and to support, clarify, direct, and explain instruction</td>
</tr>
</tbody>
</table>

**Assessment and Monitoring:** Done by classroom teacher and/or case manager of student if getting special education services.
- Annual CELDT for all ELs
- ELD Publisher Assessments for all ELs
- Teacher Observation and/or Teacher Developed Assessments
- Trimester Writing Assessments using District Rubrics
- District Benchmarks in ELA and Math
- Edusoft Reports
- Publisher-designed assessments for adopted materials in ELA, Math and other content areas
- Student Work Samples
- Grades 2-5 CST in ELA, Math, Grade 4 CST Writing, Grade 5 CST Science
- CMA or CAPA for Special Education Students as stated in IEP

**Additional Support Service Options for English Learners in an Elementary School ELM Program:**
- Content instruction using SDAIE techniques Tutoring
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Limited use of primary language instruction
- Other appropriate services

**ELEMENTARY (K-5) DUAL IMMERSION ALTERNATIVE PROGRAM MODEL FOR STUDENTS WITH APPROVED PARENTAL EXCEPTION WAIVERS**
In the Alternative Dual Immersion Program, currently available in Spanish, students receive the same ELD as in Structured English Immersion. They also receive differentiated instruction in the primary language for reading, writing, mathematics, social science and science using Spanish language and materials. In the Alternative Dual Immersion Program, students should be able to keep up with grade level content while they acquire English. As ELs acquire English, an increasing amount of instruction is delivered in English.

MVWS Master Plan for English Learners
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## DUAL IMMERSION ALTERNATIVE PROGRAM MODEL

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

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

<table>
<thead>
<tr>
<th>EL Students Served</th>
<th>Program Components</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>District will attempt to create balanced classrooms with the following student composition: 50% of each classroom: ELs with an approved parental exception waiver 50% of each classroom: EOs, IFEPs and RFEPs, based on parental choice, prior participation, language proficiency and space availability.</td>
<td><strong>Explicit ELD Daily</strong>: 30-45 min. Separation of languages by time and space, with special attention given to language allocation.  <strong>Spanish Literacy</strong>: full Spanish Language Arts component  <strong>Access to Core</strong>: primary language instruction in Mathematics, Social Science, and Science as grade level appropriate  Differentiated instruction grade level standards-based program (including Language Arts and Math) provided to all students in both languages. in Reading, Writing, Math, Science and Social Science, delivered through both languages, with use of specially designed academic instructional techniques for non-native speakers of each language. Utilization of state-approved, District-adopted, standards-based materials.</td>
<td>Appropriate subject matter authorization.  - Multiple or Single Subject Teaching Credential  - Bilingual Cross-cultural, Language and Academic Development (BCLAD) Equivalents to BCLAD  - Bilingual Certificate of Competence (BCC)  Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan.</td>
</tr>
</tbody>
</table>

As students gain proficiency in English an increasing amount of instruction will be taught in English until the student is reclassified.

**Art, Music, P.E.**: mixed groups with ELs, RFEPs, I-FEPs, E.O.s

Daily language development for all students in their second language. For ELs, ELD is a required minimum of an average of 30-45 minutes per day.
Chapter 2: Instructional Programs

Purposeful and deliberate uses of language to motivate students and to support, clarify, direct and explain instruction

**Additional Special Support Services for English Learners in a Dual Immersion Program:**
- Content instruction using SDAIE techniques in each language
- Tutoring
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Other appropriate services

**ELEMENTARY/SECONDARY (3-8) NEWCOMER MODEL**

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

**NEWCOMER MODEL**

The Newcomer Model is established at each school site to bridge the gap between Newcomers’ needs and regular language support programs. The objective of this Model is to help students become aware of educational expectations and opportunities. The model is designed to develop students’ English language skills and help them (adapt) become accustomed to the MVWSD educational culture.

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

<table>
<thead>
<tr>
<th>EL Students Served</th>
<th>Program Components</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELs in grades 3 through 8</td>
<td>Essential Standards must be identified and met for each student.</td>
<td>Appropriate subject matter authorization.</td>
</tr>
<tr>
<td>ELs that enroll new to the U.S.</td>
<td>The primary focus will be on Reading/Language Arts and Math</td>
<td>- Multiple or Single Subject Teaching Credential</td>
</tr>
<tr>
<td>ELs with “less than reasonable fluency”</td>
<td>Systematic ELD Standards must be identified and met for each student.</td>
<td>- Bilingual Cross-cultural, Language and Academic Development (BCLAD)</td>
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<tr>
<td></td>
<td>Average minimum of (60 min) per</td>
<td>- Bilingual Certificate of Competence (BCC)</td>
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<td></td>
<td></td>
<td>Teachers participate in ongoing professional development to</td>
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</tbody>
</table>
Chapter 2: Instructional Programs

Day of English Language Development (ELD) instruction for ELs at the student’s assessed level of English acquisition

A newcomer success plan will be developed to address students at different levels of English proficiency and previous educational experiences. This plan will be developed with coordination of the EL TOSA and monitored a minimum of once a trimester.

Differentiated instruction in Reading, Writing, Math, Science and Social Science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state-approved, District-adopted, standards-based materials.

Purposeful and deliberate uses of the primary language to motivate students, and to support, clarify, direct, and explain instruction if possible

Ensure differentiation of instruction for ELs and full implementation of this master plan.

Additional Support Service options for English Learners in a Newcomer Model:
Content instruction using SDAIE techniques
Tutoring
Participation in Benchmark, Strategic, and/or Intensive interventions
Before and/or after school intervention programs
Limited use of primary language instruction
Other appropriate services

PROGRAM OPTIONS AT MIDDLE SCHOOL LEVEL 6-8

<table>
<thead>
<tr>
<th>Instructional Setting</th>
<th>EL Students Served</th>
<th>Program Components</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured English Immersion (SEI)</td>
<td>English Learners with “less than reasonable fluency” in English CELDT Levels 1-2 and low and intermediate 3</td>
<td><strong>Explicit Systematic ELD (ELD1)</strong>: Intensive uninterrupted explicit English Language Development instruction for 1-2 periods a day <strong>Core for ELD 1:</strong> System 44 @ Crittenden Middle School, EL Achieve Instructional Units Level 1-3 @ Graham Middle School <strong>Special Education Core</strong></td>
<td>Appropriate subject matter authorization. Multiple or Single Subject Teaching Credential Cross-cultural, Language and Academic Development (CLAD) or equivalent SB 395 or SB1969 that include an ELD and</td>
</tr>
<tr>
<td>Structured English Immersion (SEI)</td>
<td>special education setting based on IEPs</td>
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<tr>
<td>MVWSD Master Plan for English Learners</td>
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<tr>
<td>Revision: 8/2012</td>
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<tr>
<td>Middle School Transition ELD (ELD2)</td>
<td>English Learners with “less than reasonable fluency” in English CELDT Levels 3-4 EL special education students (SDC, RSP, and Speech) with ELD proficiency levels 3-4 may be taught ELD in general education setting or special education setting based on IEPs</td>
<td></td>
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</tr>
<tr>
<td>Materials for ELD 1 when taught in SDC and/or RSP setting:</td>
<td><strong>Language for Learning</strong> and <strong>Language for Thinking</strong> for Levels 1-3</td>
<td></td>
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<tr>
<td>Explicit Systematic ELD (ELD2): Transitional uninterrupted explicit English Language Development instruction for 1 period a day, plus some type of support class or intervention</td>
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<tr>
<td>Core for ELD 2:</td>
<td>EL Achieve Instructional Units Level 1-5 for both Middle Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Core Materials for ELD 2 when taught in SDC and/or RSP setting:</td>
<td><strong>Language for Thinking</strong> and <strong>Language for Writing</strong> for Levels 3-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplementary Materials</td>
<td>Champion of Ideas Red for Levels 1-2 Champion of Ideas Blue Level 3 Grammar Gallery Levels 1-4 Rosetta Stone Levels 1-3 Write Tools Vocabulary A to Z for Levels 1-3 EL Achieve Instructional Units Level 1-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Core:</td>
<td>Differentiated instruction in Reading, Writing, Math, Science and Social Science, delivered through intensive Specially Designed Academic Instruction in English (SDAIE) methodology, utilizing state- approved, District-adopted, standards-based materials (1 period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDAIE component</td>
<td>Language Development Specialist Certificate (LDS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General teaching credential or supplementary ESL authorization (ELD only)</td>
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<tr>
<td>Teachers participate in ongoing professional development to ensure</td>
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<tr>
<td>English Language Mainstream (ELM)</td>
<td>English Learners with “reasonable fluency” in English CELDT Levels High 3-5 Long term English learners (LTEs) ELs with CELDT levels 4-5 that are unable to meet academic achievement to be reclassified EL special education students (SDC, RSP, and Speech) with ELD proficiency levels high 3-5, Long term English learners (LTEs) ELs with ELD levels 4-5 that are unable to meet academic achievement to be reclassified may be taught ELD in general education setting or special education setting based on IEPs</td>
<td><strong>Academic English Language Development ELD (ELD 3):</strong> explicit language instruction of advanced English linguistic knowledge and skills to engage in complex course work 1 period per day <strong>Core for ELD 3:</strong> English 3D Program from Scholastic <strong>Special Education Core Materials for ELD 3 when taught in SDC and/or RSP setting:</strong> Language for Thinking and Language for Writing for Levels 3-5</td>
<td><strong>Mainstream ELD (ELD4):</strong> English Language Arts class 1 period daily with extra appropriate subject matter authorization. Multiple or Single Subject Teaching Credential Cross-cultural, Language and Academic Development (CLAD) or equivalent SB 395 or SB1969 that include an ELD and SDAIE component Language Development Specialist Certificate (LDS) General teaching credential or supplementary ESL authorization (ELD only) Teachers participate in ongoing professional development to ensure proficiency</td>
</tr>
</tbody>
</table>
Chapter 2: Instructional Programs

<table>
<thead>
<tr>
<th>EL special education students (SDC, RSP, and Speech) with ELD proficiency levels High 4-5 with CMA levels 350 or higher that have not met reclassification criteria for writing</th>
<th>support from teacher using Constructing Meaning and SDAIE strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Education Core Materials for ELD 3 when taught in SDC and/or RSP setting:</strong></td>
<td><strong>Language for Writing</strong></td>
</tr>
<tr>
<td>Grammar Gallery Levels 4-5</td>
<td>Write Tools</td>
</tr>
<tr>
<td><strong>Supplementary Materials</strong></td>
<td><strong>Access to Core:</strong> Differentiated instruction in Reading, Writing, Math, Science and Social Science, delivered through intensive Specially Designed Academic Instruction in English (SDAIE) methodology, utilizing state-approved, District-adopted, standards-based materials (1 period daily)</td>
</tr>
<tr>
<td><strong>Physical Education:</strong> mixed groups with ELs, R-FEPs, IFEPs and EOs (1 period daily)</td>
<td><strong>Art, Music, Electives:</strong> mixed groups with ELs, RFEPs, I-FEPs, and EOs (1 period daily if ELD requirements met) Purposeful and deliberate uses of the primary language to motivate students, and to support, clarify, direct, and explain instruction if possible</td>
</tr>
<tr>
<td><strong>Assessment and Monitoring:</strong> Done by classroom teacher and/or case manager of student if getting special education services. Annual CELDT for all ELs ELD Publisher Assessments for all ELs Teacher Observation and/or Teacher Developed Assessments Trimester Writing Assessments using District rubrics District Benchmarks in ELA and Math Student Work Samples</td>
<td></td>
</tr>
</tbody>
</table>
Edusoft Reports
Publisher-designed Assessments for adopted materials in ELA, Math and other content areas
CST in ELA, Math, Grade 7 CST Writing, Grade 8 CST Science and History Social Science
CMA or CAPA for Special Education Students as stated in IEP
Report Card Grades

Additional Support Service Options for English Learners in an Secondary School SEI/ELM Programs:
Content instruction using SDAIE techniques Tutoring
Participation in Benchmark, Strategic, and/or Intensive interventions
Before and/or after school intervention programs
Limited use of primary language instruction
Other appropriate services

ENGLISH LANGUAGE DEVELOPMENT (ELD)

English Language Development (ELD) is a component of all program options and Dual Immersion (DI) Alternative Program model for English Learners. The ELD component is aligned with the California English Language Development standards. The teaching of English within the program is based on the student’s level of English proficiency. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (Reading and Writing) and a pathway leading to the English Language Arts (ELA) standards. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English. Effective second language instruction provides a combination of the following:

- Explicit teaching that helps students directly and efficiently learn features of the second language such as syntax, grammar, vocabulary, pronunciation, and norms of social usage, and
- Ample opportunities to use the second language in meaningful and motivating situations. ELs’ language needs are complex, and while they benefit from ELD instruction, they also need instruction in the use of academic English in the content areas.

ELD instruction occurs for all EL students until reclassified to fluent English proficient. It is a systematic, explicit component of the EL student’s total educational program. All EL Achieve trained teachers who teach ELD will use EL Achieve pedagogy and frameworks and the ELD-ELA Standards for selecting and planning instructional strategies.

The district has endorsed Systematic ELD using EL Achieve pedagogy and framework as the approach to be implemented, K-8. Within this approach, ELD is systematically planned, explicitly taught and follows a sequence of language skills to ensure students learn English within a reasonable amount of time. It is designed to teach ELs at their proficiency levels bringing them, at least, to the next proficiency level, thus ensuring that instruction is differentiated to meet student needs.

The Individual Education Plan (IEP) for all English Learners eligible for Special Education programs and services shall include a goal for English Language Development. The IEP Goal for ELD must be based upon the most recent CELDT results, considering the student’s performance in each of the four language domains. Use of the ELD-ELA Standards Map is encouraged. The core ELD instructional program for ELs in Special Educational programs is Language for Learning, Language for Thinking and Language for Writing.

English Language Development must be part of the daily program for every EL student. It must not be relegated only to nonspecific exposure to English through activities with English Only students. Likewise, it must not be the only instruction EL students receive. It is a planned, specific component of the total education of an EL student. There is no “set” maximum amount of time for a student’s English Language Development. However, it is mandatory that each EL student receive at least a minimum of 30 minutes of English Language Development daily. The implementation of the English Language Development curriculum is essential to the success of all EL students; English language proficiency is the first goal for
Chapter 2: Instructional Programs

all English Learner students. All EL students must, by law, receive English Language Development instruction as part of their core curriculum.

English Language Development curriculum takes into account the EL student's current English language proficiency level and provides the appropriate instruction for each level. To facilitate the acquisition of English research shows that English Language Development should be taught in settings where the language is used in authentic contexts and the atmosphere of the class is one of low anxiety. The instruction according to Alfredo Schifini, "focuses on language input, using strategies designed to help make messages meaningful to students. Tapping prior knowledge or background helps students connect new language to familiar topics."

The use of real objects, props, visuals, and facial expressions or gestures all provides contextual support, helping to make messages in the new language more comprehensible. The use of positive feed-back and correction by modeling help create a low-stress environment that encourages learners to take risks and experiment with language, learning it in much the same way as they did their first language.

California ELD Standards
The California ELD Standards address second language acquisition, and is a required content area unique to English Learners. These standards identify the linguistic competencies English Learners must develop to achieve the proficiency in English, which native speakers already possess when they enter school and continue developing throughout life. ELD standards are not a substitute for standards in other content areas. They initially proceed mainstream English Language Arts Standards. MVWS has determined Mastery ELD Standards in kid friendly format.

ELD is a component of all instructional programs designed to serve the needs of English Learners. ELD courses are designed to provide ELs with focused instruction based on the state ELD standards. These courses lead to full mastery of oral and written English. The California English Language Development Test (CELDT) annually assesses progress in ELD. This test yields scores in five categories:

- Level 1 = Beginning
- Level 2 = Early Intermediate
- Level 3 = Intermediate
- Level 4 = Early Advanced
- Level 5 = Advanced

ENGLISH LANGUAGE PROFICIENCY LEVELS
Language is acquired through a natural process and progresses through five stages.

1. **BEGINNING**
   - Students with little or no experience in English begin to develop receptive vocabulary and listening comprehension. Comprehension may be demonstrated through gestures and actions. The focus of the lesson is listening comprehension. Students build receptive vocabulary.

2. **EARLY INTERMEDIATE**
   - Students begin to express themselves in English and respond to questions with single words or short phrases. Lessons expand receptive vocabulary. Activities motivate students to produce understood vocabulary.

3. **INTERMEDIATE**
   - Students respond to questions and conduct conversations in English using short phrases and sentences. Activities develop higher levels of language use.

4. **EARLY ADVANCED**
   - Students respond to questions and conduct conversations in English using more complex phrases and sentences. While students are able to participate in normal conversation, they may lack sufficient academic language to function successfully in a mainstream classroom.
5. ADVANCED

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

English Learners at each of the five levels of English proficiency receive instruction from authorized teachers or qualified teachers pursuing authorization. This is true for students in all instructional program settings: Structured English Immersion (SEI), English Language Mainstream (ELM), and Alternative Dual Immersion Program. Placement in ELD instructional levels should be based on CELDT scores and careful consideration of other indicators of ELD progress, including curriculum-based assessments, grades, and teacher recommendations.

Instructional Materials for English Language Development

The district has adopted materials for use in the delivery of ELD instruction, K-8, to teach the state ELD standards. District-adopted materials are listed in instructional setting matrixes. Teachers use adopted materials in alignment with district-developed ELD Mastery Standards based on the state ELD Standards to organize their instruction.

Instructional Grouping At the Elementary School Level

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

The web-based software, Grammar Gallery was selected as a supplementary ELD program for all schools in the Mountain View Whisman School District. The program delivers targeted English language instruction skillfully targeting language structures and building vocabulary, as well as Reading and Writing skills. Using the web-based software program, teachers can address and support students at all grade levels and at all English proficiency skill levels. The Grammar Gallery language software offers teachers flexibility to meet diverse classroom needs with target lessons in four language domains (Listening, Speaking, Reading and Writing). The district has identified that English Learners need an increased amount of time to practice and develop English in a direct and structured setting.

Assessment (Grades K-5)

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Instructional Setting</th>
<th>Minimum Time</th>
<th>Materials for Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>Proficiency levels determine instructional setting. No more than 2 proficiency levels in one setting</td>
<td>30 minutes daily</td>
<td>Carousel of Ideas, and Frames for Fluency, Ballard and Tighe, Grammar Gallery, EL Achieve Instructional Units, WRITE Tools</td>
</tr>
</tbody>
</table>
Instructional Groupings for Middle School ELD

Student placement in a given ELD course or Mainstream ELA course providing ELD is based on initial assessment scores on the CELDT for new students, annual CELDT, and curriculum embedded tests. The goal of ELD is for students to develop proficiency in English as rapidly as possible. ELD courses shall be monitored for effective implementation to ensure students are progressing through the courses within the timeframe of the design. Students may need additional support.

Middle School Intensive English Language Development (ELD1)

Secondary Intensive ELD is designed for ELs in middle schools that are considered "less than reasonably fluent", proficiency levels 1-3. All ELD instruction will be provided to address appropriate proficiency levels based upon the most recent CELDT scores and other assessments of language proficiency. The instructional program goal is to rapidly and effectively increase students' English language proficiency.

Scheduling for English Learners entering with CELDT proficiency levels 1,2 and low 3s.

- Receive at least one period of intensive, proficiency level specific ELD1.
- Academic content classes (this includes an ELA class) provide scaffold instruction with Specially designed academic instruction in English (SDAIE) and Constructing Meaning strategies (CM) based upon grade level standards and using grade-level curriculum and materials. Teachers provide students with opportunities to develop academic speaking, listening, reading and writing for productive grade level work, by engaging them in carefully structured individual and group activities using grade-appropriate content.
- Instructional programming may include additional periods of academic intervention for reading or math.
- Electives taught in English using SDAIE strategies.

Middle School Transition English Language Development (ELD2)

Secondary Transition ELD is designed for ELs in middle schools that are considered "reasonably fluent", proficiency levels 3-4. All ELD instruction will be provided to address appropriate proficiency levels based upon most recent CELDT scores and other assessments of language proficiency. The instructional program goal is to rapidly and effectively increase student's English language proficiency. This program is a bridge between intensive ELD1 and academic English development ELD3.

Scheduling for English Learners entering with CELDT proficiency levels high 3s-4.

- Receive at least one period of transition, proficiency level specific ELD2.
- Academic content classes (this includes an ELA class) provide scaffold instruction with Specially designed academic instruction in English (SDAIE) and Constructing Meaning strategies (CM) based upon grade level standards and using grade-level curriculum and materials. Teachers provide students with opportunities to develop academic speaking, listening, reading and writing for productive grade level work, by engaging them in carefully structured individual and group activities using grade-appropriate content.
- Instructional programming may include additional periods of academic intervention for reading or math.
- Electives taught in English using SDAIE strategies.

Middle School Academic English Language Development (ELD3)

Secondary Academic English Language Development is designed for ELs in middle schools that are considered "reasonably fluent", that have completed ELD1 and ELD2 courses, or are at CELDT level 4 or 5 yet unable to meet academic achievement criteria to be reclassified as Fluent English Proficient. This instructional model emphasizes Academic Language Development (ALD) within an intervention/support class.

Scheduling for English Learners entering with CELDT proficiency levels high 3,4 and 5.

- Receive one period of academic language development in academic language intervention/support class.
Chapter 2: Instructional Programs

- Academic content classes (this includes an ELA class) provide scaffold instruction with Specially designed academic instruction in English (SDAIE) and Constructing Meaning strategies (CM) based upon grade level standards and using grade-level curriculum and materials. Teachers provide students with opportunities to develop academic speaking, listening, reading and writing for productive grade level work, by engaging them in carefully structured individual and group activities using grade-appropriate content.
- Instructional programming may include additional periods of academic intervention for reading or math.
- Electives taught in English using SDAIE strategies.

Middle School English Language Mainstream (ELD4)
Secondary English Language Mainstream (ELD4) is designed for ELs in middle schools that are considered "reasonably fluent", that have completed ELD1 and ELD2 courses, or are at CELDT level 4 or 5 with ELA CST scores 350 or higher yet unable to meet writing criteria to be reclassified as Fluent English Proficient. This model supports the instruction of writing and high level literacy skills within a regular English language arts class.

Scheduling for English Learners entering with CELDT proficiency levels high 4 and 5 with CST scores in ELA 350 or higher.
- Receive one period of regular English Language Arts with an emphasis and support of writing and high level literacy skills.
- Academic content classes provide as needed scaffold instruction with Specially designed academic instruction in English (SDAIE) and Constructing Meaning strategies (CM) based upon grade level standards and using grade-level curriculum and materials. Teachers provide students with opportunities to further develop academic speaking, listening, reading and writing for productive grade level work by engaging them in individual and group activities using grade-appropriate content.
- Instructional programming may include additional periods of academic intervention for math.
- Electives taught in English.

Assessment (Grades 6-8)
ELD teacher evaluates ELs’ progress in ELD using district curriculum assessments and informal assessments. At a minimum, teachers use district curriculum assessments and informal assessments to make instructional decisions about the placement for ELD instruction at least twice a year. Individual and group data are compiled by trimester to monitor the progress of students’ English Language Development by the District EL department and school sites.

<table>
<thead>
<tr>
<th>ELD LEVEL</th>
<th>CLASS</th>
<th>Minimum Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>ELD1</td>
<td>1 period minimum</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>ELD 1</td>
<td>1 period minimum</td>
</tr>
<tr>
<td>Low Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>ELD 2</td>
<td>1 period minimum</td>
</tr>
<tr>
<td>Low Early Advanced</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 2: Instructional Programs

<table>
<thead>
<tr>
<th>High Intermediate</th>
<th>ELD 3</th>
<th>1 period minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Term English Learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced</th>
<th>ELD/ELA 4</th>
<th>Mainstreamed into ELA Regular Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 period minimum</td>
</tr>
</tbody>
</table>

**Understanding the Complexities of Middle School English Learners and Meeting Their Different Needs**

English Learners enrolling in middle schools are a very diverse population. In order to facilitate proper program placement and to best ensure that ELs will succeed in school it is useful to informally identify broad categories of English Learners. Grouping students this way is not intended to track students into pre-determined schedules. Rather, it is intended as a tool to help sites gather student information and assist with program placement and support. There are three informal groupings of ELs within Mountain View Whisman School District at the middle level. These include:

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

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

Characteristics of these students include:

- Recent arrival in the U.S. (5 years or less)
- Adequate formal schooling in native country, though they may or may not be below grade level and lack school records
- Traditional EL program sequence meets their needs
- Difficulty passing district proficiency exams due to limited English proficiency
- Academic achievement in terms of grades comparable to rest of school
- Low performance on standardized tests when administered in English

These students are frequently considered as "traditional" immigrant students; most of them enter school with very little or no English language proficiency. They 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. These students are challenged with the need to master English quickly in order to complete all district middle school graduation requirements. They must also meet district and state content and performance standards. Time becomes the critical factor for these students.

These students need an accelerated ELD program that is rigorous, yet flexible. They must be able to progress at their own rate. Opportunities to move between levels must be frequent (at trimester if appropriate). Attention to content instruction is also important. These students need to successfully complete the middle school course of study. Their program must reduce the language barrier utilizing various forms of language assistance. Delaying enrollment in higher end courses until they master English may be an option for students who have earned credit for course work already completed in their native country.
Chapter 2: Instructional Programs

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

English Learners with Limited Formal Schooling
Characteristics of these students include:
- Recent arrivals to U.S.
- Little or no English language proficiency
- Disrupted, limited or no schooling in native country
- Little or no literacy in native language
- Below grade level in Math
- Progress through ELD levels is slow
- Behind in credits
- Poor academic achievement
- Poor performance on proficiency exams and standardized tests
- Difficult to diagnose learning disabilities

The students who enter at the middle school level with little or no prior schooling face a daunting challenge and require a unique focus. Not only do these students require an intensive ELD program, but they also need specialized content instruction that lays the foundation for middle school curriculum. These students benefit from intensive initial literacy development. The under-schooled student who enrolls for the first time at the middle school level will need additional time in order to develop English language proficiency and to complete all requirements for middle school graduation. Careful counseling, development of a long range learning plan, and articulation between school levels are essential.

Instructional Requirements
- Intensive ELD
- Introductory content courses prepare foundation for entry into secondary course work with adequate language support
- Initial enrollment in non-language dependent electives
- Initial literacy development courses

Long-Term English Learners
Characteristics of these students include:
- 5 or more years in U.S. schools
- Orally fluent in English
- Levels of reading and writing proficiency that are well below grade level
- Frequently limited or no literacy in primary language
- Mismatch between student perception of achievement (high) and grades (low)
- Some may get adequate grades, but have low test scores
- Often lag behind in meeting grade level standards

The students among this growing sub-group of identified English Learners are often not immigrants, but rather students who have been born in the United States and attended United States schools for their entire lives. Some may have entered as immigrants in their early elementary years. These students often demonstrate native like oral fluency in English yet for a variety of reasons they never achieve levels of academic proficiency in reading and writing. They fail to score high enough on the standardized tests to meet reclassification requirements. For these students the traditional sequence of classes in SEI does not apply. By Middle School, most of these students are scheduled into a mainstream secondary program including English/Language Arts.
Chapter 2: Instructional Programs

Instructional Requirements
- Targeted instruction in accelerated literacy development
- Counseling
- Grade level specific interventions
- Before/After school tutoring

Some flexibility for students to move up during the year, when assessment results indicate they meet the criteria for entry into the next level, shall be built into the school’s master schedule if possible. Change in ELD levels will be based on student performance data including, but not limited to, the following: end of trimester ELD curriculum-based assessments, ELA curriculum-embedded assessments, classroom performance samples, teachers’ anecdotal recommendations based on daily observation and progress on performance guidelines.

Table 2.3: Mountain View Whisman School District
ELD Placement Entering Grades 6 through 8

<table>
<thead>
<tr>
<th>CELDT Overall Proficiency Level</th>
<th>Gap Finder</th>
<th>District Writing</th>
<th>STAR ELA</th>
<th>ELA Grade Level Standards</th>
<th>District Benchmark ELA</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Number Correct 0-6</td>
<td>1</td>
<td>Far Below Basic 150-267</td>
<td>Far Below Basic</td>
<td>Far Below Basic</td>
<td>ELD 1</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>Number Correct 7-11</td>
<td>1</td>
<td>Below Basic 268-299</td>
<td>Below Basic</td>
<td>Below Basic</td>
<td>ELD 1</td>
</tr>
<tr>
<td>Intermediate Low Early Advanced</td>
<td>Number Correct 12-21</td>
<td>2</td>
<td>Basic 300-325</td>
<td>Basic</td>
<td>Basic</td>
<td>ELD 2</td>
</tr>
<tr>
<td>High Intermediate Early Advanced</td>
<td>Number Correct 22-24</td>
<td>3 or 4</td>
<td>High Basic: 325-349 Low Proficient: 350-375</td>
<td>High Basic Low Proficient</td>
<td>High Basic Low Proficient</td>
<td>ELD 3 /or consider ELD 4/ELA Core w/support</td>
</tr>
<tr>
<td>High Early Advanced Advanced</td>
<td>Number Correct 25</td>
<td>4</td>
<td>Proficient: 350-399 Advanced: 400-600</td>
<td>High Proficient Advanced</td>
<td>High Proficient Advanced</td>
<td>ELD 4/ ELA Core</td>
</tr>
</tbody>
</table>

Weighting of Criteria: #1 Reading Performance  #2 Writing Performance #3 CELDT Proficiency Level
*For those students whose CELDT proficiency level is early advanced or advanced but who do not meet standards in reading and/or writing, place in ELD Level 4 or give additional instructional support.

Program for Long Term English Learners Not Meeting Benchmark Standards
These students have six or more years of uninterrupted schooling in the United States. Long term ELs often have high oral fluency in English, and in some cases have attained “reasonable fluency” in English, but have incurred academic deficits and have not yet achieved the academic criteria to qualify for reclassification.
Chapter 2: Instructional Programs

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

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

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

- a) Specialized English Language Arts class with accommodations and interventions for the student’s level of English proficiency, and
- b) Intervention class that addresses ELD, language and literacy skills, or both

Placement in English Language Mainstream for specially designed and selected core academic classes, provided by appropriately credentialed teachers using SDAIE strategies. Counseling and frequent achievement/benchmark monitoring to ensure that the student is making adequate and accelerated progress in classes that meet graduation requirements.

Other academic intervention and support as needed (at least during the school day but may include before and/or after the school day).

Site ELD Plan
Each principal shall submit to the English Language Learner Department at Educational Services no later than the end of the first four weeks of school each year a completed ELD Site Profile.

Access to Grade Level Core Content K-8
All English Learners are provided access to the standards-based core curriculum. In Structured English Immersion and Mainstream settings, the core instruction occurs in English, with a Specially Designed Academic Instruction in English (SDAIE), Guided Language Acquisition Design (GLAD) and through the use of EL Achieve Constructing Meaning approach. In the alternative programs, access to the core curriculum is provided through in the student’s native language as well as in English (SDAIE strategies).

Instructional Materials for Access to Core Curriculum
In all program models, the materials are standards-based and either the same as, parallel to, or contain equivalent content as those used in mainstream English classes.

Appropriate district adoption committees carefully review instructional materials in all content areas. The adopted materials must be state-approved (K-8) and standards-based (K-8) and include a strong EL instructional support component. Parallel materials in Spanish and English are adopted to support primary language courses. In the case that parallel materials are not available, another standards-based curriculum will be used to parallel as closely as is possible.

Instructional Designs and Strategies for English Learners

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

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

**Key Components:**
- High-quality ELD instruction
- Uses curriculum and methods to target linguistic, cognitive/academic, and socio-cultural objectives
- Promotes safe environment for risk-taking with language (high positive expectations)
- Elicits and engages prior knowledge
- Focuses on meaning-making, models standard language registers (forms and functions)
- Requires communication: Lots of purposeful interaction, eliciting comprehensible output
- Provides context constantly using gestures and facial expressions, visuals and graphics, multimedia, real objects, and manipulative
- Fosters language awareness, cognitive/academic learning strategies

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

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

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

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

**Key Components:**
- High-quality SDAIE instruction
- Uses the same rigorous academic core content, with pedagogically accommodated options for participation and contribution
- Elicits and builds upon prior knowledge of students
- Clearly defines academic content and language objectives – using all four linguistic domains
Chapter 2: Instructional Programs

(speaking, listening, reading and writing)

- Makes use of contextualizing methods and materials, such as graphic organizers and adapted texts
- Emphasizes scaffolding methods, interaction, experiential/engaged learning opportunities, including modeled, shared, guided approaches, opportunities for extended language use, and teacher-guided reporting
- Requires well-trained teachers in scaffolding instruction, adaptive use of grade-level curricula, and supplementary materials

Guided Language Acquisition Design (GLAD)

GLAD is Sheltered English instructional design developed out of Fountain Valley School District in Southern California. Project GLAD is an instructional method that is based upon creating a curriculum that teaches to and from the specific experiences of students, while maintaining high-level expectations for all students. This design is geared to all levels of language proficiencies. Through Project GLAD training, teachers are provided with research, theory, and practical effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills. Tied to English Language Development Standards, the model trains teachers to use local district guidelines and curriculum in providing instruction in multi-lingual classrooms.

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

Special Education Services for the English Learner

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

English Learner Initial Identification

Prior to identification as a special education student, the district’s English Learner initial identification procedures are followed. If a student’s handicapping condition prevents normal administration of initial language assessments, language assessment staff consults special education staff for guidance in appropriate test administration and appropriate procedures to follow. Resources to staff include: California English Language Development Test (CELDT) Assistance Packet for School Districts/Schools-Section III Test Variations, Accommodations, and Modifications.

Eligibility for Special Education

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

- Limited English language acquisition, cultural and experiential differences, and/or economic disadvantages are not the primary cause of the student’s learning problems.
- Other school resources have been considered and, when appropriate, utilized yet still found to be insufficient to meet the student’s needs.
- Academic achievement is significantly below English oral language proficiency-verified language assessment data.
- Alternative and/or nonverbal assessment data are considered valid indicators of the student’s abilities.
- The student meets one or more of the special education eligibility criteria delineated in Education Code.
Chapter 2: Instructional Programs

- Whether the student’s needs can be met with supplementary aids and services within the general education environment and if the student does or does not require special education support services.

When it is determined that an English Learner needs to be assessed, whether it be speech, academic or cognition, testing will be initiated upon parent’s written approval. When appropriate, assessment will be conducted in the primary language of the student, or English or both, making certain that cultural differences are taken into consideration when determining eligibility.

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

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

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

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

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

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

**Instructional Programs and Placement Options**
Chapter 2: Instructional Programs

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

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

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

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

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

Reclassification Procedures for Special Education English Learners

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

Gifted and Talented Education (GATE)
The Mountain View Whisman School District is committed to ensure equity in its Gifted and Talented Education (GATE) program. Many culturally and linguistically diverse students do not attain high scores on intelligence and achievement tests and are therefore overlooked for eligibility in gifted programs. Mountain View Whisman SD ensures equal access to all students through its identification, referral process, testing and teaching methodologies in its GATE programs.

Multiple criteria and the use of a non verbal assessment (Raven’s Progressive Matrices) are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. All third graders are screened for GATE with the Raven's Progressive Matrices. This allows for students from all ethnic groups to be identified for the services provided through the GATE Program.

All English Learners participating in the GATE Program must continue to receive English Language Development as appropriate with their proficiency level to provide access to the core curriculum.

A Process for Monitoring Progress of English Learners

Mountain View Whisman School District has designed a progress monitor process for English Learners based upon recommendations from research and an analysis of achievement data of English Learners. This section describes a process for monitoring ELs progress to assure that ELs and RFEPs are making adequate yearly progress. Adhering to all of the recommendations for implementing this process for monitoring progress of English Learners is critical for all schools in the District and for the District as a whole to meet Adequate Yearly Progress targets in English Language Arts and Math for English Learners. All schools in MVWSD follow the timelines for monitoring progress of English Learners, EL Success Catch-up Plan and Reclassified Fluent English Proficient. This monitoring continues once students are reclassified as Fluent English Proficient for at least two years following the date of reclassification to ensure that they continue to meet expected academic growth.

ELs are expected to improve every year in language acquisition and academic content. If students do not meet criteria on benchmarks for adequate yearly progress in accordance to District progress guidelines, they will be given some type of tiered intervention based on needs of the student. The EL Programs Department will disseminate progress monitoring data to school site administrators on a trimester basis. Teachers, support staff and site administrators will use the data to make program changes and/or instructional decisions, plan student course placement, and to determine student participation in tiered intervention(s).

The progress monitoring data along with district progress guidelines:
- Assist in monitoring students’ language and academic growth. Students are expected to move through the language proficiency levels (at least one level per year) and are expected to reclassify within six years. If a student enters mid year, then s/he is placed and monitored in his/her entering proficiency level (not expected to move in the first six months).
- The progress guidelines can be modified for students with special needs within the individual IEP for monitoring goals.

Multiple measures are used to monitor student progress. When ELs are not meeting expected proficiency growth in English language development or are sustaining deficits in content areas, the District Response To Intervention and Instruction is instituted.

Assessment of English Learners

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

State-mandated tests taken by all students regardless of their language classification include California
Standards Tests (CST), California Modified Assessment (CMA), and California Alternative Proficiency Assessment (CAPA).

Annual state assessments designed solely for English Learners include California English Language Development Test (CELDT). Any student with significant impairment of cognitive or language abilities and with an Individualized Education Program (IEP) may be given an alternative assessment to the CELDT providing that it is the decision of the IEP Team and the assessment is described in the student’s IEP.

Use of Assessment Data for Monitoring Progress and Instructional Planning
Three times a year each school site is provided a list of all EL students with their individual test score histories on CST, CELDT and district benchmark assessments, and in some cases diagnostic assessment results, are used for instructional groupings in ELD, ELA and mathematics at the elementary level, and student placement in appropriate ELD and academic core classes at the middle schools. This information also enables staff to identify students in need of benchmark, strategic and intensive interventions.

- Teachers use the Language Arts and Mathematics curriculum embedded assessments to analyze student progress and to plan instruction. This information enables teachers to provide differentiated instruction and schedule instructional intervention as needed.
- Teachers use curriculum embedded assessments and formative assessments in ELD to document individual student progress, to identify areas of need for individuals and groups of students, and to modify instruction.

Ongoing Monitoring of Student Progress in Academic Achievement
Each school site shall have at least one data team meeting per trimester (per grade level or department) with a focus on EL progress in R/LA and Math. Classroom Teachers will utilize formative assessment processes on an ongoing basis to monitor progress of EL in R/LA and Math and report results at Grade Level/Department Data Team meetings. Educational Services staff will provide training on formative assessment and the effective use of Data Teams.

Staff at each school will conduct a mid-year review to focus on EL student progress in R/LA and Math, and to recommend adjustments to the instructional program to maximize student performance on state assessments.

District High Priority Goal for Academic Achievement:
Increase academic attainment in R/LA and Math among ELs Grades 2-8

Ongoing Monitoring of Student Progress in ELD
Each school site will have designated staff and procedures established for monitoring the progress of English Learners in ELD. The ELD-ELA Standards Map will be used as a guide for planning standards based instruction and for monitoring student progress. Procedures will include regular, formative use of a variety of assessments to determine progress of ELs meeting the state ELD Standards and to adjust instruction as needed.

A useful tool for documenting progress of English Learners throughout the course of the school year is the ELD Profile. This tool is highly recommended that classroom teachers and support staff use the ELD Profile along with the Progress Guidelines for the appropriate grade level to inform collaborative dialogue on student progress and to make adjustments in instruction. Use of this tool will be voluntary, through pilot efforts at the school, department and/or grade level.

District High Priority Goal for ELD:
Increase number of student meeting gaining one proficiency level every year and making English Proficient.
Planning to Remedy ELs Who Are Not Meeting Expected Growth

Plan to Remedy Academic Deficits

When all the steps of the process for monitoring progress of English Learners are followed it constitutes the district’s Plan to Remedy Academic Deficits. It is also referred to as the district’s “catch up plan” because it is designed to help all English Learners catch up: to reach grade level in academic achievement. To accomplish this requires carefully planned and monitored interventions, which accelerate student progress.

The district employs the use of multiple measures to monitor student progress. The District ELL Department disseminates monitoring data to the administrators at each school site to determine students who are not meeting progress expectations 3 times a year. Teachers and support staff use these multiple measures: annual state assessments as well as both curriculum-embedded and benchmark assessments, administered regularly during the school year to monitor EL students’ progress in English Language Arts and Math, and English Language Development (listening/speaking, reading and writing). Monitoring is done 3 times a year in order to identify and remedy developing academic deficits before they become irreparable. In order to accomplish this task, the sites review the student data and then answer the following questions:

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

As soon as staff identifies English Learners not making adequate progress, specific actions in the form of additional support or academic intervention are required to help them meet English language acquisition and academic achievement goals.

If students are not performing on grade level in English Language Arts or in Math they are identified as in need of academic instructional interventions. Their current level of English language proficiency is also considered to ensure that the intervention is also targeted to the student’s language development needs.

The ELL Monitoring and Success Catch-up Plan

Fall Cycle – Identifying Students in Need of Intervention

No later than October of each year, each school will convene EL Monitoring meetings for each grade level or subject area specifically to review progress of English Learners and to identify individual English Learners not meeting growth expectations. Grade level or subject area teams specifically review the results of the previous year’s assessment data including, but not limited to CST testing (and other agreed upon and appropriate assessments for Kindergarten and first graders). At this meeting, teachers identify students and problem-solve appropriate levels of interventions needed. Instructional practices, groupings, language of instruction, and differentiation of instruction are considered. An EL Student Success Plan may be developed to document Tier I interventions and shared with parents.

For ELs at the Strategic Level (up to 2 years below grade level) or Intensive Level (2 or more years below grade level), needing further problem solving for intervention are scheduled for the District Response to Intervention and Instruction (RTI2) problem-solving process of Kid Talk if appropriate. An EL Success Catch-up Plan is developed for each student to be implemented during the school year. This plan identifies the intervention and acceleration schedule for each individual student. Modification to instructional practices, grouping, language of instruction, and effective instructional design are also considered. Use of additional time (during, before and after-school) is also considered and defined in this plan. The parents should be contacted to inform them of the lack of progress, to discuss the individualized acceleration/intervention plan with them and may be invited them to participate in the actions of the ensuing interventions. No later than the fall parent conference, the EL Success Catch-up Plan is discussed with the parent, amended to include the parental input, and is documented on the appropriate forms. No later than the end of the first trimester, the EL Success Catch-up Plan is discussed with the
The student is provided with the intervention programs/services as specified in the EL Intervention Catch-up plan. His/her progress is carefully monitored throughout the school year, at each assessment interval. Adjustments and modifications to the plan are made when the data continues to show slow progress or no progress. All records, including a copy of the plan, are kept in the student’s EL data system as an addendum to the permanent record.

The EL students that had existing EL Success Catch-up Plans from the previous year; those plans will be reviewed and/or revised. New data may warrant adjustments or discontinuance of the plan.

**Winter Cycle – Check-in, Review and Adjustment**

Students with EL Intervention Catch-up Plans and not making adequate progress are identified. A Student Study Team meeting is held which includes the parent. Reasons for lack of progress are discussed, and either a new EL Success Catch-up Plan is developed to include regular, systematic implementation of best practices, or a referral is made for a more comprehensive examination to diagnose needs and plan an appropriate program.

**Spring Cycle – Identifying New Students in Need of Intervention, Check-in, Review and Adjustment**

*Spring Cycle- Identifying New Students in Need of Intervention*

In the spring, each school will convene EL Monitoring Team meetings for each grade level or subject area specifically to review progress of English Learners and to identify individual English Learners not meeting growth expectations. Grade level or subject area teams specifically review the results of the current assessment data including, but not limited to CST testing (and other agreed upon and appropriate assessments for Kindergarten and first graders). At this meeting, teachers identify students and problem-solve appropriate levels of interventions needed. Instructional practices, groupings, language of instruction, and differentiation of instruction are considered. An EL Student Success Plan may be developed to document Tier I interventions and shared with parents.

For ELs at the Strategic Level (up to 2 years below grade level) or Intensive Level (2 or more years below grade level), needing further problem solving for intervention are scheduled for the District Response to Intervention and Instruction (RTI2) problem-solving process of Kid Talk if appropriate. An EL Success Catch-up Plan is developed for each newly identified student to be implemented for the rest of the school year. This plan identifies the intervention and acceleration schedule for each individual student. Modification to instructional practices, grouping, language of instruction, and effective instructional design are also considered. Use of additional time (during, before and after-school) is also considered and defined in this plan. The parents should be contacted to inform them of the lack of progress, to discuss the individualized acceleration/intervention plan with them and may be invited to participate in the actions of the ensuing interventions. No later than April first, parents are to be notified of the EL Success Catch-up Plan. The plan is discussed with the parents, amended to include parental input, and is documented on the appropriate forms.

The student is provided with the intervention programs/services as specified in the EL Success Catch-up Plan. His/her progress is carefully monitored for the rest of the school year. Adjustments and modifications to the plan are made when the data continues to show slow progress or no progress. All records, including a copy of the plan, are kept in the student’s EL data system as an addendum to the permanent record.

**Spring Cycle – Check-in, Review and Adjustment**

Students with EL Intervention Catch-up Plans and not making adequate progress are identified. A Student Study Team meeting is held which includes the parent. Reasons for lack of progress are discussed, and either a new EL Success Catch-up Plan is developed to include regular, systematic implementation of best practices, or a referral is made for a more comprehensive examination to
Chapter 2: Instructional Programs

diagnose needs and plan an appropriate program.

**Evaluation of Effectiveness of ELL Interventions**
The Educational Services Department will provide ongoing guidance and professional development to schools on how to manage the process of developing and monitoring effective EL Success Catch-up Plans. This department will also provide training on how to efficiently conduct monitoring reviews and implement planning sessions.

In the spring of each year, group data are disaggregated and examined to measure the overall effectiveness of the various intervention programs for different groups of English Learners. Upon review of performance assessment results, the analysis of the data informs the effectiveness of the implementation of instruction and alignment of instruction to academic standards.

<table>
<thead>
<tr>
<th>Table 2.4: Intervention Options</th>
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<tbody>
<tr>
<td><strong>Tier 1</strong></td>
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<tr>
<td>Language Kits (e.g. SRA)</td>
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<td>Leveled Supplemental Texts</td>
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<td>Reading Tools</td>
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<td>Vocabulary Flashcards</td>
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<td>English In A Flash</td>
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<td>ELD Support</td>
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<td>Peer Tutor</td>
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<td>Grade Level Kid Talk Meetings</td>
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<td>Academic Contract</td>
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<td>Parent/Teacher Conference</td>
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<td>Accelerated Reader</td>
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<td>Accelerated Math</td>
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<td>Books on Tape</td>
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<td>Schedule Change</td>
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<td>Modified Day</td>
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<td>Modified Placement</td>
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<tr>
<td>Additional time on task</td>
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<td>Houghton-Mifflin ELL Support</td>
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<td>Adopted Curriculum Support for ELL</td>
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<td>Rosetta Stone</td>
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<td>Teacher-Made Materials</td>
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<td>WRITE Tools</td>
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<td>Pacing Guides</td>
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<td>Differentiated Instruction-Flexible Grouping</td>
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<td>Constructing Meaning Strategies</td>
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<td>Spatial and Temporal ST Math</td>
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<td>Khan Academy</td>
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</table>
Chapter 2: Instructional Programs

Flow Chart 2.1: ELL Progress Monitoring

**FALL CYCLE**
Analyze EL Profile Data by looking at data from the following:
- District Benchmarks ELA
- District Benchmarks Math
- Trimester Writing
- Math
- CELDT
- CST/CMA
- ELD Curriculum Embedded Assessment
- Curriculum embedded Assessments

Identify students not meeting progress guidelines in one or more of the areas above

Present case to Grade and/or Site Kid Talk Process to begin and/or discuss progress monitoring at Tier I or Tier II (Develop Success Plan)

**WINTER CYCLE**
Analyze EL Profile Data by looking at data from the following:
- District Benchmarks ELA
- District Benchmarks Math
- Trimester Writing
- Math
- CELDT
- CST/CMA
- ELD Curriculum Embedded Assessment
- Curriculum embedded Assessments

Identify students not meeting progress guidelines in one or more of the areas above

Present case to Grade and/or Site Kid Talk Process to begin and/or discuss progress monitoring at Tier I or Tier II (Develop Success Plan)

**SPRING CYCLE**
Analyze EL Profile Data by looking at data from the following:
- District Benchmarks ELA
- District Benchmarks Math
- Trimester Writing
- Math
- CELDT
- CST/CMA
- ELD Curriculum Embedded Assessment
- Curriculum embedded Assessments

Identify students not meeting progress guidelines in one or more of the areas above

Present case to Grade and/or Site Kid Talk Process to begin and or discuss progress monitoring at Tier I, Tier II, and Tier III (Develop Success Plan or IEP)

Intervention Kid Talk /RTI^2 Meetings

Intervention Kid Talk /RTI^2 SST Meetings
Students are identified for additional services or interventions based on data
### Mountain View Whisman School District

**English Learner Progress: Kindergarten Five-Year Catch-Up Plan**

**Performance Guidelines for English Language Development and Academic Achievement**

<table>
<thead>
<tr>
<th>Language Proficiency</th>
<th>CELDT Level</th>
<th>Beginning 1</th>
<th>Early Intermediate 2</th>
<th>Intermediate 3</th>
<th>Early Advanced 4 (Reclassification) to Advanced 5</th>
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<tbody>
<tr>
<td></td>
<td>Kindergarten Score</td>
<td>180-356</td>
<td>357-406</td>
<td>407-455</td>
<td>456-504</td>
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<td></td>
<td>EL Program Placement</td>
<td>Intensive Structured English Instruction</td>
<td>Structured English Instruction</td>
<td>Transitional SEI</td>
<td>English Language Mainstream ELM (IFEP if meets criteria or consider for Reclassification)</td>
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<td></td>
<td>1st Year</td>
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<td>2nd Year</td>
<td>3rd Year</td>
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<td>6th Year</td>
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**Academic Proficiency**

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<tr>
<th>District Writing: 1-Below 2-Basic 3-Proficient 4-Advanced</th>
<th>1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>3 +</th>
<th>3 + or 4</th>
</tr>
</thead>
</table>

**Overall Performance on grade level standards Reading**

- Far Below Basic/Below Basic
- Basic
- Proficient
- Advanced

**Overall Performance on grade level standards Math**

- Far Below Basic/Below Basic
- Basic
- Proficient
- Advanced

*Students not meeting progress guidelines in one or more areas should have a Success Plan developed by primary teacher.*
# Chapter 2: Instructional Programs

## Mountain View Whisman School District

### English Learner Progress: First Grade Five-Year Catch-Up Plan

**Performance Guidelines for English Language Development and Academic Achievement**

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<td>2nd Year</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1st Year</td>
<td>2nd Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1st Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**English Learner Progress Timeline:**

Based on entry-level EL student progress toward reclassification

- **1st Year**
- **2nd Year**
- **3rd Year**
- **4th Year**
- **5th Year**
- **6th Year**

**Academic Proficiency**

<table>
<thead>
<tr>
<th>District Writing:</th>
<th>1-Below</th>
<th>2-Basic</th>
<th>3-Proficient</th>
<th>4-Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overall Performance on grade level standards Reading**

- Far Below Basic/Below Basic
- Basic
- Proficient
- Proficient/Advance

**Overall Performance on grade level standards Math**

- Far Below Basic/Below Basic
- Basic
- Proficient
- Proficient/Advance

---

*Students not meeting progress guidelines in one or more areas should have a Success Plan developed by primary teacher.*
### EL Program Placement

<table>
<thead>
<tr>
<th>CELDT Level</th>
<th>Beginning 1</th>
<th>Early Intermediate 2</th>
<th>Intermediate 3</th>
<th>Early Advanced 4 (Reclassification) to Advanced 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Grade</td>
<td>215-396</td>
<td>397-446</td>
<td>447-495</td>
<td>496-539</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>230-414</td>
<td>415-459</td>
<td>460-513</td>
<td>514-556</td>
</tr>
<tr>
<td>4th Grade</td>
<td>230-432</td>
<td>433-472</td>
<td>473-530</td>
<td>531-574</td>
</tr>
<tr>
<td>5th Grade</td>
<td>230-437</td>
<td>438-482</td>
<td>483-538</td>
<td>539-586</td>
</tr>
</tbody>
</table>

English Language Mainstream ELM (IFEP if meets criteria or consider for Reclassification)

### Academic Proficiency

<table>
<thead>
<tr>
<th>Performance on grade level standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Far Below Basic/Below Basic</td>
</tr>
<tr>
<td>Math: Far Below Basic/Below Basic</td>
</tr>
</tbody>
</table>

**Students not meeting progress guidelines in one or more areas should have a Success Plan developed by primary teacher.**
### Chapter 2: Instructional Programs

#### Mountain View Whisman School District

**English Learner Progress: Grades 6-8 Five-Year Catch-Up Plan**

**Performance Guidelines for English Language Development and Academic Achievement**

<table>
<thead>
<tr>
<th>CELDT Level</th>
<th>Beginning 1</th>
<th>Early Intermediate 2</th>
<th>Intermediate 3</th>
<th>Early Advanced 4 (Reclassification) to Advanced 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade Score</td>
<td>248-441</td>
<td>442-491</td>
<td>492-551</td>
<td>552-601 (IFEP if meets criteria or consider for Reclassification)</td>
</tr>
<tr>
<td>7th Grade Score</td>
<td>248-446</td>
<td>447-501</td>
<td>447-501</td>
<td>556-609</td>
</tr>
<tr>
<td>8th Grade Score</td>
<td>248-452</td>
<td>453-509</td>
<td>248-452</td>
<td>569-622</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Proficiency</th>
<th>EL Program Placement</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>6th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Structured English Instruction</td>
<td>Structured English Instruction</td>
<td>Transitional SEI</td>
<td>English Language Mainstream ELM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Proficiency</th>
<th>District Writing: 1-Below 2-Basic 3-Proficient 4-Advanced</th>
<th>1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>3+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Performance on grade level standards Reading</td>
<td>Far Below Basic/Below Basic</td>
<td>Below Basic/High Below Basic</td>
<td>Basic</td>
<td>High Basic/ Low Proficient</td>
<td>Proficient / Advanced</td>
<td></td>
</tr>
<tr>
<td>Overall Performance on grade level standards Math</td>
<td>Far Below Basic/Below Basic</td>
<td>Below Basic/High Below Basic</td>
<td>Basic</td>
<td>High Basic/ Low Proficient</td>
<td>Proficient / Advanced</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CST – ELA</th>
<th>CST – Math</th>
<th>Trimester Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far Below Basic</td>
<td>Far Below Basic</td>
<td>Grades of “C” or better for the core academic classes with SDAIE strategies</td>
</tr>
<tr>
<td>Below Basic</td>
<td>Below Basic</td>
<td>Grades of “C” or better for the core academic classes with SDAIE Strategies</td>
</tr>
<tr>
<td>Low Proficient – 350+</td>
<td>Low Proficient – 350+</td>
<td>Grades of “C” or better for the core academic classes with SDAIE Strategies</td>
</tr>
</tbody>
</table>

**Students not meeting progress guidelines in one or more areas should have a Success Plan developed by primary teacher.**
State and Federal Requirements Categorical Program Monitoring (CPM)

CPM EL 12 & 13
The district is providing services to ELs to ensure they are acquiring English language proficiency and recoup any academic deficits that may have been incurred in other areas of the core curriculum. Each English Learner receives a program of instruction in English language development in order to develop in English as rapidly and effectively as possible.

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

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

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

MONITORING STUDENT PROGRESS AND RECLASSIFICATION
Chapter 3: Monitoring Student Progress and Reclassification

Monitoring Student Progress
EL progress is monitored annually using district adopted formative and summative assessments and State-mandated assessments. These assessments are used to determine English language proficiency, evaluate students’ academic performance and determine program effectiveness.

District Assessment
English Learners are administered formative and summative assessments equivalent to those used by English Only (EO) and Initially Fluent English Proficient (I-FEP) students in the mainstream program to monitor academic performance. Summative assessments such as the California Standards Test (CST), California Alternate Performance Assessment (CAPA), and California Modified Assessment (CMA) are given to all students regardless of language and classification. Formative assessments, such as curriculum-embedded and District benchmarks in English Language Arts are taken in English in both SEI and Mainstream Programs and in Spanish by students in the Dual Immersion Alternative Program. English Learners will be administered the CELDT annually to measure language growth in English. English Learners who have been in US schools for less than 12 months or participating in a Dual Immersion Alternative Program will be given the Standards Test in Spanish (STS) to measure academic performance.

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

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

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

The main purpose for timely reclassification of English Learners to “Fluent” status is to ensure that they are placed into the most appropriate classes and programs of instruction leading to mastery of grade level standards. All staff members are encouraged to move students into advanced classes as data regarding their academic performance warrants such placement, even ahead of completion of formal procedures for reclassification.
Chapter 3: Monitoring Student Progress and Reclassification

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

Preparing for Reclassification

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

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

No less often than twice each year (August and January) the EL Department distributes a list of “potential students for reclassification” to the sites by collecting and reviewing STAR test results, CELDT scores, other assessment data, student grades, and teachers’ recommendations, for all EL students. Then as soon as new test scores become available, EL Department identifies those students who meet the criteria for reclassification, or who are very close and may be advanced in class placements.

The district’s criteria and procedures are described on the following four pages and include use of the following multiple measures: CELDT, CST, Teacher Evaluation, Parent Consultation.

Criteria for Reclassification from English Learner to Fluent English Proficient

1. The English Learner (EL) student is reclassified as fluent English proficient (FEP) when they have demonstrated sufficient proficiency in English to be successful in curriculum designed for native English speakers.

2. The reclassification process involves an English Learner Support Team (ELST) consisting of the Principal/Designee, classroom teacher, CELDT Coordinator, and the parent/guardian of the EL student being considered for reclassification. The members of the team gather all the data and determine if the student has met the reclassification criteria. Once the determination has been made, a conference is held to validate the reclassification decision. Middle school should include the student in the process.

3. The following multiple criteria are used to determine reclassification of the EL student as Fluent English Proficient.

   A. English Language Proficiency:
   California English Language Development Test (CELDT): Overall score of Early Advanced AND scores of Intermediate or higher on all subtest: Listening, Speaking, Reading and Writing.

   B. Academic Performance:
   English Language Arts portion of California Standards Test (CST): Minimum scaled score above the mid-point of Basic (Scaled Score 350 or higher). English Language Arts portion of California Modified Assessment (CMA): Minimum scaled score above the mid-point of Basic (Scaled Score 350 or higher)

   C. Teacher evaluation of Academic Performance:
   Student academic performance indicates readiness to participate efficiently in the District’s grade level curriculum based on classroom work, teacher observation and
Chapter 3: Monitoring Student Progress and Reclassification

report cards. Teachers may use any of the following local assessments as a basis for their judgment: Diagnostic Reading Inventory (DRA) or curriculum embedded assessments in English Language Arts.

D. Parental Consultation and Notification
Parents are provided a notice of the reclassification process and are invited to attend a Reclassification conference.

Table 3.1: RECLASSIFICATION CRITERIA

<table>
<thead>
<tr>
<th>AREA</th>
<th>DATA GATHERED</th>
<th>RECLASSIFICATION CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency</td>
<td>Most recent CELDT test</td>
<td>Overall proficiency level: <em>Early Advanced or Advanced</em></td>
</tr>
<tr>
<td></td>
<td>ELL students with IEPs may qualify to take an alternative assessment.</td>
<td>ALPI an overall score of FEP</td>
</tr>
<tr>
<td></td>
<td>Alternative Language Proficiency Instrument (ALPI) for listening and speaking</td>
<td>Brigance a score of Proficient</td>
</tr>
<tr>
<td>Academic Performance</td>
<td>California Standards Test (CST) in English-Language Arts</td>
<td>Grades 2-8: Proficient Score of 350 or higher in ELA, CST, CMA, CAPA</td>
</tr>
<tr>
<td></td>
<td>California Modified Assessment (CMA)</td>
<td>Grades 1-2: High Frequency Words (Proficient)</td>
</tr>
<tr>
<td></td>
<td>District Grade Level Benchmarks</td>
<td>Grades 1-8: Writing Sample with score of 3 or higher on District Reclassification Rubric</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Teacher recommendation, student samples, and current report card</td>
<td>Grades 1-5: Teacher completes reclassification form and may attach student work that demonstrates curriculum mastery of grade level academic core areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report card indicates that student is meeting grade level standards in ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades 6-8: Performance at or above grade level Minimum of “C” in academic areas on most current report card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher completes reclassification form and may attach student work that demonstrates curriculum mastery of grade level academic core areas</td>
</tr>
<tr>
<td>Parent Consultation</td>
<td>Parents informed of results and documentation of consultation on reclassification form</td>
<td>Upon reviewing the data and receiving explanation the parent agrees that reclassification is appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent may include comments onto the reclassification form</td>
</tr>
</tbody>
</table>
Chapter 3: Monitoring Student Progress and Reclassification

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

1. The EL Services Department receives data on performance of English Learners from the assessment & evaluation personnel to find the candidates for reclassification.

2. The process of student identification for reclassification begins in the fall of each school year and is ongoing throughout the year.

3. The list of potential candidates is generated by the Department of EL Services.

4. The Reclassification forms for potential candidates are distributed by the Department of EL Services to principals in October (Wave 1) and January (Wave 2).

5. The principal or designee and the CELDT Coordinator review the Reclassification Form for completion.

6. The English Learner Support Team (ELST) made up of the Site Administrator/designee, CELDT Coordinator, and teachers makes arrangements to consult with the parents to review the student's progress and the reclassification criteria. Translation services are available upon request, and forms are available in Spanish. During the meeting, the student's progress is discussed as well as the recommendation to reclassify the student to Fluent English Proficient (R-FEP). If the parent is unable to come to the school, a person speaking the parent's primary language will consult with the parent on the telephone or mail and document this conversation on the Reclassification Form.

7. After the reclassification process is complete, the Site Administrator or designee will send the original Reclassification Form to the Department of EL Services and retain a copy for his/her records.

8. Once a student is approved for reclassification, the EL Services Department will change the student’s status to R-FEP in the Student Information System.

9. The Department of EL Services returns the approved original Reclassification Forms to the site. The CELDT Coordinator places the original Reclassification Candidate Form in the student’s EL Folder. A copy of the original Reclassification Form along with the Parent Reclassification Notification Letter will be given to parents.

10. The reclassified student will be placed in the mainstream program. While changes in placement may occur at any time, the normal procedure is to make the placement at a natural instructional break (i.e. beginning of a semester or a trimester).

The Reclassification process must be completed prior to the State deadline (March 1st) in order for the data inclusion of the R-30 Language Census Count for the current school year.
**Flow Chart 3.1: Reclassification Process**

**Step 1.** Principal/designee and CELDT Coordinator reviews new data upon receiving most recent CELDT and CST scores. EL Director sends list of candidates for reclassification with most recent CELDT & CST scores to principals and CELDT Coordinators.

- **Student meets both language and academic?**
  - **Yes**
  - **No**

- **OPTIONS**
  - a) Student continues as English Learner.
  - b) Review for possible catch-up plan
  - c) Convene SST if needed for decision
  - d) Continue to monitor student progress

- **Step 2.** Teacher evaluation of curriculum mastery.
  - **Student meets curriculum mastery criteria?**
    - **Yes**
    - **No**

- **Student meets writing criteria?**
  - **Yes**
  - **No**

- **Step 3.** Convene ELST Present and discuss with Parent all information gathered.
  - **Parent and ELST decide not to reclassify the student.**
    - **No**

- **Parent agrees that reclassification is appropriate?**
  - **Yes**
  - **No**

- **Step 4.**
  - a) Complete forms.
  - b) Completes spreadsheet and sends to districts.
  - c) Change district database to RFEP with date.
  - d) Forms are filed in student's data folder.

- **Student is reclassified as RFEP**
Chapter 3: Monitoring Student Progress and Reclassification

**PROVISION FOR SPECIAL EDUCATION STUDENTS**

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

If a student has an Individualized Education Program (IEP) the following procedures are followed:

**Students with mild/moderate disabilities**

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

**Students with moderate/severe disabilities**

These students are typically those who participate in the California Alternate Performance Assessment (CAPA) rather than the California Standards Tests (CSTs). Because measurement of these skills is difficult, the district will consider the reclassification of these students with care. Reclassification to Fluent English Proficient means the student has learned English sufficient to participate in English in their program and can remedy any and all deficits that may have been incurred in the academic content. Because these students typically receive medical care for many years, special consideration is given so the language classification (EL or FEP) determination does not cause physical, emotional, or other harm to the student’s well-being. The decision shall be made in such a way that provides the best benefit to the student and their family. The IEP team reviews the data and informs the decision about reclassification.

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

**Criteria 1: Assessment of Language Proficiency Using an *Objective Assessment Instrument* CELDT is used as the primary criterion for the objective assessment instrument in California (unless student takes an alternative assessment to CELDT as per their IEP). Students should be considered for reclassification whose Overall proficiency level is Early Advanced or higher, Listening is Intermediate or higher, Speaking is Intermediate or higher, Reading is Intermediate or higher, and Writing is Intermediate or higher.

*Note:* Those students whose overall proficiency level is in the upper end of the Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English (CDE CELDT: Understanding and Using 2009-10 Individual Results).

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

**Criteria 2: Teacher Evaluation**

Sample Teacher Criteria: Evidence of student’s academic performance (in class), completion of a Solom Checklist, and student progress towards IEP linguistically appropriate goals.
Chapter 3: Monitoring Student Progress and Reclassification

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

**Criteria 3: Parent Opinion and Consultation**
Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process by inviting them to a face-to-face meeting.

**Criteria 4: Comparison of Performance in Basic Skills**
“Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English Language Development (ELD) test pursuant to EC Section 60810 (i.e., the CELDT).”

1) CST or CMA score in English Language Arts (ELA) must be at least high basic of (350) or higher.
2) “Pupils with scores above the cut point selected by the school District should be considered for reclassification.”
3) For pupils scoring below the cut point, school District should attempt to determine whether “factors other than English language proficiency are responsible for low performance on the CST or CMA in English Language Arts and whether it is reasonable to reclassify the student.” (CDE CELDT: Understanding and Using 2010-2011 Individual Results).

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

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

**Follow-up Monitoring of the Progress of Reclassified Students**
Each school site Principal/designee along with the site CELDT Coordinator monitors the progress of students reclassified as Fluent English Proficient (RFEP) two times per year (November and March) for at least two school years following a student’s reclassification.

Educational Services English Language Learner Department staff along with site CELDT Coordinators produces an RFEP Individual Student Profile (ISP) sheet for each RFEP after six, twelve, and 24 months following the student’s reclassification.

- If a student is making satisfactory progress, the site Principal/designee along with CELDT Coordinator signs and dates the profile to indicate the student is making satisfactory progress in the core academic program.
- If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher conference is held to develop an intervention plan for the student. The Intervention Plan will be documented on the “EL Success Catch-up Plan and Intervention Plan for RFEP” form.

Services that may be provided include but are not limited to:
- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Re-entry into a Sheltered English Immersion
- Participation in benchmark, strategic or intensive interventions provided by the school
- Development of a EL Success Catch-up plan.

Annual assessment data regarding the progress of reclassified students is submitted to the Department of
Chapter 3: Monitoring Student Progress and Reclassification

English Language Learner Services for review. The Department of English Learner Services will prepare a summary of progress to the Superintendent or designee by June 30th each year.

Note: Students are not reclassified back to EL.

CPM EL 7
The District reclassifies a student from English Learner to proficient in English by using a process and multiple criteria as specified in law.

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

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

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

All teachers assigned to provide English language Development, or instruction for English Learners to access the core curriculum, are appropriately authorized or must have emergency EL authorizations and be actively enrolled in training for a permanent English Learner authorization.

Mountain View Whisman ensures that teachers assigned to provide ELD, SDAIE and primary language instruction must be properly EL authorized or hold emergency EL authorizations and are “actively pursuing” authorization. “Actively pursuing” authorization means that the teacher is making annual progress that will result in his/her authorization by an approved date. Newly hired teachers who do not hold the appropriate authorization must sign an agreement stating that they will actively pursue the needed credential and will identify an expected finish date. All teachers who provide ELD and/or SDAIE must be appropriately authorized with a Cross-cultural Language and Academic Development (CTEL/CLAD) certificate or the equivalent. All teachers who provide primary language instruction must be appropriately authorized with Bilingual Cross-cultural Language and Academic Development (BCLAD) certificate or the equivalent.

Teacher hiring and placement decisions are based on student and program need, including EL enrollment data, and other relevant factors. The state legal requirement for authorized teachers takes priority over the district’s collective bargaining agreements in filling all staffing needs.

Required Teacher Authorizations

Whenever open teaching positions require B/CTEL/CLAD certification, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions. If fully credentialed candidates holding the B/CTEL/CLAD are not available, teachers in training for B/CTEL/CLAD may fill the positions as long as they acquire an emergency B/CTEL/CLAD and complete all requirements within the required time specifications: 3 years for CTEL/CLAD and 3-5 years for the BCLAD. These teachers are required to sign a Commitment Agreement to actively pursue the needed credential within the required time frame. Each spring, during the preparation for submission of the annual Language Census (R-30) Report, the Human Resources Department collects information from teachers on their progress in fulfilling the requirements. New teachers in training are considered to be on interim assignment and will not receive tenure status until all required authorizations are completed.

Table 4.1: Required Teacher Authorizations

<table>
<thead>
<tr>
<th>Type of Instruction</th>
<th>Required Teacher Authorizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD</td>
<td>CTEL, BCLAD, SB1969/SB395/AB2913 or equivalent</td>
</tr>
<tr>
<td>SDAIE</td>
<td>CTEL, BCLAD, SB1969/SB395/SB2913 or equivalent</td>
</tr>
<tr>
<td>Primary Language</td>
<td>BCLAD or equivalent</td>
</tr>
</tbody>
</table>

Recruitment Procedures for Teachers

The Associate Superintendent of Administrative Services works closely with the Human Resources Department staff on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district’s approach to recruitment of teachers for English Learners.

Each spring, as part of the district staffing process EL staffing is based on the number of EL students.
Chapter 4: Staffing and Professional Development

reported on the annual Language Census report, the projected number of Dual Immersion Alternative Program classrooms, the number of English learners in special education programs, and the number of current teachers who need to complete authorizations. The Department of Human Resources, the Educational Services Department and the principals collaborate to identify district-staffing needs.

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

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

Advertising and Recruitment Efforts
1. Job announcements are posted on Edjoin (web based)
2. Staff provide recruiting booths at county and college/university job fairs
3. Use of informal contacts in the community and/or local community organizations to identify potential local candidates.

Teacher Hiring Priorities and Procedures
Highest priority is given to the hiring of teachers with appropriate EL authorizations, CTEL/CLAD/BCLAD and/or equivalent. These teachers are placed in instructional settings that they are certified to teach. Job applications, eligibility interviews, and processing procedures for teaching positions are handled at the District Human Resources Department. Principals receive a list of certificated teachers and their particular certification to serve English Learners from the Human Resources Office. Interviews for teachers are held at the District level. The District's collective bargaining agreements inform staffing decisions, but CTC requirements for appropriate authorizations take priority.

BCLAD or in alternative programs first. Then, in SEI classrooms, these teachers work with Beginning and Early Intermediate students, as well as those in need of primary language support in core curricular areas.

District Plan to Remedy the Shortage of Qualified Teachers of English Learners
The English Learner Staffing Plan Annual Report will be completed each October by the district and kept on file. The report will monitor district progress toward full certification of all teachers working with English Learners until all shortages of qualified teachers are remedied. The Annual Report will document numbers of teachers who are fully certified and numbers in training, as well as results of hiring and staff training efforts each year. Whenever teaching positions are available requiring BCLAD/CTEL certification, MVWSD will actively recruit and hire teachers who are fully certified to fill such positions and meet English Learner needs at the school site. If fully credentialed candidates holding the BCLAD/CTEL are not available, teachers in training for BCLAD/CTEL can fill the positions as long as they complete all requirements within the required time specifications. All newly hired teachers will be required to sign a commitment letter to complete BCLAD or CTEL/CLAD requirements.

Misassignments
Human Resources Office notifies teachers assigned to areas requiring certification who are not actively pursuing certification that if certification is not pursued, they will be displaced if properly credentialed teachers are found. Based on their assignments with English Learners, teachers are expected to complete the CTEL (or its equivalent) within 2 years prior to receiving tenure.
Chapter 4: Staffing and Professional Development

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

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

MVWSD Priorities for Professional Development
The District has established A Focused Approach to English Language Development and Constructing Meaning, as developed and presented by EL Achieve, as one of our major priorities for professional development. Equally, another major priority for professional development for teachers is the effective implementation of Explicit Direct Instruction (EDI) methodology from DATAWORKS. EDI, through the utilization of research-based instructional strategies maximizes access of grade level standards for all students, especially English Learners. This priority includes having a clear learning objective for every lesson and to use TAPPLE: Teach, Ask, Pause, Pick a non-volunteer, Listen and provide Effective Feedback.

All K-5 teachers are required to complete a three-day training in Systematic ELD. All middle school teachers are required to complete a three-day training in Constructing Meaning.

Site Implementation Plan for EL Achieve
The District requires each school to develop an EL Achieve Site Implementation Plan, which may include a coaching component and other implementation support activities to assist site staff in improving professional practice for Academic English Language Development. Other activities may include (but not be limited to) the readiness survey, lesson planning sessions, Professional Learning Community structures and strategies, or Systematic ELD implementation workshops.

Delivery of Professional Development
Professional development activities that support full implementation of the EL Achieve methodology for teaching English Learners will include the following:

- Training for administrators to monitor classroom implementation of Systematic ELD and Constructing Meaning.
- Training for district and site-based experts and coaches on Systematic ELD and Constructing Meaning.
- Targeted coaching for participants of Systematic ELD, Elementary Constructing Meaning, and Secondary Constructing Meaning training, on an as-needed basis.

Supporting Professional Growth
Support formats may include:

- Participation in Professional Learning Communities
- Peer coaching
- Two-way observations
- Co-planning
Chapter 4: Staffing and Professional Development

**Training for Operational Management and Compliance**

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

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

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

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

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

**Table 4.2: Professional Development Plan**

<table>
<thead>
<tr>
<th>Initiatives/Actions</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue with the EL Achieve professional development plan</td>
<td>EL Achieve training will be conducted throughout 2011-12, 2012-13, 2013-14, 2014-15</td>
</tr>
<tr>
<td><strong>Responsible:</strong> Director of English Language Learner Programs</td>
<td></td>
</tr>
<tr>
<td><strong>GOAL:</strong> The long term goal is to ensure that all teachers have the training and coaching support needed to successfully implement EL Achieve strategies: Systematic ELD and Constructing Meaning.</td>
<td></td>
</tr>
<tr>
<td><strong>Challenges:</strong> Building the capacity of teachers district-wide to implement EL Achieve, with special attention to Constructing Meaning for all teachers of core academics in grades K-8.</td>
<td></td>
</tr>
<tr>
<td>Educational Services staff will continue EL Achieve training sessions throughout the school year, utilizing certified EL Achieve trainers and coaches within the district and from EL Achieve if necessary. The trainers consist of site-based Teachers and coaches, and one full time District Teacher on Special Assignment. In order to assist teachers to apply the methodology of Systematic ELD, and to ensure that EL Achieve strategies are effective helping students not only develop language, but use that language within an appropriate grade level curriculum, teachers also will receive training the ELD Standards and use of the ELD-ELA Standards Map. These essential tools will assist teachers apply the methodology of Systematic ELD.</td>
<td></td>
</tr>
<tr>
<td>All teachers need to learn how to infuse ELD strategies throughout the instructional day and in all content areas. They also need to learn how to build academic language so that ELs can succeed in the core curriculum. A challenge is to provide the means for in-depth training as opposed to overview training.</td>
<td></td>
</tr>
<tr>
<td>Educational Services staff recognizes that time for coaching and teacher collaboration is a high priority and will utilize district resources to support coaching and teacher collaboration around use of data and planning lessons using the <strong>EL Achieve</strong> model. Staff will ensure that teachers have adequate time and training for</td>
<td></td>
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<tr>
<td></td>
<td>Training and coaching for Classroom Teachers, and ongoing training will be provided throughout 2011-12</td>
</tr>
<tr>
<td>Continue with the EDI professional development plan</td>
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<tr>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible:</strong> Educational Services: Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>GOAL:</strong> The long-term goal is to ensure that all teachers have the training and coaching support needed to successfully implement Explicit Direct Instruction (EDI) methodology into their daily instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Challenges:</strong> Building the capacity of all teachers district-wide of core academics in grades K-8 to implement Explicit Direct Instruction (EDI) methodology from DATAWORKS into their daily instruction, with special attention to instruction in Mathematics.</td>
<td></td>
</tr>
</tbody>
</table>

Educational Services staff will continue training of sessions of Explicit Direct Instruction (EDI) methodology DATAWORKS throughout the school year, utilizing certified DATAWORKS trainers and coaches. The site coaches for EDI consist of District Teachers.

All teachers need to learn how to infuse EDI strategies throughout the instructional day and in all content areas. In order to assist teachers to apply the methodology of Explicit Direct Instruction (EDI) from DATAWORKS, District EDI Coaches will be assigned to each site.

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

<table>
<thead>
<tr>
<th>Leadership Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsible:</strong> Educational Services and Director of English Language Learner Programs</td>
</tr>
</tbody>
</table>

Educational Services staff will facilitate principals to provide leadership using data and to build capacity of teachers for using data, while modeling effective collaboration practices to implement EL Achieve and EDI.

Educational Services staff will provide training for Principals and site teacher leaders on the use of data for monitoring student progress in intervention programs.

Educational Services staff will provide training for Principals and staff on the use of the District monitoring and evaluation process of programs and actions for effectiveness.

<table>
<thead>
<tr>
<th>Monthly Meetings with EL Liaisons and CELDT Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsible:</strong> Director of EL Programs and EL TOSA</td>
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</tbody>
</table>

An operational piece, related to ongoing monitoring, is regular professional development for the EL Liaisons and CELDT Coordinators at each school site, to perform a variety of functions, including: maintaining up to date pupil records.
Chapter 4: Staffing and Professional Development

<table>
<thead>
<tr>
<th>Data collection and data entry</th>
<th>Responsible: Information Technology Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>In collaboration with the Enrollment Office, the Manager of Information Technology meets on a regular basis (every four to six weeks) with Educational Services Department to have the latest information on data entry and reporting requirements that support the compliance of programs for English Learners.</td>
<td>Activities will continue through 2011-12 to 2014-15</td>
</tr>
<tr>
<td>The IT Manager will solicit needs for training of Site Secretaries and from District and Site Administrators. Following each training session the IT Manager will report back to Educational Services on results of training sessions.</td>
<td>Activities will continue through 2011-12 to 2014-15</td>
</tr>
</tbody>
</table>

**Addressing Major Challenges: Recommendations for Future**

**Responsible:** Educational Services Core Team and Site Principals

Challenges include ensuring consistency and fidelity of implementation across all classrooms and allocating sufficient time for assessment, planning, and grouping of students.

To address these challenges Educational Services and Site Principals will:

- Provide a series of “Best Practice” workshops for school leaders
- Convene District wide grade span meetings for teachers to discuss and learn effective methods for providing ELD.
- Provide travel/conference funds for school staff to further learn/acquire “best practices” resources and information.

To address these challenges Educational Services and Site Principals will provide training and direct support for use of the following inquiry cycle for selecting, implementing, evaluating and improving key strategies in their site plans:

- Based upon analysis of student need, site leadership selects activities to improve achievement and/or literacy of targeted students
- Training provided for all school staff to implement activities, including modeling and coaching for classroom teachers on activities
- School site Data Teams review progress of students participating in activities
- With assistance from Educational Services staff, site leadership and teachers evaluate the impact of activities on student progress
- Site leadership makes decisions regarding needed modifications and adjustments to instructional strategies for targeted students.
- Cycle repeats.

**CPM EL 8**

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

**CPM EL 9**

The district provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that qualifies existing and future personnel to provide appropriate instructional services to English Learners.
Chapter 5: Parent and Community Involvement

Encouraging Parent and Community Participation

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

- Whenever possible, the school will provide translations and interpretations of school information for all language groups.
- When 15% or more of the students enrolled at the school site speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.
- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, student intervention meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level.
- Site administrators will plan for and provide for primary language through the use of district approved interpreters and translators or other staff.
- The district has approved bilingual staff that supports district wide interpreting and translating. They are available to interpret or translate documents for all sites based on availability and the site’s categorical funds if work is requested outside of the translator’s work hours. The district EL Department will provide a list of district approved translators and interpreters for sites to contact.
- The district has at least one district translator/interpreter to assist with department and parent communication in relation to district level services.
- School sites may assign a staff member and alternate to provide parental support at the site, and/or may employ a parent liaison.
- Parent meetings should be parent friendly: held at convenient meeting times, with childcare, refreshments, and translation services provided.
- Parent training sessions shall be provided on parental rights. Parents should be supported, in a variety of ways, to access these rights. Training on school advocacy may be provided. Such trainings can include informational sessions on school operations and who to go to for assistance related to problems or concerns.
- The school can encourage parent volunteerism by providing opportunities for parents to volunteer and by providing training on how parents can effectively participate in school.
- School sites will review the EL Program with parents at the beginning of each school year. The following topics will be reviewed: Program Placement, Reclassification, and Monitoring of student language and academic progress.
- The district conducts an outreach campaign, utilizing radio and/or other mass communication media, as well as the district’s World Wide Web site, to provide information to the public about the role and responsibilities of the ELAC, DELAC, and School Site Councils including the benefits and opportunities they provide to parents and the community. This campaign may include information about district programs for English Learners and the Parental Exception Waiver process.
- Parent training on how to successfully advocate for their children may be provided. Such trainings may include informational sessions on school operations and who to go to for assistance related to problems or concerns. This training may target newcomer families.
- The district continues to promote cultural competency, sensitivity, and understanding so parents, teachers, site and district administrators can work collaboratively for the advancement of the English learner.

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

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

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

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

ELAC Membership Guidelines
- Members will serve for two years, with half the membership elected each year.
- Membership composition must reflect the percentage of English Learners in the school.
- Membership may include school staff and community members, but community members and school staff together should constitute fewer in number than parents of English Learners.
- If a member must be replaced during the year, the replacement will serve for the remainder of the school year. At the beginning of the following year, an election must be held to fill the position.
- If the school ELAC elects officers within the ELAC membership, those officers may conduct the meetings.
District Responsibilities for Monitoring ELAC
The Director of EL Services will monitor the performance of each school's ELAC and will report to the Superintendent. Guidance on the implementation of the ELAC is provided to Principals by the Director of EL Services. Principals will be held accountable for carrying out their responsibilities with regard to ELAC. Members of each ELAC receive training and materials, planned in full consultation with committee members, to assist them in carrying out their legal responsibilities.

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

Single Plan for Student Achievement
Action Plans for carrying out the legal responsibilities of ELAC and the responsibilities of principals to implement ELAC as stated above shall be described in each school’s English Learner Site Profile. The principal will share this English Learner Site Profile with ELAC at the start of each school year and use it as a guide for the work of the ELAC.

District English Learner Advisory Committee (DELAC)
In Mountain View Whisman School District there are more than 51 parents of English Learners. Therefore, there is a functioning DELAC. The DELAC advises the school district governing board on all of the following tasks:
1. Development of a district Master Plan for educational programs and services for ELs that takes into consideration the Single Plan for Student Achievement.
2. Conducting of a district-wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for ELs.
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
6. Review and comment on the school district’s reclassification procedures.
7. Review and comment on the written notifications required to be sent to parents and guardians.
8. Completion of the Consolidated Application for Categorical Program Funds.

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

PARENTS OUTREACH
The following goals and strategies have been established for parents of English Learners at all schools in the MVWSD, in order for them to participate meaningfully in the education of their children.
### Table 5.1: Parent Outreach Activities/Strategies

<table>
<thead>
<tr>
<th>Parent outreach strategies to help parents become active participants in the education of their children.</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management of Parent Meetings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Responsible person: Director of EL Services</strong></td>
<td></td>
</tr>
<tr>
<td>Educational Services staff will provide annual training for all management on the implementation of both State of California and Federal policies in regard to parent involvement.</td>
<td>Implement throughout 2011- 2014</td>
</tr>
<tr>
<td>The district will clearly delineate expectations that all district/school parent meetings will have convenient meeting times, child care, food, and interpretation and translation services as resources allow.</td>
<td>Implement throughout 2011- 2014</td>
</tr>
<tr>
<td><strong>Developing Capacity of Parents</strong></td>
<td></td>
</tr>
<tr>
<td>Responsible: Department of EL Services Team</td>
<td></td>
</tr>
<tr>
<td>Educational Services staff will provide training for parents on how to navigate the educational system and have the expectation that district/school meetings and/or contacts with parents will be parent friendly. This includes training on how to successfully advocate for their children, including informational sessions on school operations and complaint procedures.</td>
<td>Implement throughout 2011- 2014</td>
</tr>
<tr>
<td>Educational Services staff will contact appropriate entities to provide a series of workshops for parents of English Learners and members of ELACs and DELAC.</td>
<td>Implement throughout 2011- 2014</td>
</tr>
<tr>
<td><strong>Parent Outreach Activities</strong></td>
<td></td>
</tr>
<tr>
<td>Responsible: Department of EL Services Team</td>
<td></td>
</tr>
<tr>
<td>Provide presentations on <strong>EL Achieve</strong> at DELAC and ELAC meetings.</td>
<td>Implement throughout 2011- 2014</td>
</tr>
<tr>
<td>Use appropriate elements of <strong>EL Achieve</strong> pedagogy in ESL classes for parents. Expand Reading/Language Arts and Math “Family Nights” to include focus on how <strong>EL Achieve</strong> enhances English Language Development and success in academic subjects.</td>
<td>Implement throughout 2011- 2014</td>
</tr>
<tr>
<td>Expand Reading/Language Arts and Math “Family Nights” to include focus on Dual Immersion (at selected school sites).</td>
<td>Implement throughout 2011- 2014</td>
</tr>
<tr>
<td>Initiate parent education classes that focus on helping students with homework.</td>
<td>Implement throughout 2011- 2014</td>
</tr>
<tr>
<td><strong>Parent Use of MVWSD Website</strong></td>
<td></td>
</tr>
<tr>
<td>Responsible: Department of EL Services Team</td>
<td></td>
</tr>
<tr>
<td>Develop a DELAC presence on the MVWSD website, which includes calendar of all site ELACs and DELAC meetings for the year, agendas and minutes from DELAC meetings.</td>
<td>Implement throughout 2011- 2014</td>
</tr>
<tr>
<td>Provide training for members of site ELACs and DELAC to use the MVWSD communication system.</td>
<td>Implement throughout 2011- 2014</td>
</tr>
</tbody>
</table>
State and Federal Requirements Categorical Program Monitoring (CPM) EL 1, 2, 3, 4 & 7

CPM EL 1
The LEA outreach to parents of English Learners includes all the required items.

CPM EL 2
A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets all requirements.

CPM EL 3
A LEA with 51 or more English Learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English Learners.

CPM EL 4.5
Parents/guardians of English Learners and fluent English proficient students have been notified of their child’s initial English language and primary-language proficiency assessment results and program placement.

CPM EL 4.6
Parents/guardians of English Learners have been notified annually of their child’s English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

CPM CP 7
The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.

CPM CP 7.1
When 15 percent of students enrolled in a public school speak a single primary Language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. Parents/guardians of English Learners have been notified annually of their child’s English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.
Chapter 6: Evaluation and Accountability

CHAPTER SIX

Evaluation and Accountability
Chapter 6: Evaluation and Accountability

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

ELL Coordinating Council
The ELL Coordinating Council is a key mechanism for EL program accountability. The Director of English Language Learner Services leads the ELL Coordinating Council. It is designed to ensure that district stakeholders have a mechanism to plan and coordinate for optimal programs and for the success of our English Learners. The Council is comprised of the Superintendent and cabinet representation. The Directors of the following departments also participate, as the positions exist: Directors of ELL Services, Curriculum and Instruction, Special Education and Federal and State Programs. Others participate, as needed: business, transportation, technology, program specialists, etc.

The ELL Coordinating Council meets monthly to discuss topics pertaining to the implementation of our programs for English learners. The Council also:

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

Monitoring Implementation of Master Plan
Goal 1: Instructional Programs for English Learners are implemented as described in the Master Plan.
District and site staff will periodically monitor implementation of all programs. The primary goal of the monitoring is to ensure that every school in the district has effective and compliant programs for ELs.

English Learner – School Level Tool
All schools will monitor implementation using the English Learner – School Level Tool (EL/SLT), derived from a modification of the Academic Program Survey (APS) by the California Department of Education. The EL/SLT is structured as the APS and it includes only items related to programs and services for EL students. Educational Services staff assists site staff in completing the EL/SLT. Principals will use this report of findings and periodic updates as a basis for revision of their school plan.

Academic Program Survey (APS) Site Visits
Members of the District Executive Team (DET) conducts site visitations (APS Site Visits) at all schools at least once each school year. These visits allow district staff to collect information based on direct observation about the manner of implementation of services to ELs.

Responsibilities of Principals
School principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Principals are provided with annual training on the requirements of the Master Plan and on their role in assuring complete implementation at their sites. Principals submit completed Principal’s Assurances Checklists to the Educational Services English Learner Department according to timelines indicated on the checklist. This facilitates ongoing communication with staff of the Educational Services
Chapter 6: Evaluation and Accountability

Department, and assists in the monitoring of consistent implementation of this Master Plan throughout the school district.

**Goal 2: Activities promoting parent involvement are carried out as described in the master plan, and they are effective.**
Sites will report to the district on parent activities implemented during the year, as well as parent involvement in a set of activities to be defined in a standardized way across sites. A parent participation form will be completed each spring and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole.

**Goal 3: Acquisition of English language proficiency. All English Learners will meet AMAO 1 and 2 targets.**
The CELDT is administered annually according to the state calendar. Preliminary results are derived from local hand scoring, and used to ensure appropriate placement in classes and programs. Official results are received and analyzed between January and February.

An analysis of CELDT growth (AMAOs) by district, school, language group and program is completed, and a report of findings is presented to the School Board in February.

Reclassification data are collected in the fall and spring semesters. District staff analyzes rates of reclassification, disaggregating the data by number of years in the district, program placement, initial CELDT level, and other relevant variables. This information is presented to the School Board in collaboration with DELAC in June.

Each school site is provided a list of students eligible for reclassification twice each school year, following receipt of new CST scores in the fall and new CELDT scores in the winter.

**Goal 4: Academic success. All English Learners will meet AMAO 3 targets.**
- The school sites analyze CST performance data in English Language Arts and Mathematics each fall. The analyses include cross-sectional profiles of performance by CELDT level as well as disaggregation of data by school, grade level and language group.
- The district conducts district-wide analysis for AMAO 3 determination and reports to the School Board in September.
- Academic performance of each school by program/placement of EL students is presented to the School Board at least annually.

**Other indicators of risk for failure**
- School site personnel compile the data on suspensions, expulsions, other disciplinary actions and retentions, and report it to the district by the end of the school year, using a standardized format.

**GOAL 6: English learners will demonstrate language/literacy development in two languages for students in the Dual Immersion Alternative Programs**
- Analysis of EL Reading and Mathematics scores on the STS, and of CST scores in English Language Arts and Mathematics, is conducted in the fall of each year by the school.
- District aggregated data is presented to the board of trustees each fall.

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

**EVALUATING PROGRAM EFFECTIVENESS**
The district has identified benchmarks for all programs and Dual Immersion Alternative program model options for ELs. These benchmarks are shown at the end of the chapter. These tables list expectations for the level of achievement that students should attain as they progress through MVWSD schools. Note that the tables are built around two main parameters in addition to program: 1) the student’s CELDT level and 2) the number of years in the program (for CELDT).
Chapter 6: Evaluation and Accountability

The evaluation questions related to student outcomes are keyed to these tables and to expectations for achievement set out in the state’s Adequate Yearly Progress (AYP) and Title III Annual Measurable Academic Progress (AMAO) benchmarks.

<table>
<thead>
<tr>
<th>Process Goals</th>
<th>Evaluation Questions</th>
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</table>
| EL programs are fully implemented as described in the Master Plan for English Learners. | • Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? (see Chapter 2 for program descriptions)  
  To what extent has the school site aligned their program to the descriptions in the Master Plan for English Learners  
  How useful is the professional development on the Master Plan to teachers, administrators, and parents as a tool to meet the needs of ELs and staff? |
| Parents of ELs and RFEPs participate meaningfully in their children’s education. | • Are parents of ELs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?  
  What is the rate of parent engagement? |

<table>
<thead>
<tr>
<th>Outcome Goals</th>
<th>Evaluation Questions</th>
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</table>
| All ELs will master the English language as efficiently and effectively as possible. | Do ELs meet the state’s Annual Measurable Academic Objective with regard to EL gains on the CELDT test?  
  Are 57.5% or more ELs gaining 1 or more proficiency levels annually.  
  Are 21.4%, or more of ELs reaching English proficient on the CELDT in less than 5 years?  
  Are 47% or more ELs or more of ELs reaching English proficient on the CELDT with 5 years or more of schooling?  
  Are 57.8%, or more of ELs reclassified within 6 years? |
| ELs will achieve academic success comparable to EOs.                         | • Do ELs (and RFEPs) meet the state Adequate Yearly Progress criterion in English Language Arts?  
  Do ELs (and RFEPs) meet the state Adequate Yearly Progress criterion in Mathematics?  
  Where EL and RFEP are not meeting the above success factors, is there an annual increase in the percentage of ELs (and RFEPS) for each? |
| Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs. | • Are ELs (and RFEPs) not overrepresented in the following categories:  
  ▪ Excessive absences and tardies  
  ▪ Suspensions, expulsions, other discipline  
  ▪ Retentions in grades K-5  
  Percent Far Below Basic and Below Basic on Calif. Standards Tests  
  Intensive interventions  
  Is there an annual decrease in the number of ELs and RFEPs for each of the risk factors defined above? |
| Students enrolled in alternative programs will master language skills in the primary language(s) of participating ELs as well as English. | • What percentage of all students (ELs, IFEPs, RFEPS, EOs) participating in these programs score at/above Proficient in Reading/Language Arts and Mathematics on the state Standards Test in Spanish (STS) or a comparable measure of academic achievement in Spanish?  
  What percentage of all students (ELs, IFEPs, RFEPS, EOs) participating in these programs score at/above Proficient in English Language Arts and Mathematics on the California Standards Tests? |
Chapter 6: Evaluation and Accountability

- What percentage of all students (ELs, IFEPs, RFEPS, EOs) participating in these programs score at/above Proficient in English Language Arts and Mathematics on the California Standards Tests within the amount of time as defined in their program/placement?

The state criteria for annual progress on the CELDT are: for students at Levels 1-3 overall, gain of one level per year; for students at Level 4 overall, gain on subtest scores until all are at Level 3 or higher (i.e., reasonable fluency); for students at reasonable fluency, maintenance of that status until reclassified.

The evaluation data gathered and the analyses performed provide a rich source of information on program implementation and outcomes. The data will be used at the district, zone and site levels.

**Site Level Use of Information**

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

Site staff also compares student outcomes at the site level to the district goals for ELL students, and uses this information to address needed improvement of programs for English Learners at the school. This information is included in the school’s presentation of data results to the ELAC, School Site Council and to the School Board. District-level monitoring of the progress of each school is conducted each year. This review consists of each school’s student performance data, EL/SLT results, and notes from site level monitoring of school plan activities.

Principals provide a summary to the School Board in the fall and in the spring. The principal facilitates modifications of the school plan to reflect suggestions from the district-level review. District staff uses these reviews as an additional way to identify site level support needs.

**District Level Use of Information**

At the district level, the annual analysis of student outcomes determines the level of effectiveness of Mountain View Whisman School District EL placement, programs and services. This information is used to determine professional development for teachers, administrators, parents and staff. An annual evaluation report on English Learner Programs will be shared at a regular meeting of the Board of Education. Data from the annual evaluation may also be shared with DELAC members. The Superintendent also uses this information to hold principals accountable for implementing the Master Plan for Services to English Learners.
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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</table>
| **Student**                      | • Attends school daily, arrives on time, and works for high achievement  
• Participates in school activities  
• Communicates regularly with parents, teachers, and support staff  
• Participates in all assessment activities |
| **Parent**                       | • Monitors and promotes EL’s progress in academics, homework, attendance, behavior  
• Supports EL in activities to promote student achievement Communicates regularly re: 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 EL programs and services as described in Master Plan for English Learners and provides instruction that aligns with state frameworks and district/state standards and effective best practices for English Learners  
• Ensures effective delivery of appropriate ELD instruction  
• Monitors ELs’ progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures  
• Determines/implements differentiated strategies for ELs and RFEP students  
• Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals  
• Attends team meetings and informs parents of progress and strategies to support students in meeting standards |
| **Principal**                    | • Monitors all aspects of staffing for and instruction in EL programs, according to the Master Plan  
• Is responsible for all procedures and legal requirements pertaining to ELs at the school  
• Monitors placement of ELs, oversees reclassification process, and monitors the implementation of parent participation and notifications at the site  
• Reports to district administrators on implementation of EL programs and services as required |
| **Principal or Designee (as funds are available: Vice Principal)** | • Implements annual testing, primary language assessment, and reclassification protocols  
• Informs staff of students identified for possible reclassification  
• Serves as a resource for the Student Study Team, School-wide Student Review, and Reclassification Team  
• Provides staff development for teachers of EL students  
• Provides technical assistance and coaching support to teachers  
• Assists with data collection, analysis, and surveys  
• Assists with grade-level collaboration or departmental grouping recommendation  
• Assists with parent involvement activities  
• Facilitates ELAC meetings; ensure required activities are accomplished and submits minutes to the Department of English Learner Services |
| **District English Learner Advisory Committee (DELAC)** | • May request to examine program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role |
### Director of English Learner Services
- Completes all legal requirements as outlined in Chapter 5
- Supports sites in implementing the EL Master Plan by providing ongoing professional development and technical assistance to individuals or groups of individuals as requested by the principal or as need indicates.
- Monitors implementation of the Master Plan and the Title III Improvement Plan Addendum.
- Monitors and supports implementation of the LEA Plan as it pertains to EL.
- Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners.
- Develops work plan for and supervises District TOSAs assigned to EL programs.
- Meets with principals to review site plans and implementation of services to EL.
- Provides ongoing training for site Literacy Facilitators, EL Designees, and support staff (e.g. administrative assistants and school office staff) to implement the Master Plan.
- Works with Human Resources staff to ensure timely recruitment, hiring and training of teachers for EL assignments.
- Works with Director of Assessment and Evaluation and school staff on data collection to prepare evaluation reports for the School Board. Provides support and guidance to site administrators to meet the educational needs of EL.
- Helps site administrators to monitor all aspects of staffing and instruction for EL programs, according to the Master Plan.
- Monitors operations at all levels to ensure fiscal and legal compliance of EL programs.
- Assist site administrators in monitoring the placement of EL and oversees reclassification efforts.
- Monitors school plans and budgets for services to EL.
- Monitors grants and evaluations for services to EL.
- Monitors that all assessments for EL are implemented and data is used for evaluation of EL progress.
- Oversees data collection, provides analysis, writes reports, and prepares charts.
- Prepares annual EL evaluation report in collaboration with staff in Educational Services Department.
- Works with an EL Accountability and Evaluation Work Group on annual program evaluation.
- Shares results of evaluation with all stakeholders, including DELAC.

### Assistant Superintendent of Curriculum, Instruction and Assessment
- Assists the site administrator by providing support and guidance in all aspects of meeting the instructional and programmatic needs and compliance regulations for ELs.
- Evaluates principals on accountability for implementation of the EL Master Plan.
- Helps the site administrator in monitoring all aspects of staffing and instruction for EL programs, according to the Master Plan.
- Helps ensure compliance with all procedures and legal requirements pertaining to ELs at the school.
- In collaboration with the Director of English Learner Services, monitors curriculum and fiscal compliance to ensure alignment with the LEA and Title III Plans and the Master Plan for English Learners.
- Monitors school plans and budgets for services to ELs.
- Monitors grants and evaluations for services to ELs.
- Monitors that all assessments for EL are implemented and data is used for...
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<table>
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<th>Assistant Superintendent of Human Resources</th>
<th>Evaluation of EL progress</th>
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<tbody>
<tr>
<td></td>
<td>• Oversees data collection, provides analysis, writes reports, and prepares charts</td>
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<td></td>
<td>• Assists in the preparation of annual EL evaluation report together with the Director of English Learner Services</td>
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<td></td>
<td>• Shares results of evaluation with Board of Trustees</td>
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<thead>
<tr>
<th>Assistant Superintendent of Human Resources</th>
<th>Recruits and monitors placement of EL staff in collaboration with Assistant Superintendents, principals, and the Director of English Learner Services</th>
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<tbody>
<tr>
<td></td>
<td>• Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of Master Plan for ELs in collaboration with the Director of English Learner Services</td>
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<td></td>
<td>• Monitors credentials and training status of all personnel working with English Learners</td>
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<thead>
<tr>
<th>Superintendent</th>
<th>Evaluates district goals relative to the LEA and Title III Plans, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability</th>
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<tr>
<td></td>
<td>• Supervises Director of English Learner Services</td>
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<td></td>
<td>• Oversees compliance procedures relative to EL programs</td>
</tr>
<tr>
<td></td>
<td>• Evaluates district and school site data</td>
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State and Federal Requirements Categorical Program Monitoring (CPM)

CPM EL 6
The LEA has implemented a process and criteria to determine the effectiveness of programs for English Learners, including:

A. A way to demonstrate that the programs for English Learners produce, within a reasonable period of time:
   • English language proficiency comparable to that of average native speakers of English in the district
   • Academic results indicating that English Learners are achieving and sustaining parity of academic achievement with students who entered the district’s school system already proficient in English

B. An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English Learner achieves full proficiency in English and academic achievement at grade level.
FUNDING
The district is committed to allocating sufficient funds to fully implement the EL Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. EIA-LEP and other categorical funds are used to supplement the base educational program and not to
supplant general fund money obligations. The core program is supported by the general fund. Expenditures are audited annually by the district’s Business Office and by external auditors.

**General Fund Resources**

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

The district uses the General Fund, Instructional Materials Fund, and state funds for Supplemental Instructional Materials for English Learners funds to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers’ salaries, necessary allocation of site administration, and other district services (for example, transportation, library, Special Education, food, health, and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation.

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 also provides primary language instructional materials for students enrolled in the alternative program Dual Immersion.

**Allocation of State and Federal Supplemental Funds**

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

Funds provided by Economic Impact Aid (EIA) and Title III Immigrant and limited English-proficient (LEP) funds supplement, but do not supplant, general funds or other categorical resources used at the schools or by the district.

Each year the School Board expresses priorities for improving educational programs through a series of study sessions designed to evaluate program effectiveness, to analyze test score data and survey results, and to identify district-wide and school needs. The District English Learner Advisory Committee (DELAC) plays a very important role in this process with an annual presentation to the School Board that includes a summary of the activities of the DELAC each year and recommendations for the improvement of educational programs and services for English Learners.

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

Each Principal develops a preliminary budget for the new school year with the allocations provided, and based upon the annual review and update of the Single Plan for Student Achievement (SPSA). The School Site Council at each school has statutory responsibility for the development of the SPSA and subsequent revisions, as well as the annual revision and approval of the budget by the School Board. The English Learner Advisory Committee (ELAC) has an important advisory role to the SSC and the Principal to ensure that programs and services for English Learners meet identified needs and are effective.

**Funds Provided for Services to English Learners**

**NCLB Title II, Improving Teacher Quality Resource Code 4035**

**Intent:**

The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts to: (1) improve teacher and principal quality through professional development and other
activities, including reduced class sizes; and (2) ensure all teachers are highly qualified.

**Use of Funds:**
LEAs allocate funds to provide professional development, and other teacher quality activities.

**Restrictions.** Subject to supplement not supplant requirements.

**NCLB Title III Limited English Proficient Resource Code 4203**

**Intent:**
The purpose of Title III Limited English Proficient funds are to assist English Language Learner students to acquire English and achieve grade-level and graduation standards.

**Use of Funds:**
Comparable to Economic Impact Aid-Limited English Proficient (Resource 7090). Provides for supplementary programs and services to Limited-English-Proficient (LEP) students (also known as English Learners). Funds may be used for a variety of purposes that provide for support directed to ELs, including:

- English Language Development instruction
- Enhanced instruction for ELs in core subject areas (e.g., ELD support)
- High-quality professional development for teachers and other staff
- Identifying and improving curriculum, materials, and assessments
- Tutorials or other intervention support to meet the language development needs of ELs
- Educational technology
- Providing community participation programs, including family literacy and parent outreach
- Coordinating language instruction program with other programs and services (e.g., EIA-LEP Education)
- Administration (limited to 2% of the grant) and indirect cost rate (at LEA allowable rate)

**NCLB Title III Immigrant Program Resource Code: 4201**

**Intent:**
The purpose of the Title III - Immigrant Education Program sub grants is to pay for enhanced instructional opportunities to immigrant students and their families.

**Use of Funds:**
Title III - Immigrant Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.

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

**Economic Impact Aid / Limited English Proficient Resource Code 7091**

**Intent:**
Provides supplemental funding to support additional programs and services for English Learners and economically disadvantaged students.
Use of Funds:
- Most of the funding is allocated to "direct" services and must be included in the Single Plan for Student Achievement.
  Examples of common uses include, but are not limited to:
  - Paraprofessionals
  - Supplemental resource teachers
  - Supplemental materials
  - Extra assistance for low-income and/or EL students
  - Training for teachers to support the needs of low income and/or EL students

Restrictions:
- School sites must include how EIA funds will be used as part of Single Plan. Only those uses identified in the plan are allowed.
- Funds must be directed to support EIA-eligible pupils.
- EC 54004.7 requires that districts demonstrate "adequate and appropriate" support for ELs. While there is not a set-percentage of EIA funds that should be directed to ELs, be aware that districts must be able to demonstrate the needs of ELs are met before considering other uses for EIA funds.

State and Federal Requirements Categorical Program Monitoring (CPM)

CPM 5.
Adequate general fund resources are used to provide each EL with learning opportunities in an appropriate program, including English Language Development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.
Glossary of Terms

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

**AMAO:** *Annual Measurable Academic Objective.* A NCLB, Title III accountability measure related to the education of English Learners. AMAO targets, having to do with progress in acquiring English fluency and academic achievement as measured by the California Standards Tests (CSTs) and the California English Language Development Test (CELDT), are established for all districts in the state by the state. Districts receiving federal Title III funds and failing to meet these targets for 2 or more successive years are subject to state sanctions.

**AMO:** *Annual Measurable Objective.* The AMO is part of the state’s implementation of the federal system of accountability under *No Child Left Behind.* 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 against meeting 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 and data elements. 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 State Department of Education to assist schools in evaluating their effectiveness in implementing high quality instructional programs in Reading/Language Arts and Mathematics. The APS focuses on nine Essential Program Components.

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

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

and BCC are equivalent. (See Chapter 4)

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

**CAPA:** California Alternate Performance Assessment. The CAPA can be administered to Special Education students instead of CST’s whose Individual Education Plan (IEP) so specifies.

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

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

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

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

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

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

**CST:** California Standards Tests. State tests administered annually to all students, 2nd-11th grades. The results are used in API, AYP, and Title III calculations.

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

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

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

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

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

**ELA:** *English Language Arts.*

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

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

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

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

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

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

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

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

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

**GLAD (Guided Language Acquisition Design):** Instructional strategies to make content comprehensible by making learning transparent and engaging while allowing students to use
Appendix: Glossary

these strategies to organize information and produce oral and written language.

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

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

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

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

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

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

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

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

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

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

**OCR:** *Office for Civil Rights.* The OCR is a branch within the U.S. Department of Education. **Yellow Folder:** A folder that contains all relevant information regarding the language and academic progress of ELs. The orange folder is stored in, and is part of, the student’s permanent Cumulative Record folder at the school of attendance.

**Overwhelmingly in English:** A term used in Education Code 300 – 311 but is left to be defined by the school district. In PVUSD, a school day in which instruction is overwhelmingly in English allows up to two class periods or subjects to be taught to English learners using their primary language with all other subjects being taught in English.
**Parental Exception Waiver:** The Parental Exception Waiver is a process by which a parent may waive the right of their child to be placed in an English language classroom where s/he would receive instruction nearly all in English as defined in the district. An approved waiver allows the child to be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. The process is outlined in chapter 5.

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

**Primary Language Support:** The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction.

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

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

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

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

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

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

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

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

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

**SABE**: Spanish Assessment of Basic Education. SABE is a standardized test that measures Spanish academic achievement in reading, language and math. SABE was replaced by the Aprenda 3 and is no longer given to students.

**SALT (Secondary Academic Language Tools)**: A set of tools and skills to analyze the academic language demands of course specific texts and materials.

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

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