



English Learner Master Plan

2014-2017

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EXECUTIVE SUMMARY

Mission:

We are a community working together to inspire high academic achievement among all students, serve their needs, challenge their minds, and enrich their lives, laying a foundation for success and participation in our democratic society and as citizens of the world.

Vision:

Every child achieves academic excellence. Every child becomes emotionally and physically stronger. Every child discovers and grows their talents.

Objective

Engagement is essential for children to learn and thrive in school. We have students entering our schools speaking over 19 languages, and these numbers continue to grow. This diversity benefits the overall learning environment of our schools, and yet our EL students are not achieving the same success as their native English-speaking peers.

The conditions for student success include: positive relationships, access to quality instruction and materials, a diversity of experiences, and a growth mindset. And it is our job to meet these conditions.

For our EL students to be college and career bound, they need to develop both confidence and the academic skills to achieve at high levels. This EL Master plan is intended to identify the guiding principles of instruction, assessment and monitoring of our English Learner Program.

Goals

1. To develop English language proficiency for each English Learner (EL) as effectively and efficiently as possible.
2. To increase the number and percent of English Learners at proficient and above on state and local measures.
3. To meet the social, emotional, and academic needs of our English learners.
4. To use innovation and inquiry to continue to improve the experience and outcomes of our English Learner Students.
5. To explain the process for EL identification, instruction, monitoring and reclassification in MPCSD.



PROGRAM EFFECTIVENESS

The assessment and accountability process for MPCSD includes the collection and reporting of student data using multiple measures and the monitoring of instructional practices. Data from monitoring of student progress and instructional delivery are used to determine program effectiveness for English Learner support, Title III Program Improvement requirements, and federal case law.

Federal case law (*Castañeda vs. Pickard*, 648F.2d 989, 1981) requires that the main goals of the English Learner Program are to develop the English language fluency of each English Learner as effectively and as efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers.

The court set forth the following standards for effective programs for English Learners:

1. It must be based on “a sound educational theory.”
2. It must be “implemented effectively,” with adequate resources and personnel.
3. After a trial period, it must be evaluated as effective in overcoming language handicaps.



GLOSSARY

Advanced

See "Bridging."

Alternative Program (Alt)

The term "alternative program (Alt)" refers to one of three defined program options for English learners in California. It is defined as a language acquisition process in which English learners receive ELD instruction targeted to their English proficiency level and academic subjects are taught in the primary language, as defined by the school district. Placement in an alternative program is triggered by the parents through a parental exception waiver (e.g. bilingual/dual-language programs).

Beginning

See "Emerging."

Bridging

The term "bridging" refers to students at the advanced level of English language development. They

continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized English language development instruction.

California English Language Development Test (CELDT)

The CELDT is the English language proficiency test used in California with students whose Home Language Survey indicates a language other than English. The CELDT was developed to: (a) identify students with limited English proficiency, (b) determine the level of English language proficiency of those students, and (c) assess the progress of English learners in acquiring the skills of listening, speaking, reading, and writing in English. The CELDT was designed to measure student performance based on the 1999 ELD standards, results were reported using the following five proficiency levels; beginning, early intermediate, intermediate, early advanced, and advanced.



CELDT

See "California English Language Development Test."

Content-Based ELD

Content-based ELD is focused instruction designed to develop English learners' academic language proficiency in English using high-priority topics from the core curriculum. English language development is the main focus of instruction.

ELD

See "English Language Development."

Emerging

The term "emerging" refers to students at the beginning level of English language development. They typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

English Language Development (ELD)

The term "ELD" refers to a specialized program of English language instruction appropriate for the English learner's identified level of language proficiency. The program is designed and implemented to promote English learners' English proficiency in listening, speaking, reading, and writing. ELD instruction is based on the state English language development standards.

English Language Development (ELD) Standards

The first ELD standards for California were developed in 1999 and were the basis for the CELDT. In November 2012, new ELD standards were adopted that aligned to the California Common Core State Standards in English Language Arts.

English Language Mainstream (ELM)

The term "ELM" refers to one of three program options for English learners in California. This program option is a classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to



recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. Students in ELM programs tend to be at the High Intermediate through Advanced levels of English proficiency. The focus is on helping students meet grade-level content area standards as they continue to develop high levels of academic English proficiency.

English Language Proficiency Assessment for California (ELPAC)

The term "ELPAC" refers to the proposed assessment system that would replace the CELDT if funding and legislative authority are received. The ELPAC will be aligned to the 2012 English language development (ELD) standards. In accordance with EC sections 60810(c) (7) and 60811.3 (Assembly Bill 124), the CDE must incorporate the 2012 ELD standards into the state ELD assessment.

English Learner (EL) (formerly known as Limited-English-Proficient or LEP)

The term "English learner" (EL) refers to those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state-approved oral language and literacy assessment procedures for grades kindergarten through grade twelve, have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

English Learner at risk of becoming a long-term English Learner

English learner at risk of becoming a long-term English learner means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

English Learners with Exceptional Needs and Talents

The term "English learner with exceptional needs" refers to a student who has learning difficulties due to an intrinsic learning disability and/or identified cognitive or linguistic impairment not attributable to the student's English proficiency status. An English learner with exceptional talents is a student who has been identified as gifted and talented and/or a student who shows exceptional ability in one or more areas whether or not the student has been formally identified as "gifted and talented." English learner students with exceptional



talents may or may not learn language at an accelerated rate, and they may or may not be able to display their true potential due to their English proficiency status.

Expanding

The term "expanding" refers to students at the intermediate level of English language development. At this level, English learners are challenged to increase their English skills in more contexts, learn a greater variety of vocabulary and linguistic structures, and apply their growing language skills in more sophisticated ways appropriate to their age and grade level.

Fluent-English-Proficient (FEP)

Students who are fluent-English-proficient (FEP) are the students whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP on initial identification and students redesignated from limited-English-proficient [LEP] or English learner [EL] to FEP).

Intermediate

See "Expanding."

Limited-English-Proficient (LEP)

See "English Learner."

Long-Term English Learners (LTEL)

The term "long-term English learner" refers to an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to EC Section 60810, or any successor test, and scores far below basic or below basic on the state-adopted English language arts standards-based achievement test administered pursuant to EC Section 60640, or any successor test.

Primary Language

A student's primary language is identified by the Home Language Survey as the language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home.



Productive Language

The term "productive language" refers to a person's use of language to communicate a message either orally (speaking) or graphically (writing). This process may also be referred to as "expressive language."

Proficiency Levels

The term "proficiency levels" refers to the stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The proficiency level descriptors (PLDs) describe student knowledge, skills, and abilities across a continuum, identifying what English learners know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. See "Emerging," "Expanding," and "Bridging."

Receptive Language

The term "receptive language" refers to a person's use of language to receive a message either aurally (listening) or visually (reading).

Reclassification/ Redesignation (RFEP)

The term "reclassification" or "redesignation" refers to the local process used by LEAs to determine if a student has acquired sufficient English language proficiency to perform successfully in academic subjects without ELD support. LEAs are to establish local reclassification policies and procedures based on an assessment of language proficiency using an objective instrument (e.g., the CELDT), teacher evaluation, parental opinion and consultation, and student performance on a statewide assessment of basic skills in English. Students reclassified as fluent-English-proficient (RFEP) were initially identified as English learners, but later met the LEA's requirements for English language proficiency.

Scaffolding

Pedagogically, the term "scaffold" refers to the support offered students so that they can successfully engage in academic activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understandings, as well as disciplinary (and language) practices. Once development takes place, scaffolds are removed and new ones are erected to support newly needed developmental work. There are two aspects of pedagogical scaffolding: structure and process.

SDAIE

See "Specially Designed Academic Instruction in English."



Specially Designed Academic Instruction in English (SDAIE)

Specially Designed Academic Instruction in English (SDAIE) is an approach to teach academic courses to English learner (EL) students (formerly LEP students) in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP, RFEP, and English-only students in the district.

Structured English Immersion (SEI)

The term "SEI" refers to one of three program options for English learners in California. It is defined as a classroom setting where English learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language. SEI usually includes: (1) ELD appropriate to each student's level of English proficiency, and (2) content instruction using specially designed academic instruction in English (SDAIE) techniques whenever needed to promote students' full access to the core curriculum. SEI is delivered primarily in English but may include some L1 support.

Glossary adapted from the 2013 CDE CTEL Examination Study Guide



INITIAL IDENTIFICATION: HOW DO WE INITIALLY IDENTIFY STUDENTS AS ENGLISH LEARNERS?



HOME LANGUAGE SURVEY

When a child is first registered in any California School, one of the documents that the family fills out is the Home Language Survey (HLS). California Education Code (Section 52164.1) requires all school districts to make a primary home language determination for all students in kindergarten through grade twelve (K–12) upon first enrollment in a California public school. In MPCSD, this information is collected on-line during the registration process and confirmed at the time of registration.

The survey asks four questions:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

All public school districts in the state of California use the Home Language Survey to identify whether or not a student is an English Language Learner. A response other than English is given for any of questions 1-3, indicates to our district that a primary language other than English is spoken by the child. This automatically identifies the student as a potential EL student.

MPCSD will administer a California English Language Development Test (CELDT) to all potential EL students within the first 30 calendar days after they start school . After the CELDT assessment, parents will be notified of results and students who are not initially English fluent will be placed appropriately to receive language support services that best meet their needs.

Once determined, the primary language is not to be re-determined unless the results are disputed by a parent or guardian. Primary Language and English Learner status information is kept in district, county and state level records.

For students who are transferring from another school district, the HLS shall be administered. However, the only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California public school.



PROGRAM PLACEMENT: WHAT ARE PROFICIENCY LEVELS AND WHAT DOES THIS MEAN FOR PROGRAM PLACEMENT?



PROFICIENCY LEVELS

The California English Language Development Test was developed to:

- Identify students with limited English proficiency.
- Determine the level of English language proficiency of those students.
- Assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

The CELDT assesses the four domains of listening, speaking, reading, and writing in English and is aligned to the English-language development (ELD) standards adopted by the State Board of Education (SBE).

The CELDT results are reported by the following performance levels: beginning, early intermediate, intermediate, early advanced, and advanced. The CELDT results show the overall English performance level attained by students as well as performance in each domain by level. CELDT data are used to identify appropriate levels of language support and to calculate Annual Measurable Achievement Objectives (AMAOs) required by the Federal Title III program.

The California ELD standards include a continuum of learning from primary language to life-long learning. Those levels are emerging, expanding and bridging. As we begin implementation of the ELD standards you may hear these used interchangeably.

CELDT LEVEL	ELD Continuum
Beginning (Level 1)	Emerging
Early Intermediate (Level 2)	Expanding
Intermediate (Level 3)	Expanding
Early Advanced (Level 4)	Bridging
Advanced (Level 5)	Bridging



PARENT NOTIFICATION OF ASSESSMENT RESULTS

Parents are notified in writing in a language they can understand (orally, if they are unable to understand written communication), of the results of the initial language assessment within 30 days of initial enrollment. The parent notification includes test results of English language proficiency and primary language proficiency as testing resources allow, the programs offered in the District, and the student's initial program placement.



PROGRAM PLACEMENT

Upon completion of the testing, parents are notified of the results and given a description of the available program options, as well as the benefits of each option. The district makes a recommendation for placement, but parents have the option apply for a parental exception waiver. The program options available in MPCSD are Structured English Immersion, Mainstream English, and Spanish Immersion. Spanish Immersion is available on a limited basis. Further information will be found in Program Descriptions.

Structured English Immersion

If a child is not reasonably fluent in English (at beginning or early intermediate), a placement in a Structured English Immersion Program is recommended, including additional support services that are appropriate.

In MPCSD because of our small population of English Learners and broad variety of languages, Students are grouped in classrooms with others of similar proficiency level. All of our classroom teachers hold the appropriate authorizations to teach Structured English Immersion and additional supports are provided for classrooms with students who need these services.

Mainstream English

If a child is reasonably fluent in English (early advanced or advanced) a placement in a Mainstream English Program is recommended. The child continues in that placement until reclassified. All EL students receive daily English Language Development Support provided by their classroom teacher. Additional support services are provided on an as needed basis.

Alternative Placement

Spanish Immersion is an Alternate program in our district. Participation for EL students requires a Parental Exception Waiver.



PARENTAL EXCEPTION WAIVERS

At the time of the parental notification of placement, the parent's right to apply for a waiver is explained. For an EL student to participate in our Spanish Immersion (Spanish-English) program parents must complete a waiver and apply for the program. EL students who are accepted in the lottery for the program need to have a reasonable level of English Fluency as determined by the district, and will also need to participate in daily English Language Development regardless of the immersion setting. EL students, entering California schools for the first time, are required to have 30 days of Structured English Immersion Instruction before their waivers may be honored, due to the legislative restrictions detailed below.

Legislative Restrictions on Enrollment in Alternative Programs:

According to California's Ed Code (305, 306, 310, 311, 48985), the following types of ELL students under 10 years old must be placed in a mainstream or SEI program for at least 30 days before a parent's request for an alternative program can be honored:

Students in a California school for the first time including:

- New kindergartners
- Transfers from out of state
- Students entering a US school for the first time
- Students transferring from another California school who have not completed the 30-day requirement in another school

All other ELLs, including those who have completed the 30- day requirement in another school, may enter an alternative program immediately.



INSTRUCTIONAL PROGRAM DESCRIPTIONS: WHAT DOES OUR INSTRUCTIONAL PROGRAM LOOK LIKE?



THE SHIFT TO THE COMMON CORE STATE STANDARDS

For ELLs to be successful as schools make the shift to the Common Core State Standards (CCSS), they must have full access to high quality English language arts, mathematics, science, and social studies content, as well as other subjects, at the same time that they are progressing through the ELD continuum. The CA ELD Standards are intended to support this dual endeavor by providing fewer, clearer, and higher standards, as defined below:

Fewer: Few standards necessary and essential for development and success;

Clearer: A set of standards that have clear links to curriculum and assessments; and

Higher: Rigorous standards that correspond with the CCSS for ELA Literacy, CCSS Mathematics, and Next Generation Science Standards

The new CA ELD Standards will represent six key shifts in ELD instruction:

- From linear language acquisition, to a dynamic, and complex social process.
- From a focus on accuracy, to one focused on collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices.
- From simplified texts and activities, to the use of complex texts and intellectually challenging activities
- From English as a set of rules, to English as a meaning making
- From learning grammar in isolation to learning in context.
- From a one size fits all approach, to understanding and responding to the specific needs of students

This will require teachers to change the way they support children acquiring English. Traditionally, the main focus of ELD was to address vocabulary and grammar. Although those are crucial skills, it is now understood that language cannot be learned through focusing exclusively on those skills.

The Common Core will have teachers looking at language and content through conversations, the study of complex text, and vocabulary practices in order to meet the high expectations placed on all students. These expectations will require students to use English in advanced ways across all disciplines.



RESEARCH MODEL: WHAT RESEARCH ARE WE USING TO INFORM OUR INSTRUCTION?

Sheltered Instruction Observation Protocol

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

Lesson Preparation

Building Background

Comprehensible Input

Strategies

Interaction

Practice/Application

Lesson Delivery

Review & Assessment

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners. This model does not dictate particular strategies, but allows for flexibility, in a framework of peer observation and coaching, to identify and amplify sheltered strategies in practice.

The SIOP model provides common language and practices for English Learner instruction that is consistent K-8 and aligns with the Common Core and ELD standards.



K-5 STRUCTURED ENGLISH IMMERSION (SEI)

Definition

A specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency.

Instruction is nearly all in English.

Primary language support is used for clarification and explanation when feasible to clarify, direct, and explain.

Program Components

Core instruction in reading, writing, math, science and social science, delivered with scaffolding using specially designed academic instruction in English (SDAIE) methodology.

Small group Instruction to clarify and reinforce core instruction provided by the classroom teacher.

ELD instruction as required to meet student needs based on ELD levels for students. ELD instruction may be provided by the site EL Support Teacher for the students who are still Emerging. No more than two ELD levels may be grouped together at one time for instruction.

Staffing Requirements

MPCSD takes pride in hiring Highly Qualified teachers. All of our Classroom teachers hold one of the following authorizations:

Authorizing Credentials for SEI Instruction:

- Multiple or Single Subject Teaching Credential (MSC) with Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) emphasis
- SB 395 or SB1969 equivalents to CLAD
- Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) Certificate
- General teaching credential or supplementary ESL authorization (ELD only)



K-5 MAINSTREAM ENGLISH

Definition

The Mainstream English Program is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is completely in English. However, special support options are provided for ELLs as needed.

Program Components

Core instruction in reading, writing, math, science and social science, delivered with scaffolding using specially designed academic instruction in English (SDAIE) methodology.

Small group Instruction to clarify and reinforce core instruction provided by the classroom teacher.

ELD instruction as required to meet student needs based on ELD levels for students. ELD instruction is provided by the Classroom teacher. No more than two ELD levels may be grouped together at one time for instruction.

Staffing Requirements

MPCSD takes pride in hiring Highly Qualified teachers. All of our Classroom teachers hold one of the following authorizations:

Authorizing Credentials for SEI Instruction:

- Multiple or Single Subject Teaching Credential (MSC) with Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) emphasis
- SB 395 or SB1969 equivalents to CLAD
- Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) Certificate
- General teaching credential or supplementary ESL authorization (ELD only)



6-8 ENGLISH LANGUAGE DEVELOPMENT

Definition

Our middle school program is designed to meet the needs of Long Term English Learners, English Learners at risk of being Long Term English Learners, English Learners new to California schools and monitoring and support for students who have been redesigned as fluent.

Program Components

Core instruction in reading, writing, math, science and social science, delivered in general education classrooms with scaffolding support.

Small group Instruction and support classes to clarify and reinforce core instruction.

ELD instruction as required to meet student needs based on ELD levels for students.

Content area support classes for students performing at below and far below standards on standardized state assessment.

Staffing Requirements

MPCSD takes pride in hiring Highly Qualified teachers. All of our Classroom teachers hold one of the following authorizations:

Authorizing Credentials for SEI Instruction:

- Multiple or Single Subject Teaching Credential (MSC) with Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) emphasis
- SB 395 or SB1969 equivalents to CLAD
- Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) Certificate
- General teaching credential or supplementary ESL authorization (ELD only)



SPANISH IMMERSION

Definition

Spanish immersion is currently offered K-5 at Laurel and Encinal. Kindergarten immersion students receive their core academic instruction in Spanish, and as students move through the grades, there are incremental increases in the instructional time in English such that by the fifth grade, core academic instruction is delivered in both English and Spanish equally. Students may only enter the program during Kindergarten and during the first trimester of first grade. Students beyond the first trimester of first grade who are fluent in Spanish and/or are transferring from another immersion program may be admitted if they meet assessment criteria for Spanish fluency. Admission to this program is on a space available basis.

Program Components

Core instruction is delivered in Spanish in reading, writing, math, science and social science. Our Spanish Immersion Program is currently under review. The review may result in program changes.

ELD instruction is delivered as required to meet student needs based on ELD levels for students. ELD instruction is provided by the Classroom teacher. No more than two ELD levels may be grouped together at one time for instruction.

Staffing Requirements

MPCSD takes pride in hiring Highly Qualified teachers. All of our Classroom teachers hold one of the following authorizations:

Authorizing Credentials for SEI Instruction:

- Multiple or Single Subject Teaching Credential (MSC) with Bilingual Cross-cultural Language and Academic Development (BCLAD) emphasis
- Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) Certificate
- General teaching credential or supplementary ESL authorization (ELD only)



Considerations

Families who choose to enroll their children in the immersion program should know the following:

- The District is committed to offering this program to as many families as possible. As a result, immersion class sizes may be larger than regular classes and may be operated as multi-graded combination classes.
- Support services for students may only be available in English.
- Parents must apply for a parental exception waiver.
- An additional 30 days of SEI instruction is required for incoming Kindergarten EL students.
- The current structure of immersion makes it difficult to separate twins or students with peer issues.
- The District has admitted highly fluent non-native Spanish speakers through the pool for native-Spanish speakers in years that the ratio of native speaking students was less than 50 percent. Practices such as this will be evaluated and are subject to change.
- This program could be altered or relocated depending on District or program needs.



ENGLISH LANGUAGE DEVELOPMENT

English Language Development (ELD) is a component of all program options for English Language Learners. English Language Development must be a part of the daily program for every ELL throughout the whole year. The ELD component is based on the California English Language Development standards and provides a pathway 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. Instruction must develop ELL's full receptive and expressive proficiencies in the domains of listening, speaking, reading, and writing. ELD instruction provides an on-ramp to the English language arts curriculum.

The English Language Development Program builds academic language proficiency that includes functions, forms and fluency. This approach, "...places meaning and use as the central features of language and approaches grammar from that stance." The district supports the use of rigorous ELD instruction that includes both informal and formal language learning opportunities (Dutro and Moran, 2002). A great deal of emphasis should be placed on natural language acquisition, with appropriate use of direct instruction of academic language.

Our work in ELD and in all curricular areas involve the use of scaffolding content to make it accessible for all ELL students. The use of scaffolding, "...is not simply another word for help. It is a special kind of help that assists learners to move toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone." (Gibbons, 2002).

This support is generally provided by a classroom teacher. English Language Development Support Teachers provide targeted small group and individualized support for newcomer students and lower level EL students depending on individual student need.



SUPPLEMENTAL MATERIALS: WHAT MATERIALS ARE USED IN OUR ENGLISH LEARNER PROGRAMS

SEI and Mainstream Materials

Our SEI and Mainstream English classrooms all use the district adopted materials. Supplemental Materials for English Learners currently include but are not limited to:

- Carousel of Ideas ELD Curriculum

SEI and Mainstream Assessments

- CELDT (Annual Assessment)
- All district assessments (Benchmark and Formative)
- ELLA assessments in Listening, Speaking, Reading and Writing
- Smarter Balanced Assessment (Grades 3-5)

Spanish Immersion

Our Spanish Immersion Program is currently undergoing Program Review. The review may result in program changes.



UNIVERSAL ACCESS: WHAT SYSTEMS ARE IN PLACE FOR ALL STUDENTS TO ACCESS OUR CURRICULUM?



ACCESS FOR ALL STUDENTS

In MPCSD, we are dedicated to providing multiple means for engagements for all of our students. We believe that technology is a means to access for students who otherwise would be unable to have full access to a rich learning experience.

Our District has a 1:1 iPad program grades 5-8, allowing every student to have individualized access to information, tools and learning opportunities. Our K-4 students have access to technology in their classrooms for use during learning activities to enhance instruction.

Our Education Services Team works in partnership to identify appropriate tools that will provide access to curriculum and full participation regardless of special learning need.

Adaptive Technologies Currently Available in MPCSD include:

- Digital Books
- Access to on-line curriculum
- Software and Applications that provide scaffold support (ex. Clicker 6, Write Out Loud)
- Communication Technologies
- Smart Boards
- FM Systems



RECLASSIFICATION: HOW ARE STUDENTS RECLASSIFIED AS ENGLISH FLUENT?



RECLASSIFICATION CRITERIA

Reclassification is the process by which school districts determine if English Learners have acquired sufficient proficiency in English to perform successfully in core academic subjects without English language development (ELD) support.

When students have demonstrated they are able to participate effectively with English-speaking peers in a Mainstream English program and have met the criteria for reclassification, they are reclassified as fluent-English proficient (RFEP). The reclassification process and criteria are based on guidelines approved by the California State Board of Education (SBE).

MPCSD Reclassification criteria:

CELDT:

Overall proficiency level is Early Advanced (4) or higher and each skill area (listening, speaking, reading and writing) proficiency is Intermediate (level 3) or higher.

Grade Level Achievement:

Gr. 3-8: Smarter Balanced Assessment is at Basic or higher (2014-15 Interim Criteria uses local reading and writing assessment results)

Gr. 1-2: Reading fluency, comprehension and writing is at grade level or higher.

Teacher Recommendation:

Teacher observes satisfactory progress based on classroom participation in all curriculum areas taught in English.

Parent Consent:

The reclassification process must include consultation with the parent. (See form in the Appendix.)

Continued monitoring of the progress of all R-FEP students is required for two years and recommended until a student scores are proficient for 3 consecutive years on state testing.

After monitoring, the student remains on the FEP list for record keeping purposes.



PROFESSIONAL DEVELOPMENT

WHAT IS OUR PROFESSIONAL DEVELOPMENT MODEL?



PROFESSIONAL DEVELOPMENT MODEL

The Introduction of the Common Core State Standards brings a fundamental shift to the way MPCSD has approached English language development instruction. For many years, our program has relied heavily on pull-out instruction that meets student language needs, but has not necessarily been closely connected to the instruction students are receiving in their classroom.

The Common Core ELA/ ELD standards require a close alignment between curriculum and language instruction. Most ELD instruction is now expected to be delivered in the classroom, by classroom teachers. In response to these shifts, MPCSD will begin to train *All* teachers on the CCSS ELA/ELD standards and will be working closely with the English Language Development Support Teachers to develop an implementation plan for this major shift.

This transition will take time. During the 2014-2015 school year the EL Teachers will be working as a Professional Learning Community to build the skills and knowledge necessary to:

- Provide direct service with newcomer students and those identified to need direct (pull out) support at a school.
- Provide case management for all EL and RFEP students at their school
- Consult and partner with classroom teachers
- Support parent outreach and engagement
- Complete all required assessment, monitoring and reporting
- Participate in and/or lead ongoing professional development

We will also be engaging in a pilot project for classroom centered instruction that will help inform how we move forward as a district.



PARENT ADVISORY COMMITTEES

HOW CAN PARENTS BE ACTIVELY INVOLVED?

PARENT INVOLVEMENT

English Learner Advisory Committee

Each school has an English Learner Advisory Committee (ELAC).

The ELAC is responsible for:

- Advising the principal and staff on programs and services for English Learners
- Advising the School Site Council on the Development of the Single Plan for Student Achievement (SPSA).
- Assisting in the schools needs assessment
- Conducting an annual language census of the school.
- Participating in the planning of parent education opportunities including the importance of regular attendance.

District English Learner Parent Advisory Committee

The District English Learner Advisory Committee (DELAC) is composed of elected representatives from each ELAC.

The DELAC shall be responsible for advising the district's local governing board on the following tasks:

- Development or revision of a EL master plan, taking into consideration the individual Single School Plans for Student Achievement.
- Review of district programs, goals, and objectives for programs and services for English learners (e.g., program improvement plan).
- Contributing to an annual district-wide needs assessment for EL students on a school-by-school basis.
- Assistance with an annual language census (e.g., approval of procedures and surveys).
- Review and comment on the district's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.



ACCOUNTABILITY AND FUNDING

HOW IS THE DISTRICT HELD ACCOUNTABLE FOR MEETING THE NEEDS OF OUR ENGLISH LEARNERS?

ACCOUNTABILITY

Goals for our English learners are reflected in all level of planning in our district. District plans include each school's Single Plan for School Achievement, our District Program Improvement Plan our Local Education Agency Plan, and our Local Control Accountability Plan.

The Local Control Accountability Plan is an overarching plan that communicates overall high level plans for the district and how they will impact the experience and outcomes of our English language learners. The Local Education Agency Plan is a high level plan that communicates how the priorities in the district will interact including the highest priority areas for English Language Learners.

Our district is currently in the second year of Program Improvement status. Program Improvement means that we did not meet our Annual Measurable Objectives for 1 or more years in accordance with No Child Left Behind, in this case our English Learners. Year 2 status requires that we complete an Improvement Plan and submit it to the state.

The Improvement Plan includes a full description and assessment of our core EL program and any supplemental services that are provided through categorical funding. The requirements for EL programs are established at the federal level through case law which has recommendations embedded in Education Code.

They are:

- Districts provide a program to overcome language barriers as quickly as possible
- Districts provide access to the same core curriculum and remedy any deficits incurred while learning English
- Programs are based on scientific research or theory
- Have adequate resources to fully implement the program, research or theory
- Produce results that show the program is effective

One of our District priorities is to implement the Program Improvement plan. Progress on meeting our goals will be reported to the community at Board meetings and DELAC/DELPAC meetings and is monitored by the County Office of Education and the State.

Site plans are developed to detail how of our overarching student achievement goals will be met at the individual school level. Each school has its own set of unique strengths and challenges and those plans are developed by schools with input from the Site English Learner Advisory committee and approved and monitored by the School Site Council.



FUNDING SOURCES

DISTRICT FUNDING

We use district funding to support our core instructional program for English Learners. This support includes staffing of support teacher and instructional assistants, instructional materials, and professional development opportunities. Our district exceeds the funding recommendations of the California Local Control Funding Formula and reflects our districts dedication to aligning resources to student needs.

TITLE III FUNDING

Title III, funding is federal funding. It provides supplemental funding to school districts to implement programs designed to help EL students attain English proficiency and meet the state's academic content standards. Title III funding cannot be used to fund the regular educational program. It is intended to supplement and enhance what you are already doing.

Examples of uses for Title III funding:

- English language instruction educational programs provided outside of school hours (extended day, Saturday or summer programs).
- Professional development for regular classroom teachers; EL support teachers, administrators and other staff in topics such as instructional strategies for EL students, understanding assessment for EL students, understanding and implementing ELD standards, alignment of curricula with state standards.
- Parental involvement activities designed to assist and or inform parents of EL students.