Winters Joint Unified School District
Master Plan for English Learners

Board Approved
July 10, 2014

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Original Draft
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The district gratefully acknowledges material developed for English Learner master plans in several California school districts and guidance materials from the California Department of Education.
Acknowledgements

The Winters Joint Unified School District Master Plan for English Learners was developed with the dedicated effort and collaboration of district teachers, administrators, board member, and parents. We greatly appreciate their guidance and support, and thank them for their time in reviewing and giving input for this plan. We thank Dr. Michael Chatfield, who prepared the initial draft, and Chris López Chatfield who facilitated our workgroup meetings.

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Message from the Superintendent

Dear Parents, Community Members and Staff,

The following document represents our belief that “Education Equals Opportunity”. This document will help guide and direct us to best serve our English Language Learners in order for them to be successful and prepared for both college and the working world. We want to first thank the parents, community members and staff for their dedication and collaboration on the EL Master Plan. We want to recognize Trustee Rob Warren as a liaison to our Board of Trustees. We also want to recognize staff member Sandra Ayón and DELAC President Claudia Covarrubias who represented the voice of our English Learners providing valuable insight. Secondly, we want to acknowledge Chris López-Chatfield for her expertise and assistance. In closing we want to acknowledge that while excellent programs start with sound plans, we understand that the real work lies ahead of us in implementation of the plan. We look forward to this challenge. Our Board and community expect our best. Our English Language Learners deserve our best.

Sincerely,

Brent Cushenbery
Superintendent
# Table of Contents

## CHAPTER ONE: IDENTIFICATION, ASSESSMENT AND PROGRAM PLACEMENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Identification, Assessment and Placement</td>
<td>2</td>
</tr>
<tr>
<td>Professional Development for Staff and Administrators on Initial</td>
<td>2</td>
</tr>
<tr>
<td>Identification, Assessment, and Placement Process</td>
<td>3</td>
</tr>
<tr>
<td>Initial Language Proficiency Assessment, Identification and Placement</td>
<td>5</td>
</tr>
<tr>
<td>Process</td>
<td>6</td>
</tr>
<tr>
<td>Legislative Requirements for Enrollment in Bilingual Alternative Programs</td>
<td>9</td>
</tr>
<tr>
<td>Program Placement vs. Classroom Placement</td>
<td>9</td>
</tr>
<tr>
<td>Annual Kindergarten Registration, Assessment and Placement</td>
<td>9</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>10</td>
</tr>
<tr>
<td>Transfers from Other California Schools</td>
<td>10</td>
</tr>
<tr>
<td>Transfers From Out Of State or From Other Countries</td>
<td>10</td>
</tr>
</tbody>
</table>

## CHAPTER TWO: INSTRUCTIONAL PROGRAMS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Instructional Programs</td>
<td>11</td>
</tr>
<tr>
<td>Instructional Programs for English Learners</td>
<td>12</td>
</tr>
<tr>
<td>English Language Programs</td>
<td>12</td>
</tr>
<tr>
<td>1. Structured English Immersion (SEI), K-12</td>
<td>12</td>
</tr>
<tr>
<td>2. K-12 English Language Mainstream (ELM)</td>
<td>15</td>
</tr>
<tr>
<td>3. Bilingual Alternative Programs for English Learners</td>
<td>17</td>
</tr>
<tr>
<td>English Language Development (ELD)</td>
<td>21</td>
</tr>
<tr>
<td>Conditions Favorable to Acquiring Language</td>
<td>21</td>
</tr>
<tr>
<td>Overview of English Language Development (ELD)</td>
<td>21</td>
</tr>
<tr>
<td>Integrated ELD</td>
<td>21</td>
</tr>
<tr>
<td>Designated ELD</td>
<td>22</td>
</tr>
<tr>
<td>English Language Development (ELD) Standards and Assessments</td>
<td>22</td>
</tr>
<tr>
<td>English Language Development (ELD) Materials</td>
<td>22</td>
</tr>
<tr>
<td>Grouping for Designated English Language Development</td>
<td>22</td>
</tr>
<tr>
<td>Accessing the Core Curriculum in Content Areas</td>
<td>22</td>
</tr>
<tr>
<td>Characteristics of SDAIE</td>
<td>23</td>
</tr>
<tr>
<td>Commitment to Special Education Services</td>
<td>23</td>
</tr>
<tr>
<td>K-12 Flexibility of Programming to Meet Student Needs</td>
<td>24</td>
</tr>
<tr>
<td>Newly Arrived English Learners with Adequate Formal Schooling</td>
<td>24</td>
</tr>
<tr>
<td>Newly Arrived English Learners with Limited Formal Schooling</td>
<td>25</td>
</tr>
<tr>
<td>English Learners enrolled in U.S. schools for fewer than six years who</td>
<td>25</td>
</tr>
<tr>
<td>are not Meeting Benchmarks and/or not Making Expected Progress</td>
<td>25</td>
</tr>
<tr>
<td>toward language and academic goals for two or more consecutive years</td>
<td>25</td>
</tr>
<tr>
<td>Long-Term English Learners enrolled in grades 6-12 who have been</td>
<td>25</td>
</tr>
<tr>
<td>enrolled in U.S. schools for more than 6 years and are not showing</td>
<td>25</td>
</tr>
<tr>
<td>progress toward English language or academic proficiency</td>
<td>25</td>
</tr>
<tr>
<td>English Learners who are Meeting Academic and English Language</td>
<td>26</td>
</tr>
<tr>
<td>Development (ELD) Benchmarks</td>
<td>26</td>
</tr>
<tr>
<td>Students Who Speak a Primary Language Other Than Spanish</td>
<td>26</td>
</tr>
</tbody>
</table>
Table of Figures

Table 1.1. Criteria for classifying a student as either initially fluent in English proficiency (IFEP) or English Learner (EL) ................................................................. 4
Table 1.2. Criteria for Placement Recommendation for English Learners ............................................. 5
Figure 1.1. Initial Language Proficiency Assessment, Identification and Placement Process ................. 8
Table 2.1. K-5 Structured English Immersion (SEI) Program Components ........................................ 13
Table 2.2. Secondary Structured English Immersion (SEI) Program Components, Grades 6-12 .......... 14
Table 2.3. K-5 English Language Mainstream Program Components ..................................................... 15
Table 2.4. Secondary English Language Mainstream Program Components, Grades 6-12 ................. 16
Table 2.5. Developmental Bilingual Education Program Components .................................................... 18
Table 2.6. Secondary Transitional Bilingual Program Components (Grades 6-12) ............................ 20
Table 4.1. State-mandated assessments of student performance .............................................................. 34
Table 4.2. Expected Benchmarks for Structured English Immersion (SEI) and English Language Mainstream Programs* ........................................................................... 36
Table 4.3. Expected Benchmarks for Developmental Bilingual Program .............................................. 37
Table 5.1. Reclassification Criteria, Grades 1-2 .................................................................................... 41
Table 5.2. Reclassification Criteria, Grades 3-12 .................................................................................. 42
Table 6.1. Steps involved in forming the ELAC ..................................................................................... 48
Table 8.1. Evaluation Design: Desired Student Outcomes and Evaluation Questions ........................... 59
Table 8.2. Evaluation and Accountability: Roles and Responsibilities .................................................. 64
chapter one:
Identification, Assessment and Program Placement
Initial Identification, Assessment and Placement

At the time of enrollment, California schools are required to determine the language(s) spoken in the home by each student. For students in homes where another language is spoken, the level of proficiency in English must be determined, and an appropriate program placement made. This chapter describes this process of initial identification, assessment and placement of students in the Winters Joint Unified School District. The process is shown in Figure 1 on page 8 and is explained in detail below. Student enrollment and assessment takes place at the student’s attendance area school.

Professional Development for Staff and Administrators on Initial Identification, Assessment, Placement and Parental Rights/Informed Consent

Because the processes of initial identification, assessment, parent notification and program placement are decentralized in the Winters Joint Unified School District, it is important that staff at all sites be familiar with, and expert in, carrying out the procedures outlined in this chapter. To this end, each site will select key staff who will take responsibility for each of the steps described in this chapter and develop the necessary knowledge and skills to implement them effectively.

The district provides ongoing professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of this EL Master Plan. This professional development covers the following:

- initial identification,
- assessment,
- placement options and procedures,
- parents’ rights and informed consent and the parental exception waiver process, and
- review of forms and data entry process related to services for English Learners.

The persons who participate in the professional development include staff members who work with EL student records, school principals, site EL coordinators, office staff members, special education staff, and other support staff as necessary. The professional development places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their child. Professional development for site staff must take place at least annually, before school starts.
Initial Language Proficiency Assessment, Identification and Placement Process

STEP 1: Registration, Including Completion of the Home Language Survey
Parents take their child to the school that serves their child’s grade levels in order to enroll. At the school, the parents complete the district’s registration forms. If the child is enrolling in a California school for the first time, the parents complete a Home Language Survey (HLS), as required by state law. This survey is completed the first time the parent enrolls the child in a California school, and the results are maintained thereafter. The following criteria are used to evaluate the parent’s responses on the HLS.

- If the answers to Items 1, 2 and 3 on the HLS are “English”, the child is classified as English Only (EO). The parent is notified of the result and informed that the child will be placed in an English Language Mainstream 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 of the Home Language Survey indicates a language other than English, testing is optional.

If the child has a prior enrollment in a California school, then the HLS results from that school are used to determine if the child has a primary language other than English. The child’s primary language status may be obtained from the state’s CALPADS database. This determination may be used in lieu of the HLS in deciding whether the child has a home language other than English.

STEP 2: English Language Proficiency Assessment
If the student is enrolling in a California school for the first time, state regulations require that when the student’s Home Language Survey indicates that a language other than English is used at home, the student’s English language proficiency level must be assessed within 30 calendar days of initial enrollment. However, within the Winters Joint Unified School District, the preference is to complete the assessment as soon as possible, within a week of the time of enrollment. (See below for kindergarten registration, which is an exception). English language proficiency is assessed at the school site by trained personnel. Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents and children.

The assessment currently 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. The child receives a score for each part of the test (listening, speaking, reading, and writing) as well as an overall score. Preliminary scores are calculated for the purpose of determining the default program and placement options. These results are communicated to the parent. The assessment is also forwarded to the school district’s Director of Educational Services for submission to, and official scoring by, the test publisher. These official results override the preliminary scoring in those cases where the scores differ. CELDT results are maintained in the student’s CUM folder, and in the district’s student information system for future use in monitoring student progress and in program evaluation. The state is currently developing a new English language proficiency assessment (the English Language Proficiency Assessments for California, or ELPAC) which will replace the CELDT in the 2016-17 school year. This new assessment will be aligned with the most current English Language Development standards. The district will adopt criteria for use of the student’s results on this test that will align with state guidelines when those guidelines are published.

All students with a home language other than English, including students with an Individual 1
Education Plan (IEP), will be assessed with the CELDT or the successor test when it becomes available. The CELDT or any of its parts may be waived if the student’s Individual Education Plan (IEP) provides for an alternative assessment in place of all or part of the CELDT. The IEP Team may also determine that the CELDT may be taken but with modifications or accommodations.

On the basis of the English language assessment, students are classified as either initially fluent in English proficiency (IFEP) or English Learner (EL). A student is classified as IFEP if the CELDT scores are Early Advanced or Advanced (Level 4 or 5) overall and at least Intermediate (Level 3) on each of the four subtests. A student is classified as an English Learner if the overall CELDT score is Intermediate (Level 3) or lower, or any of the subtest scores is Beginning or Early Intermediate (Level 1 or 2).

- IFEP Students - The parents of IFEP students are informed of the results and notified that their student will be placed in an English Language Mainstream program.
- English Learners proceed to Language Classification and Determination of Recommended Placement in an English Language Program (Step 3 below)

If the student has a prior enrollment in a California school, then the district will obtain data on the student’s language classification, English proficiency status and prior program participation from CALPADS and utilize that information to make an appropriate determination regarding the program to which the student will be assigned.

<table>
<thead>
<tr>
<th>The Home Language Survey shows:</th>
<th>CELDT results are:</th>
<th>Language Classification is:</th>
</tr>
</thead>
</table>
| A language other than English on Questions 1, 2 or 3 and | • Beginning (Level 1)  
• Early Intermediate (Level 2)  
• Intermediate (Level 3)  
• Early Advanced (Level 4) or  
• Advanced (Level 5), but at least 1 subtest score is below Intermediate (Level 3) | English Learner (EL) |

| A language other than English on Questions 1, 2 or 3 and | • Early Advanced (Level 4) or Advanced (Level 5)  
And  
• all subtest scores are Intermediate (Level 3) or higher | Initially fluent English Proficient (IFEP) |
STEP 3: Language Classification and Determination of Recommended Placement in an English Language Program

The results of the Home Language Survey, the English language assessment (and any other information related to prior schooling, including transcripts, if available) are used to determine the program placement options for students. Placements for English Learners are shown in Table 1.2. Structured English Immersion and the English Language Mainstream are programs in which instruction is “almost all” in English. The recommendation will be communicated to the parent at the time of notification of results (Step 4 below). Parents may request a waiver for their child to participate in an alternative bilingual program.

Table 1.2 makes use of the concept of “reasonable fluency” as a determining factor in deciding on the appropriate placement for an English Learner. California law does not provide a specific definition of these terms, other than to say that a “reasonably fluent” student has a “good working knowledge” of English. The Winters Joint Unified School District has defined reasonable fluency in terms of performance on the state-mandated English language proficiency assessment (CELDT or successor test). This definition and the way it relates to program placement is shown in Table 1.2.

### Table 1.2. Criteria for Placement Recommendation for English Learners

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Recommended Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is <strong>not reasonably fluent</strong>, defined as:</td>
<td>Structured English Immersion (SEI)</td>
</tr>
<tr>
<td>Results on CELDT (or equivalent on successor test)</td>
<td></td>
</tr>
<tr>
<td>Beginning (Level 1)</td>
<td></td>
</tr>
<tr>
<td>Early Intermediate (Level 2) or</td>
<td></td>
</tr>
<tr>
<td>Intermediate (Level 3), but with a score of Beginning (Level 1) or Early Intermediate (Level 2) in English reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is <strong>reasonably fluent</strong>, defined as:</td>
<td>Student is “reasonably fluent”</td>
</tr>
<tr>
<td>Criteria on CELDT (or equivalent on successor test)</td>
<td>Recommended placement:</td>
</tr>
<tr>
<td>Overall score of Intermediate (Level 3) and at least Intermediate in English reading</td>
<td>English Language Mainstream (ELM)</td>
</tr>
<tr>
<td>Overall score of Early Advanced (Level 4)</td>
<td></td>
</tr>
<tr>
<td>Overall score of Advanced (Level 5)</td>
<td></td>
</tr>
<tr>
<td><strong>English Learners with approved parental exception waivers</strong></td>
<td>Bilingual Alternative Program</td>
</tr>
</tbody>
</table>
**STEP 4: Parent Notification of Initial Results**

Parents must be notified no later than 30 days after the beginning of the school year (or, if the child has enrolled during the school year, within two weeks of the child being placed in program) of the results of the child’s initial English proficiency assessment, and program placement recommendation.

Parents are notified in writing of the assessment results and language classification, the recommended program placement, the available program options and the benefits of each. This information is provided in English and their home language (if the home language is spoken by 15% or more of the school’s students). A meeting may be requested. It may be held in English or in the home language based on parent need.

Once the program options have been explained, the parents are informed of their right to apply for a parental exception waiver. This information is also provided in writing, using language and materials designed to be readily understandable to the parent.

**STEP 5: Program Placement**

The student is assigned to an appropriate program. This decision is made by the school principal and educational staff with informed input from the parent. If the placement recommendation is Structured English Immersion or English Language Mainstream and the parent agrees, then the child is placed in that program. Students placed in either of these programs, by law, are to receive English Language Development instruction and support that will ensure that they learn English and have full access to the core curriculum.

The parent may decide to request a Parental Exception Waiver from the requirement that English Learners be placed in an English language classroom.

If the parent selects a bilingual alternative program, then he or she must submit a parental exception waiver request form. These forms are available online and at the school sites.

Regardless of where the form is obtained, all waiver requests from the parents of newly enrolling students are processed at the school of attendance.

Parental exception waivers are granted unless the principal and educational staff determine that an alternative program would not be better suited for the overall educational development of the pupil. Parental Exception Waivers must be renewed annually. Approved initial and annual waivers for students placed in an alternative program are kept on file in the student’s CUM folder, and this information is entered into the district student information system for electronic storage of the waiver request.

If a parent elects to have their English Learner student placed in the English Language Mainstream program rather than in a Structured English Immersion program or an alternative program model, no waiver request is necessary and the district will honor the parent’s informed preference.

If a school site has 20 or more approved waivers at the same grade level with the same home language, the district will implement a bilingual alternative program to serve those students. English Learners with approved Parental Exception Waivers will be given an opportunity to transfer to a school in a different district if their site does not have a sufficient number of approved Parental Exception Waivers to implement a program.

All waivers are kept on file by the site principal for the school year in which they are received and are monitored districtwide.

Once the official CELDT (or successor test) results have been received from the test publisher, the parent is notified in writing of the results of the initial identification. This written notification is in English and in the student’s primary language, if that language is spoken by 15% or more of the school’s population. A copy of this notification is placed in the student’s EL file in the CUM folder.

If the parental exception waiver request is denied, the parent may appeal. **Appeal**
procedures are explained in Chapter 3 on parental exception waivers (pg. 30).

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

The state of California is developing a successor test for the CELDT. This test, the English Language Proficiency Assessments for California (ELPAC), is based on the latest version of the California English Language Development Standards and will replace the CELDT in all California schools beginning in 2016-17. Each time the CELDT is mentioned in Figure 1.1, it is understood that the successor test will replace the CELDT according to the schedule established by the state. The test performance criteria to be used by the district in these processes will be based on recommendations to be developed by the California Department of Education.
Figure 1.1. Initial Language Proficiency Assessment, Identification and Placement Process
Legislative Requirements for Enrollment in Bilingual Alternative Programs

According to California’s Ed Code and federal regulations, (EC 48985; 5 CCR 11309), the following types of EL students under the age of 10 years must be placed in a mainstream or SEI program for at least 30 calendar days (i.e., 20 instructional days) before a parent’s request for an alternative program can be honored:

1. Students in a California school for the first time:
   - New Kindergartners
   - Transfers from out of state, and
   - Students entering a U.S. school for the first time.

2. Students transferring from another California school who have not completed the 30-day requirement in another school.

3. All other ELs, including those who are 10 years of age and older and those who have completed the 30-day requirement in another school or previously in the same school, may enter an alternative program immediately.

Program Placement VS. Classroom Placement

One classroom setting may provide different students in the class with different instructional program placement options. More than one program may exist within a given classroom. For example, a classroom may provide English Only and Fluent English Proficient students with an English Language Mainstream program of instruction while providing English Learners enrolled in the class with a program of Structured English Immersion (see Chapter 2 for program descriptions). Throughout this document, when the text refers to a classroom (for example, “Structured English Immersion classroom”) it means a classroom in which the program exists. It does not necessarily mean that the classroom is exclusively dedicated to that program.

When more than one program exists within a classroom, it is extremely important that students be clearly identified as to the program to which they are assigned, and that they receive the services appropriate to that program. This requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed.

Annual Kindergarten Registration, Assessment and Placement

Due to the large number of incoming Kindergarten students, a special process is used for assessing new Kindergarteners’ language proficiency at the beginning of each school year. Kindergarten pre-registration begins in February of each year. However, English proficiency testing, by state mandate, may not begin until July. When the parent pre-registers the child, the Home Language Survey is completed. If the HLS indicates that a language other than English is spoken, testing arrangements during the district’s official assessment and registration period will be made.

During the official assessment period (beginning no earlier than allowed by state guidelines and continuing until all assessment of new Kindergarteners is completed), a team of district staff trained in CELDT procedures is assembled in order to complete CELDT testing for Kindergarteners. This testing may take place at the school site or another location determined by the district.

The same criteria and procedures related to parent notification, the parental exception waiver, and program placement that are used for other students are used for Kindergartners. Parents are notified in writing of the assessment results, and given a written description of the recommended program placement, the available program options and the benefits of each. This information is provided in English and their home language (if the home language is spoken...
by 15% or more of the school’s students). The parent may request a meeting, or the district may decide to organize a meeting of parents. This meeting may be held in English or in the home language based on parent need (if the home language is spoken by 15% or more of the school’s students). Once the initial assessments are completed, those children found to be English Learners are provided instructional programs that are overwhelmingly in English for the mandatory 30 calendar days even though their parents may have completed a Parental Exception Waiver form requesting that their child participate in an alternative program option.

**Transfer Students**

**Transfers from Other California Schools**

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status. These students do not need to go through the district’s initial identification process. In most cases the information will be available on the CALPADS data system. Staff will also contact the former district in order to obtain information by phone, email or fax. The information obtained will be entered into the district’s record keeping system and shared with the classroom teachers. If available, the first Home Language Survey (HLS) completed by the parent will be used as the basis for deciding whether the English proficiency assessment and other language assessment procedures should be performed with the child. If the student’s prior records cannot be acquired at the time of enrollment, English language assessment proceeds, a temporary placement is made until necessary data is received from the sending district, and the identification/notification/placement process is implemented per the above description. The district of origin will be encouraged to expedite the process of sharing information by faxing or emailing the records, or by providing information by telephone.

**Transfers From Out Of State or From Other Countries**

The five-step language assessment, classification and placement process described above and shown in Figure 1.1 will be followed for students entering the district who are new to the state or from another country. The student’s district enrollment date is entered into the student’s records and the district’s student database system. The date the student first enrolled in a U.S. school is also entered. At the high school level, the student’s transcripts will be evaluated by a trained site staff member to determine course credits and graduation requirements completed.
chapter two:
Instructional Programs
Instructional Programs

The Winters Joint Unified School District offers the following program options to English Learners: (1) Structured English Immersion (SEI), (2) English Language Mainstream (ELM), (3) Bilingual Alternative programs. Each of these options is designed to ensure that students acquire English language proficiency and to prevent and/or address any academic deficiencies that students may have developed in other areas of the core curriculum. All options contain the following required components:

- Well-articulated, standards-aligned, research-based English Language Development (ELD) instruction, specifically designed for English Learners.
- Well-articulated, standards-based, research-based, and differentiated instruction in the core curriculum, with Specially Designed Academic Instruction in English (SDAIE).
- Primary language support must be provided to meet student needs in Structured English Immersion programs and may be provided in English Language Mainstream programs.
- Primary language instruction must be provided in Bilingual Alternative programs.
- Structured activities designed to develop cultural proficiency and positive self-esteem.

All English Learners, regardless of the program option in which they are enrolled, are expected to make adequate progress in English proficiency and in mastery of grade level standards (as defined by state and federal accountability objectives and district annual growth benchmarks – see Chapter 4, pp. 36-37).

Instructional Programs for English Learners

English Language Programs

1. Structured English Immersion (SEI), K-12

The Structured English Immersion program is designed for English Learners not yet “reasonably fluent” in English. The program goal is for English Learners to develop a reasonable level of proficiency in English that enables them to be successful in an English Language Mainstream program. Instruction is nearly all in English, but the curriculum and manner of presentation are specifically designed for children who are learning English. Some assistance may be provided in the primary language for motivation, clarification, explanation and support. All lessons include appropriate language objectives based on the English Language Development (ELD) standards, to help students access the core curriculum. In addition to this integrated ELD, students receive designated, leveled ELD instruction.
Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English Learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other core academic subjects. Additional support options are provided to assist students in meeting the criteria for reclassification as Fluent English Proficient (FEP).

Table 2.1. K-5 Structured English Immersion (SEI) Program Components

<table>
<thead>
<tr>
<th>Program Recipients</th>
<th>Program Elements</th>
<th>Staffing</th>
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<tbody>
<tr>
<td><strong>English Learners who are not yet “reasonably fluent” in English:</strong></td>
<td><strong>General Features</strong></td>
<td>• All teachers must be appropriately certified with a CLAD or equivalent EL certification</td>
</tr>
<tr>
<td>• CELDT Level 1 (Beginning)</td>
<td>• District-adopted, well-articulated, research-based, standards-aligned ELD and core curriculum materials will be used</td>
<td></td>
</tr>
<tr>
<td>• CELDT Level 2 (Early Intermediate)</td>
<td>• Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials</td>
<td></td>
</tr>
<tr>
<td>• CELDT Level 3 (Intermediate), with a score of Level 1 or 2 on the reading subtest</td>
<td>• Development of cultural proficiency and positive self-esteem</td>
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<tr>
<td><strong>OR</strong></td>
<td><strong>Academic Core</strong></td>
<td></td>
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<tr>
<td>Equivalent performance on the successor test</td>
<td>• Core instruction taught “almost all” in English with primary language (L1) support as needed</td>
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<td></td>
<td>• SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum</td>
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<td></td>
<td>• All lessons must include language objectives to help access the core curriculum and for further language development</td>
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<tr>
<td><strong>English Language Development</strong></td>
<td><strong>English Language Development</strong></td>
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<tr>
<td></td>
<td>• Leveled, designated ELD instruction during the school day. Students may be grouped for designated ELD by grade span, however it is recommended that groups not include more than two consecutive grade levels</td>
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<td></td>
<td>• No designated ELD group should include more than two English language proficiency levels</td>
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<td></td>
<td>• ELD instruction must focus on the ELD standards and include listening, speaking, reading, and writing</td>
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<td></td>
<td>• In addition to designated ELD instruction, integrated ELD is taught throughout core content lessons that include ELD objectives. These objectives are explicitly and intentionally addressed during core instruction</td>
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<tr>
<td></td>
<td>• Integrated ELD should occur daily, and dedicated ELD should be taught at least 4 days per week</td>
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<tr>
<td><strong>Special Support Options for English Learners in SEI Programs:</strong></td>
<td><strong>Special Support Options for English Learners in SEI Programs:</strong></td>
<td></td>
</tr>
<tr>
<td>• Small group pre-teaching/reteaching</td>
<td>• Small group pre-teaching/reteaching</td>
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<tr>
<td>• Targeted tutoring based on student needs</td>
<td>• Targeted tutoring based on student needs</td>
<td></td>
</tr>
<tr>
<td>• Participation in Benchmark, Strategic, and/or Intensive Interventions</td>
<td>• Participation in Benchmark, Strategic, and/or Intensive Interventions</td>
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<tr>
<td>• Before and/or after school intervention programs</td>
<td>• Before and/or after school intervention programs</td>
<td></td>
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<tr>
<td>• Support for students with special needs</td>
<td>• Support for students with special needs</td>
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<tr>
<td>• Other appropriate services</td>
<td>• Other appropriate services</td>
<td></td>
</tr>
</tbody>
</table>
Table 2.2. Secondary Structured English Immersion (SEI) Program Components, Grades 6-12

<table>
<thead>
<tr>
<th>Program Recipients</th>
<th>Program Elements</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Learners who are not yet “reasonably fluent” in English:</strong></td>
<td><strong>General Features</strong></td>
<td><strong>All teachers must be appropriately certified with a CLAD or equivalent EL certification</strong></td>
</tr>
<tr>
<td>- CELDT Level 1 (Beginning)</td>
<td>- District-adopted, well-articulated, research-based, standards-aligned ELD and core curriculum materials will be used</td>
<td></td>
</tr>
<tr>
<td>- CELDT Level 2 (Early Intermediate)</td>
<td>- Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials</td>
<td></td>
</tr>
<tr>
<td>- CELDT Level 3 (Intermediate), with a score of Level 1 or 2 on the reading subtest</td>
<td>- Development of cultural proficiency and positive self-esteem</td>
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<tr>
<td>OR Equivalent performance on the successor test</td>
<td><strong>Academic Core</strong></td>
<td></td>
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<td></td>
<td>- Core instruction taught “almost all” in English with primary language (L1) support as needed</td>
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<tr>
<td></td>
<td>- SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum</td>
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<td></td>
<td>- All core content lessons must include language objectives to help access the core curriculum and for further language development</td>
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<td></td>
<td><strong>English Language Development</strong></td>
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<td></td>
<td>- Leveled, designated ELD instruction during the school day, at least 4 days per week for one period</td>
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<td></td>
<td>- Designated ELD instruction may be scheduled as a portion of the Language Arts block, or as a separate class period, in lieu of an elective</td>
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<td></td>
<td>- Students may be grouped for designated ELD by grade span, if needed</td>
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<td></td>
<td>- No designated ELD class should include more than 2 English language development levels</td>
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<td></td>
<td>- All ELD Instruction must focus on the ELD standards and include listening, speaking, reading, and writing</td>
<td></td>
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<td></td>
<td>- In addition to designated ELD instruction, integrated ELD is taught throughout core content lessons that include ELD objectives. These objectives are explicitly and intentionally addressed during core instruction</td>
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<tr>
<td></td>
<td>- Integrated ELD should be taught daily</td>
<td></td>
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<tr>
<td></td>
<td><strong>Special Support Options for English Learners in SEI Programs:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Small group pre-teaching/reteaching</td>
<td></td>
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<tr>
<td></td>
<td>- Targeted tutoring based on student needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Participation in Benchmark, Strategic, and/or Intensive Interventions</td>
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<td></td>
<td>- Before and/or after school intervention programs</td>
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<td></td>
<td>- Support for students with special needs</td>
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<tr>
<td></td>
<td>- Other appropriate services</td>
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</tbody>
</table>
2. K-12 English Language Mainstream (ELM)

Students who score as reasonably fluent in English on the state-adopted English language proficiency assessment are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade level content standards and is almost all in English. Additional support options are provided to English Learners as needed for them to meet the criteria for reclassification as fluent in English (RFEP). These additional support options include support in the student’s primary language, but it is expected that ELM students will need a lesser degree of such support than students in the SEI program.

Table 2.3. K-5 English Language Mainstream Program Components

<table>
<thead>
<tr>
<th>Program Recipients</th>
<th>Program Elements</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Learners who have attained “reasonable fluency” in English</strong></td>
<td><strong>General Features</strong>&lt;br&gt;• District-adopted, well-articulated, research-based, standards-aligned ELD and core curriculum materials&lt;br&gt;• Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials.&lt;br&gt;• Promotion of cultural proficiency and positive self-esteem</td>
<td>• All teachers must be appropriately certified with a CLAD or equivalent EL certification</td>
</tr>
<tr>
<td>• CELDT Level 3 (Intermediate) overall and at least Level 3 on the reading subtest&lt;br&gt;• CELDT Levels 4 (Early Advanced) and 5 (Advanced) and not yet reclassified&lt;br&gt;• English Learners at any level, whose parents request a mainstream placement. OR Equivalent performance on the successor test</td>
<td><strong>Academic Core</strong>&lt;br&gt;• Core instruction taught in English&lt;br&gt;• SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum&lt;br&gt;• All lessons will include language objectives to help access the core curriculum and for further language development&lt;br&gt;• Primary language (L1) support as needed (when available)</td>
<td></td>
</tr>
</tbody>
</table>

**English Language Development**

• Leveled, designated ELD instruction during the school day, at least 4 days per week<br>• Students may be grouped for designated ELD by grade span. However, it is recommended that groups not include more than two consecutive grade levels<br>• No designated ELD group should combine more than 2 English language proficiency levels<br>• ELD instruction must focus on the ELD standards and include listening, speaking, reading, and writing<br>• In addition to leveled designated ELD instruction, integrated ELD is taught throughout core content lessons that include ELD objectives. These objectives are explicitly and intentionally addressed during core instruction.<br>• Integrated ELD is taught daily.

**Special Support Options for English Learners in ELM Programs:**

• Small group pre-teaching/reteaching<br>• Targeted tutoring based on student needs<br>• Participation in Benchmark, Strategic, and/or Intensive Interventions<br>• Before and/or after school intervention programs<br>• Support for students with special needs<br>• Other appropriate services
### Table 2.4. Secondary English Language Mainstream Program Components, Grades 6-12

<table>
<thead>
<tr>
<th>Program Recipients</th>
<th>Program Elements</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Learners who have attained “reasonable fluency” in English</strong></td>
<td><strong>General Features</strong></td>
<td><strong>All teachers must be appropriately certified with a CLAD or equivalent EL certification</strong></td>
</tr>
<tr>
<td>- CELDT Level 3 (Intermediate) overall, with a Level 3 or higher on the reading subtest</td>
<td>- District-adopted, well-articulated, research-based, standards-aligned ELD and core curriculum materials</td>
<td></td>
</tr>
<tr>
<td>- CELDT Levels 4 (Early Advanced) and 5 (Advanced) and not yet reclassified</td>
<td>- Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials</td>
<td></td>
</tr>
<tr>
<td>- English Learners at any level, whose parents request a mainstream placement.</td>
<td>- Promotion of cultural proficiency and positive self-esteem</td>
<td></td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td><strong>Academic Core</strong></td>
<td></td>
</tr>
<tr>
<td>Equivalent performance on the successor test</td>
<td>- Core instruction taught almost all in English</td>
<td></td>
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<tr>
<td></td>
<td>- SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum</td>
<td></td>
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<tr>
<td></td>
<td>- All lessons will include language objectives to help access the core curriculum and for further language development</td>
<td></td>
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<tr>
<td></td>
<td>- Primary language (L1) support as needed (when available)</td>
<td></td>
</tr>
<tr>
<td><strong>English Language Development</strong></td>
<td>- All English learners in the ELM program will receive integrated ELD in the core content classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Integrated ELD Instruction must focus on the ELD standards and include listening, speaking, reading, and writing</td>
<td></td>
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<tr>
<td></td>
<td>- Integrated ELD is taught throughout core content lessons that include ELD objectives. These objectives are explicitly and intentionally addressed during core instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Integrated ELD is taught daily</td>
<td></td>
</tr>
<tr>
<td><strong>Special Support Options for English Learners in English Language Mainstream Programs:</strong></td>
<td>- Small group pre-teaching/reteaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Targeted tutoring based on student needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Participation in Benchmark, Strategic, and/or Intensive Interventions</td>
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<tr>
<td></td>
<td>- Before and/or after school intervention programs</td>
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<tr>
<td></td>
<td>- Support for students with special needs</td>
<td></td>
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<tr>
<td></td>
<td>- Other appropriate services</td>
<td></td>
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</tbody>
</table>
3. Bilingual Alternative Programs for English Learners

If 20 or more students at a grade level in a school have approved parental exception waivers and speak the same language other than English, the district is required by law to offer a bilingual alternative program for those students, or allow them to transfer to a district school where such a program exists. The Winters Joint Unified School District offers bilingual alternative programs at both the elementary and secondary levels. At the elementary level, students participate in a Developmental Bilingual Program, and at the secondary level a transitional bilingual program is offered.

**Developmental Bilingual Education (DBE), K-5**

Developmental Bilingual Education is an enrichment program designed for Spanish speaking students at all levels of English language proficiency. Native English speakers, and students of other language backgrounds who are fluent in English may participate if space is available. The goal of the program is to develop literacy and academic proficiency in English and Spanish, including mastery of grade level core standards in both languages. Developmental Bilingual Education is a rigorous academic program in which both English and Spanish are used as the languages of instruction. Each language is used approximately 50% of the time beginning in Kindergarten and continuing through fifth grade. In this program, English and Spanish instruction are provided at different times of the day in order to maximize concentration in each language. However, students receive instruction in each language daily. Subjects such as mathematics, language arts and science are taught for approximately equal amounts of time in each language during the year. In addition, the program includes daily, leveled English Language Development.
Table 2.5. Developmental Bilingual Education Program Components

<table>
<thead>
<tr>
<th>Program Recipients</th>
<th>General Features</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English Learners at all levels of language proficiency, whose primary language is Spanish and who have an approved Parental Exception Waiver</td>
<td>• District-adopted, well-articulated, research-based, standards-aligned ELD and core curriculum materials</td>
<td>• BCLAD or equivalent teachers.</td>
</tr>
<tr>
<td>• Native English speaking students and students of other language backgrounds who are proficient in English may be admitted if space is available. Students typically enter the program in grades K or 1. However, the individual educational needs of each child will be considered when considering waiver requests.</td>
<td>• Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials.</td>
<td>• CLAD teachers may partner with BCLAD in teaming situations, to do English language instruction</td>
</tr>
<tr>
<td></td>
<td>• Use of culturally relevant materials</td>
<td>• All teachers should be culturally proficient</td>
</tr>
<tr>
<td></td>
<td>• Development of cultural proficiency and positive self-esteem</td>
<td>• Bilingual (BCLAD preferred) substitute pool</td>
</tr>
<tr>
<td></td>
<td>• Transferable skills/concepts are taught in either English or Spanish, maintaining 50-50 language allocation</td>
<td>• Bilingual support staff preferred</td>
</tr>
<tr>
<td></td>
<td>• Non-transferable skills/concepts are taught in both English and Spanish</td>
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<tr>
<td>Academic Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Core instruction taught in English and Spanish</td>
<td>• All lessons include language objectives to help access the core curriculum and for further language development in English and Spanish</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Primary language (L1) support as needed</td>
<td></td>
</tr>
<tr>
<td>English Language Development</td>
<td></td>
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</tr>
<tr>
<td>• Leveled standards-based, designated ELD instruction during the school day, at least 4 times per week</td>
<td>• Integrated ELD should be taught daily</td>
<td></td>
</tr>
<tr>
<td>• Students may be grouped for designated ELD by grade span. However, it is recommended that groups not include more than two consecutive grade levels</td>
<td></td>
<td></td>
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<tr>
<td>• No designated ELD group should combine more than two English language proficiency levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All ELD Instruction must focus on the ELD standards and include listening, speaking, reading, and writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In addition to designated ELD instruction, integrated ELD is taught throughout core content lessons that include ELD objectives. These objectives are explicitly and intentionally addressed during core instruction</td>
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</tr>
<tr>
<td>Special Support Options for English Learners in the Developmental Bilingual Education Program:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Small group pre-teaching/reteaching</td>
<td></td>
<td></td>
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<tr>
<td>• Targeted tutoring based on student needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participation in Benchmark, Strategic, and/or Intensive Interventions</td>
<td></td>
<td></td>
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<tr>
<td>• Before and/or after school intervention programs</td>
<td></td>
<td></td>
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<tr>
<td>• Support for students with special needs</td>
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<td></td>
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<tr>
<td>• Other appropriate services</td>
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</table>
Secondary Transitional Bilingual Education Program (TBE)

At the middle and high school levels, (Grades 6-12), the alternative bilingual program is a Transitional Bilingual Education (TBE) program. The goal is to provide full grade-level academic instruction to ELs while they acquire sufficient English for transition to the ELM program. The TBE program consists of designated and integrated ELD, and two to three years of a combination of primary language instruction, primary language support, and instruction in English until students acquire a reasonable level of English fluency. Students take one or more periods of ELD, depending on their level of English fluency, and may also receive primary language support in academic coursework, in addition to taking some courses offered in their primary language.
## Table 2.6. Secondary Transitional Bilingual Program Components (Grades 6-12)

<table>
<thead>
<tr>
<th>Program Recipients</th>
<th>Program Elements</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners with approved parental exception waivers</td>
<td><strong>General Features</strong></td>
<td>• Teachers with appropriate authorizations for working with ELs:</td>
</tr>
<tr>
<td></td>
<td>• District-adopted, well-articulated, research-based, standards-aligned ELD and core curriculum materials will be used</td>
<td>• CLAD or BCLAD or equivalent for teachers working in Spanish language classes</td>
</tr>
<tr>
<td></td>
<td>• Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials</td>
<td>• BCLAD or equivalent for teachers working in Spanish language classes</td>
</tr>
<tr>
<td></td>
<td>• Development of cultural proficiency and positive self-esteem</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Academic Core</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Core instruction taught “almost all” in English with primary language (L1) support as needed</td>
<td></td>
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<tr>
<td></td>
<td>• SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum</td>
<td></td>
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<td></td>
<td>• All core content lessons must include language objectives to help access the core curriculum and for further language development</td>
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<td></td>
<td>• Students take a common English Language Arts course, per grade level</td>
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<td>• Middle school students take a Spanish course to develop Spanish literacy skills</td>
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<td>• High school students take a mathematics course taught in Spanish</td>
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<td></td>
<td>• Efforts will be made to develop other courses in Spanish at both the middle and high school levels</td>
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<td></td>
<td><strong>English Language Development</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Leveled, Designated ELD instruction during the school day for students who are not reasonably fluent in English</td>
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<td></td>
<td>• Students who are reasonably fluent may opt out of a designated ELD course;</td>
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<td></td>
<td>• Students may be grouped for designated ELD by grade span, if needed</td>
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<tr>
<td></td>
<td>• ELD Instruction must focus on the ELD standards and include listening, speaking, reading, and writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In addition to designated ELD instruction, integrated ELD is taught throughout core content lessons that include ELD objectives. These objectives are explicitly and intentionally addressed during core instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Integrated ELD should be taught daily</td>
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</tbody>
</table>

**Special Support Options for English Learners in Transitional Bilingual Programs:**
- Small group pre-teaching/reteaching
- Targeted tutoring based on student needs
- Participation in Benchmark, Strategic, and/or Intensive Interventions
- Before and/or after school intervention programs
- Support for students with special needs
- Other appropriate services
English Language Development (ELD)

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible. ELD instruction focuses on the current ELD standards, and on the guidance provided by the state ELA/ELD Framework. ELD lessons reflect curriculum, materials, and approaches that are designed to promote English Learners’ acquisition of listening, speaking, reading, and writing skills. ELD is designed to facilitate the acquisition of the linguistic and communicative competencies that native English speakers possess when they enter school and continue developing throughout life.

Conditions Favorable to Acquiring Language

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

- It is meaningful and purposeful
- It has real-life purpose
- Prior knowledge is activated and developed
- The affective filter is low – students feel safe and comfortable
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures)
- Structured opportunities for speaking are provided frequently

Overview of English Language Development (ELD)

English language development is a key component of all instructional programs designed to serve the needs of English Learners. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP). Time and explicit direct instruction in academic language competencies is necessary for this development to occur. It may take several years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

The purpose of ELD is to teach English Learners to communicate effectively in English in a variety of contexts, with special emphasis on mastery of academic English. According to the ELA/ELD Framework, ELD is part of a dual responsibility for the education of English learners.

- “To ensure that all ELs have full access to the grade level curriculum in all content areas.”
- “To ensure that ELs simultaneously develop the advanced levels of English necessary for success with academic tasks and texts in those content areas.”

ELD must be a part of the daily program for every English Learner. Each EL must receive daily ELD instruction as part of their core curriculum. ELD must be a planned, specific, intentional and explicit component of the total education of the English Learner. Instruction in ELD should help students to learn English and also to learn content knowledge through English. In doing this, it should address and be structured around the following thematic areas that are also the foundation of the English Language Arts/Literacy standards:

- Foundational skills
- Content knowledge
- Language development
- Making meaning
- Effective communication

ELD instruction takes place in two contexts: Integrated ELD and Designated ELD.

Integrated ELD

According to the ELA/ELD framework, “all teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content
standards to support their ELs’ linguistic and academic progress. “Content lessons in all core academic areas should include language development objectives related to the language demands of the content area. Activities designed to develop academic language should be intentionally and explicitly included in all core content areas.

**Designated ELD**
According to the ELA/ELD framework, “designated ELD is a protected time during the regular school day where teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge and abilities needed for content learning in English.”

- Designated ELD is not isolated from the content disciplines.
- It supports ELs in learning “the discourse practices, grammatical structures and vocabulary necessary for successful participation in academic tasks across the content areas”.
- It has a strong emphasis on oral language development, but also includes reading and writing tasks.

**English Language Development (ELD) Standards and Assessments**
The ELD Standards provide expectations and descriptions of achievement at each proficiency level for English Learners. The ELD Standards are systematically aligned with the ELA/Literacy standards to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA Standards. The ELD Standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English, rather than delaying the introduction of English reading.

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

- district curriculum embedded assessments,
- teacher created formative assessments aligned with the ELD Standards,
- district adopted benchmark assessments aligned with the ELD Standards, and
- state approved English language assessments (CELDT or successor test).

**English Language Development (ELD) Materials**
Students will be taught using the most current district-approved ELD curriculum materials. A list of these materials will be maintained on the district website. At the secondary level, designated ELD classes will follow district adopted course guidelines. All instruction will address current ELD standards.

**Grouping for Designated English Language Development**
Students will be grouped into their designated ELD classes based on their English proficiency level. The optimum placement is one ELD level per class. No more than two levels of ELD should be combined into one class. Students may be grouped within grade spans; however, it is recommended that no more than two consecutive grade levels be included in a group for ELD instruction when necessary. Throughout the year, progress in ELD will be monitored and regrouping of ELD groups will be considered for the most optimal instructional setting. At the secondary level, the master schedule will vertically align designated ELD courses to allow year round flexibility in moving/scheduling students.

**Accessing the Core Curriculum in Content Areas**
It is essential that English Learners also have access to well-articulated, standards-based core curriculum instruction. In the Structured English Immersion and English Language Mainstream settings, this core instruction in all subjects is taught “overwhelmingly” or “almost all” in English with SDAIE (Specially Designed Academic
Instruction in English) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain. Primary language support may be provided by the classroom teacher or an instructional assistant. At times, English Learners may be grouped together by language for primary language content support.

Students enrolled in the alternative programs receive full access to grade level core curriculum by means of direct instruction in their primary language and in English, using SDAIE approaches, as appropriate to their levels of English language proficiency.

Characteristics of SDAIE

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

- purposeful, intentional, and explicit contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification) to provide students with a variety of resources in the classroom environment that they can use to construct meaning;
- task-based instruction that allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries);
- frontloading of content and vocabulary to ensure that students have the necessary content and language background;
- language-sensitive and culture-sensitive content teaching;
- use of language modifications such as pause time, questioning, pacing, and highlighting;
- content developed through comprehensible language structures and vocabulary;
- making accommodations in the learning environment so more students are able to access the content;
- encouraging and facilitating active student use of language for communication about content, such as frequent structured speaking opportunities with increasingly complex sentence frames;
- emphasis on the big ideas and organizing principles that underlie the content;
- instruction that allows the teacher to check for understanding frequently using interactive strategies;
- integrating assessment in an ongoing and formative manner through observations, portfolios, journals, and product-development;

Commitment to Special Education Services

English Learners have access to Special Education services just as all other students in the district. Careful review by the Student Study Team (SST) of all potential referrals takes place first. This review includes SST referral forms, accommodations and interventions, review of student records, verification of current hearing and vision testing, language testing results if available, a parent interview as well as an interview with the student, if age appropriate. Translation will be provided, unless clearly not feasible. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student’s second language acquisition based on schooling, time in this country and growth being made. When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent’s written approval. When the IEP team deems that assessments are necessary, testing and other evaluation materials must be:

- selected and administered in a manner that is not racially or culturally discriminatory,
- provided and administered in the child’s native language or other mode of
communication, and in the form most likely to yield what the child knows and can do, unless clearly not feasible to do so,
- be used for purposes for which the assessments or measures are valid and reliable, and
- administered by trained and knowledgeable personnel.

Instructional decisions related to the student’s language acquisition status must be completely individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student’s needs. The IEP will include goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student’s ELD program relates to the student’s need for Special Education services, the IEP must document the provision of these services. English Learners in grades K–12 with an IEP and at CELDT levels 1, 2 or 3, continue to receive ELD and SDAIE instruction in conjunction and collaboration with the general education teacher. Special Education staff will receive the same training as general education staff in working with English Learners. Through the Parental Exception Waiver process, parents can select alternatives to the SEI program for their student. The Special Education department and the site will work together with the parent to ensure parental requests and educational goals are met. In addition, the Special Education department and site staff will ensure that translations are provided during IEP meetings and that IEP documents are made available to parents in their primary language as required by state law.

K-12 Flexibility of Programming to Meet Student Needs

There are six distinct groups of English Learners in the Winters Joint Unified School District:

1. newly arrived English Learners with adequate formal schooling,
2. newly arrived English Learners with limited formal schooling,
3. English Learners enrolled in U.S. schools for fewer than six years who are not meeting benchmarks and/or not making expected progress toward language and academic goals for two or more consecutive years,
4. long term English learners enrolled in grades 7-12 who have been enrolled in U.S. schools for more than 6 years and not met reclassification criteria,
5. English Learners who are meeting benchmarks and making expected progress toward language and academic goals, and
6. English Learners who speak languages other than Spanish and who have the characteristics of groups 1-3.

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

Newly Arrived English Learners with Adequate Formal Schooling

These students may or may not have had some exposure to the formal study of English. However, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English. At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the exception of English Language Arts. The most advantageous placement might be in a program where they are acquiring English while at the same time receiving needed support in mastering the grade level core curriculum...
through the use of SDAIE and primary language support.

At the secondary school level, students who are not reasonably proficient will typically benefit from the SEI program.

Secondary school students who are reasonably proficient are likely to need:
- integrated ELD with accommodations for language proficiency level,
- academic content classes taught through SDAIE,
- electives (choice not limited by language proficiency level)

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

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

In secondary schools, students in this category are likely to need an academic program with the following features:
- year-long leveled ELD,
- integrated ELD in all core content courses, with special care given to accommodations based on English proficiency level,
- Mathematics – 1 period,
- other core curriculum - 1 period,
- other core curriculum or elective – 1 period,
- Physical Education – 1 period.

Every effort will be made to provide needed primary language support when the number of students is sufficient to justify the service.

**English Learners enrolled in U.S. schools for fewer than six years who are not Meeting Benchmarks and/or not Making Expected Progress toward language and academic goals for two or more consecutive years**

These students have two or more years of schooling in the United States. Their level of English language development is variable, depending on their level of English upon entry to U.S. schools, the quality and consistency of their program in past years, and the pace of their year-to-year progress. At both the elementary and secondary levels, these students will need individualized catch-up plans with interventions designed to accelerate their language and academic progress (see Chapter 4).

**Long-Term English Learners enrolled in grades 6-12 who have been enrolled in U.S. schools for more than 6 years and are not showing progress toward English language or academic proficiency**

These students are enrolled in grades 6-12, have been enrolled in schools in the United States for more than six years, have remained at the same English language proficiency level for two or more years as determined by the state-adopted English language proficiency test or successor test, and score far below basic or below basic on the English language arts standards-based achievement test or the equivalent successor test.

Long-term English Learners often have high oral fluency in English, and in some cases have attained “reasonable fluency,” but have not yet achieved the academic criteria to qualify for reclassification. Too often these Long Term ELs have been limited by a series of school failures to provide the instruction they needed in earlier grades (see Olsen, 2010).

In determining program placement, it is important to first identify the student’s academic and linguistic needs and then consider the following in regards to the student’s educational history, in order to determine if the student’s performance is related to his/her level
of ELD, or to other issues that affect academic performance:

- the student’s number of years in U.S. schools,
- the quality and consistency of ELD instruction the student has had, and
- the consistency of the student’s instructional program.

Students in this category are likely to need the following:

- accelerated ELD, either through an English Language Arts class with accommodations for the student’s level of ELD, or an intervention class that addresses both language and literacy skills;
- English Language Mainstream or SEI instruction in the core academic subjects, provided by an appropriately credentialed CLAD or BCLAD teacher;
- counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/graduation requirements;
- intervention support before, during or after the school day and summer school (if available), including State-adopted or research-based programs for 6th to 10th grade students;
- focused efforts to motivate and engage the student who has spent a number of years struggling to master both language and content.

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

These students are typically showing expected growth on the state-mandated ELD proficiency test, at least at the rate recommended by the state, and are scoring proficient or close to proficient on the state academic proficiency assessments, or meeting district established literacy and numeracy benchmarks. In the elementary grades, these students should move along a pathway leading to the English Language Mainstream program setting. Some will begin in SEI, with reclassification and assignment to English Language Mainstream before promotion to middle school. Others will begin in a bilingual alternative program and achieve reclassification. Student placement at a given ELD course level is based on initial assessment scores on the CELDT (or successor test) for new students, annual CELDT (or successor test), ELD benchmark test performance, and teacher recommendations for returning students.

Each ELD level is flexible with respect to duration, in order to allow a student to move to a higher level during the year, when assessment results indicate the student is ready. Students who master the course content standards are promoted to the next level or exited from the program. Students may need to repeat a level until they meet requirements for transition to the next level.

Secondary master schedules allow for fluid and flexible movement throughout the year. In order for students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace, and must be able to move up ELD levels whenever necessary. They should not have to wait until the end of a quarter/semester or course in order to move levels. Change in ELD levels will be based on the following:

- progress on the state-mandated English language proficiency assessment,
- ELD benchmark assessment results,
- classroom performance,
- ELD curriculum-embedded assessments, and
- teacher recommendation.

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

**Students Who Speak a Primary Language Other Than Spanish**

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

A Parental Exception Waiver is a request for exemption from the state law requiring that English Learners are to be provided instruction that is overwhelmingly (i.e., nearly all) in English.

Process for Parental Exception Waiver

The Parental Exception Waiver process is initiated by the parent, who must go to the school office to submit a waiver request. The request forms are available online and at the school sites. The school principal must approve or deny the waiver request. The school maintains records of all requests and their disposition, and submits a log to the Director of Educational Services, who monitors and reviews all waiver request dispositions at least annually.

Step 1: The parent goes to the school office to submit a waiver request.

Step 2: The principal or designee (for example, the site EL coordinator) gives the parent a waiver request form and a written description of all instructional program options. An oral description is also provided if the parent requests it. The parent is also given assistance in filling out the waiver request form, if needed. Office staff will date stamp the waiver request.

Step 3: The principal or site EL coordinator logs the request by date received, and gives the parent a copy of the request.

Step 4: The principal, site EL coordinator and staff consider the request and either deny or approve it. If the student is under 10 years old and is in their first year in a California school, the child must complete 30 days in a Structured English Immersion program before the waiver request can be acted upon. The following guidelines apply:

- If the student is English proficient (i.e., CELDT Level 4 or higher overall and at least Level 3 on all subtests, or based on state-recommended criteria on the successor test to the CELDT), the waiver is approved;
  OR

- If the student is not English proficient, but is under age 10, the waiver is approved if it is the informed belief of the principal and educational staff that the child’s physical, emotional, psychological or educational needs are such that bilingual education would be better suited to the child’s overall educational development;

- If the student is not English proficient but over age 10, the waiver is approved if it is the informed belief of the school principal and educational staff that bilingual instruction would be better suited to the student’s rapid acquisition of basic English language skills.
Step 5: The principal responds in writing to the parental exception waiver request.

- If the waiver is approved, the parent is notified and a copy of the form is placed in the student’s cumulative record. A copy is also sent to the district office.
- If the waiver is not approved, the reasons for not approving the waiver are given in writing and the principal invites the parents to meet. At this meeting, the principal and/or site EL coordinator explain(s) the reasons for the denial, including a review of test results and other data on which the decision was based. The principal also explains the appeal process.

Step 6: If the waiver request is approved, the principal or site EL coordinator arranges for the student to be placed in a bilingual alternative program class. If waivers have been approved for at least 20 students of the same language and same grade level, then the school must provide a bilingual program for those students. The parent must be informed of the action taken on the waiver request within 20 instructional days from the date the school received the request. However, if the student is under 10 years of age and has not yet completed the 30 mandatory days of enrollment in Structured English Immersion, the timeline for informing the parent is within 20 instructional days from the date the school received the request, OR 10 instructional days after the student completes the mandatory 30 days in Structured English Immersion.

Note: At any time, including during the school year, a parent or guardian may have his or her child moved into an English Language Mainstream classroom. Should this occur, the school is still responsible for providing ELD instruction and any needed support to ensure that the student develops English proficiency and makes academic progress in the core curriculum, so that the student is not left with any substantive academic deficits.

Process for Appealing a Denied Waiver Request

If a waiver request is denied, appeals are submitted to the Superintendent via the district Director of Educational Services. If the Superintendent or designee denies the appeal, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the Superintendent’s decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent’s decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board’s decision to the parent/guardian within seven working days.

Notification Regarding Parental Exception Waivers during Initial Enrollment

During the initial enrollment process, parents of English Learners are given full written, and as appropriate or upon parental request, spoken descriptions of all program options – Structured English Immersion, English Language Mainstream, and Bilingual Alternative programs, and other educational opportunities that are available to the pupil. These descriptions include the program features and instructional materials that will be used.

Parents are also informed of:

- the requirement that students must be placed for a minimum of 30 calendar days in a Structured English Immersion program during their first year of enrollment in a California school;
- the recommended program placement for their child;
- their right to request placement in a Bilingual Alternative program;
- the waiver process for participation in a Bilingual Alternative program; and
- the appeal process to be used if a waiver is denied.
Parents will be provided with assistance in preparing and submitting waiver requests and appeals, if needed.

**Annual Notification Regarding Parental Exception Waivers**

Parents of English Learners have the right to request a parental exception waiver to allow their child to participate in a bilingual alternative program. In addition, the parent must request a waiver each year to allow the child to continue in such a program. The district has established a procedure for annually informing parents and processing waiver requests for children who are already enrolled in district schools. Each year, a letter is sent to all parents of English Learners, informing them of their child’s English proficiency level and academic performance, explaining program options, and notifying them of their right to request a parental exception waiver. Descriptions (in English and Spanish) of the District’s programs for English Learners are included in the information given in the letter. Oral and written translations are provided in other languages, as needed and feasible. Parents are also notified that they may request a parental exception waiver at their home school.

**Professional Development on the Waiver Process for School and District Staff**

The district will provide professional development sessions that are focused on the parental exception waiver process so that district personnel are informed about the program options. With a thorough knowledge of the waiver process, principals, other administrators, teachers, and other district employees can answer parent’s questions, explain the program options, and inform parents (when necessary) of the process for requesting a student’s inter-district transfer into a school in another district which does provide the alternative program. Further, Special Education teachers and staff members will be trained in the district waiver process so that they can determine the appropriate placement of each special education student regardless of the student’s language proficiency. For identified English Learners in Special Education, instructional provisions outlined in an Individual Education Plan do not require a Parental Exception Waiver.
chapter four: Monitoring of Student Progress and Intervention
Monitoring Student Progress and Intervention

Each English Learner’s language proficiency and academic progress are evaluated and monitored throughout the year by individual teachers, grade level or departmental teams, and the principal and site EL coordinator. Each year, the principal will initiate, and teachers will carry out, a review of student progress based on multiple measures and other information provided by the student’s teachers. This review will enable the principal, site EL coordinator and teachers to identify students who are developing significant and persistent academic deficiencies and produce action plans (in this document these action plans will be called English Learner Intervention Plans) that will assist students to achieve English language development benchmarks and grade level standards. This review will also lead to identification of students who have met, or are close to meeting, district criteria for reclassification as fluent in English (RFEP).

Assessments in use in the district

Student progress is monitored based on a set of district-adopted and State-mandated assessments. These assessments are used to determine English language proficiency and evaluate academic progress. Assessment results are maintained in electronic form in the district database. This information is used for many purposes, including but not limited to:

- initial identification and placement of English Learners in an appropriate program,
- monitoring student progress towards reclassification,
- identification of students who have incurred academic deficits and are in need of additional support in order to overcome those deficits,
- monitoring student progress during the course of the year and use of results in instructional planning,
- evaluation of program effectiveness (see Chapter 8), and
- determination of whether schools and the district have met state and federal accountability criteria.
The assessments that are used in the district include state-mandated assessments of student proficiency in English language development and core academic areas, district-adopted assessments, curriculum embedded assessments contained in textbooks and other adopted instructional materials, and teacher-created assessments. The state-mandated assessments are shown in Table 4.1. Because the district or school may change its suite of local assessments from year to year, they are not listed in this Master Plan. The most important of these from the point of view of monitoring the progress of English Learners are the district-adopted reading assessment and the district writing test, both of which are used in assessing students’ readiness for reclassification.

Data on student performance are entered on a blue EL progress form which is kept in the student’s cumulative folder. Teachers enter student performance data, including scores on the district-adopted assessments and benchmark measures, onto this form. These data are also entered in a timely fashion into the district student data analysis system (Illuminate). Data from these sources is given to teachers at the beginning of each school year, and the data are updated periodically throughout the year, so that it can be used to review student progress and make decisions about needed support services.

### Table 4.1. State-mandated assessments of student performance

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Development (for English Learners)</td>
<td><em>California English Language Development Test (CELDT)</em>: Currently in use for initial and annual assessment of all English Learners in California.</td>
</tr>
<tr>
<td></td>
<td><em>English Language Proficiency Assessments for California (ELPAC)</em>: Currently in development, this assessment is aligned with the English Language Development standards adopted in 2012. It will replace the CELDT in 2016-17.</td>
</tr>
<tr>
<td>Core academic areas: English Language Arts, Mathematics, History-Social Science, Science</td>
<td><em>California Assessment of Student Performance and Progress (CAASPP) assessment system</em>. For the 2013–14 school year, the CAASPP assessment system encompasses the following required assessments:</td>
</tr>
<tr>
<td></td>
<td>• <em>Smarter Balanced</em> system of assessments for mathematics and English–language arts</td>
</tr>
<tr>
<td></td>
<td>• <em>California Standards Tests</em> (CST) for Science in grades five, eight, and ten</td>
</tr>
<tr>
<td></td>
<td>• <em>California Modified Assessment</em> (CMA) for Science in grades five, eight, and ten</td>
</tr>
<tr>
<td></td>
<td>• <em>California Alternate Performance Assessment</em> (CAPA) for Science in grades five, eight, and ten and for mathematics and English–language arts in grades two through eleven</td>
</tr>
<tr>
<td></td>
<td><em>California High School Exit Examination (CAHSEE)</em>: A test of English Language Arts and Mathematics that all high school students must pass in order to graduate.</td>
</tr>
</tbody>
</table>
Provisions for Students on Individualized Education Plans (IEPs)

In some circumstances, students with IEPs may be given alternative assessments in place of state mandated or district adopted assessments. The current state-approved alternatives to the CSTs are the California Alternative Performance Assessment (CAPA) and the California Modified Assessment (CMA).

Use of Assessment Data for Instructional Planning

Teachers use, and site EL coordinators review, benchmark, formative and/or curriculum embedded assessments in English Language Development, language arts and mathematics to analyze student progress, plan for differentiated instruction and provide classroom interventions and/or enrichment as appropriate. English language proficiency assessment data (supplemented by formative, benchmark 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 secondary schools. State-mandated core content test results (CAASPP) are used in conjunction with benchmark assessments in language arts and mathematics to identify students in need of benchmark, strategic and intensive intervention support, and assign them to appropriate instructional schedules. Students who meet or exceed district benchmarks for growth on these assessments are encouraged to accelerate or move to more advanced groups/classes.

Ongoing monitoring of student progress takes place at two levels:

1. Grade level and/or department teams hold regular collaboration meetings (at least monthly) to examine student data on the assessments used to determine short-term needs, and plan instruction accordingly. These collaboration meetings may include assignment of English Learners to appropriate interventions/enrichment;

2. The principal and site EL coordinator initiate an annual process of identifying students in need of an EL Intervention Plan, and students who have met district reclassification criteria. Teachers then decide on appropriate actions to take, based on the assessment results and their professional assessment of each student’s strengths and needs.

Annual Performance Benchmarks for English Learners

The district has identified benchmarks for all program options for English learners. These benchmarks are shown at the end of the chapter (Tables 4.2 and 4.3). These tables list expectations for the level of achievement that students should attain as they progress through district schools. Note that the tables are built around two main parameters in addition to program type:

1. the student’s initial level on the state-mandated English language proficiency examination, and

2. the number of years in the program.
Table 4.2. Expected Benchmarks for Structured English Immersion (SEI) and English Language Mainstream Programs*

<table>
<thead>
<tr>
<th>OVERALL CELDT LEVEL AT TIME OF ENTRANCE INTO THE PROGRAM (OR similar criterion based on ELPADS score)</th>
<th>Level 1 (Beginning)</th>
<th>Level 2 (Early Intermediate)</th>
<th>Level 3 (Intermediate)</th>
<th>Level 4 (Overall Early Advanced/one or more subtests below Intermediate)</th>
<th>Level 4 or 5 (Overall Early Adv./All subtests Intermediate or higher)</th>
<th>Reclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline toward Reclassification based on CELDT overall level at time of initial enrollment (OR similar criterion based on ELPADS score)</td>
<td>1st year</td>
<td>2nd year</td>
<td>3rd year</td>
<td>4th year</td>
<td>5th year</td>
<td>6th year</td>
</tr>
<tr>
<td></td>
<td>1st year</td>
<td>2nd year</td>
<td>3rd year</td>
<td>4th year</td>
<td>5th year</td>
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<td></td>
<td>1st year</td>
<td>2nd year</td>
<td>3rd year</td>
<td>4th year</td>
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<td></td>
<td>1st year</td>
<td>2nd year</td>
<td>3rd year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Performance Level on CST —English Language Arts (OR similar criterion based on CAASPP results)</td>
<td>Far Below Basic</td>
<td>Below Basic</td>
<td>Low Basic – Scale Score below 325</td>
<td>High Basic – Scale Score 325 or higher</td>
<td>High Basic to Proficient</td>
<td>High Basic to Advanced</td>
</tr>
<tr>
<td>Expected Performance Level on CST — Mathematics (OR similar criterion based on CAASPP results)</td>
<td>Far Below Basic</td>
<td>Below Basic</td>
<td>Low Basic</td>
<td>High Basic</td>
<td>High Basic to Proficient</td>
<td>High Basic to Advanced</td>
</tr>
</tbody>
</table>

*Transitional K/Kindergarten, first and second grade students do not take the state-mandated standards tests. These students will be expected to meet grade level literacy and mathematics benchmarks established by the district for these programs.
### Table 4.3. Expected Benchmarks for Developmental Bilingual Program

<table>
<thead>
<tr>
<th>OVERALL CELDT LEVEL AT TIME OF ENTRANCE INTO THE PROGRAM (OR similar criterion based on ELPADS score)</th>
<th>Level 1 (Beginning)</th>
<th>Level 2 (Early Intermediate)</th>
<th>Level 3 (Intermediate)</th>
<th>Level 4 (Overall Early Advanced/one or more subtests below Intermediate)</th>
<th>Level 4 or 5 (Overall Early Adv. Or Advanced/all subtests Intermediate or higher)</th>
<th>Reclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline toward Reclassification based on CELDT overall level at time of initial enrollment (OR similar criterion based on ELPADS score)</td>
<td>1st year</td>
<td>2nd year</td>
<td>3rd year</td>
<td>4th year</td>
<td>5th year</td>
<td>6th year</td>
</tr>
<tr>
<td>Proficient or Advanced</td>
<td>1st year</td>
<td>2nd year</td>
<td>3rd year</td>
<td>4th year</td>
<td>5th year</td>
<td></td>
</tr>
<tr>
<td>Expected Performance Level on Standards Test in Spanish (STS) OR successor test</td>
<td>1st year</td>
<td>2nd year</td>
<td>3rd year</td>
<td>4th year</td>
<td>5th year</td>
<td></td>
</tr>
<tr>
<td>Expected Performance Level on CST — English Language Arts (OR similar criterion based on CAASPP results)</td>
<td>Far Below Basic</td>
<td>Below Basic</td>
<td>Low Basic – Scale Score below 325</td>
<td>High Basic – Scale Score 325 or higher</td>
<td>High Basic to Proficient</td>
<td>High Basic to Advanced</td>
</tr>
<tr>
<td>Proficient or Advanced</td>
<td>High Basic to Proficient</td>
<td>High Basic to Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Performance Level on CST — Mathematics (OR similar criterion based on CAASPP results)</td>
<td>Far Below Basic</td>
<td>Below Basic</td>
<td>Low Basic</td>
<td>High Basic</td>
<td>High Basic to Proficient</td>
<td>High Basic to Advanced</td>
</tr>
</tbody>
</table>
|*

*Transitional K/Kindergarten, first and second grade students do not take the California Standards Tests. These students will be expected to meet grade level literacy and mathematics benchmarks established by the district for these programs.

**Students are expected to continue in the program after reclassification.

### English Learner Intervention Plans

English Learners’ academic performance is monitored in grades K–12 using formative, benchmark and summative assessments in order to identify academic needs and develop action plans and goals for student academic improvement. This monitoring of academic and language proficiency ensures that students are continuing to make expected academic growth. District formative and benchmark assessments provide information that informs instruction and alerts teachers to students who may be struggling or need to be challenged.

The elements of an English Learner Intervention Plan include the following components.

1. **Standards:** Clearly articulated and implemented content standards for English Language Development (ELD) and the District’s core curriculum (e.g., English/language arts, math, science, social studies/history) that will be the focus of the intervention for the student.
2. **Interim Benchmarks**: Clearly defined interim benchmarks to measure expected growth toward meeting the ELD and grade-level content standards that are the focus of the intervention.

3. **Assessments**: A process to objectively assess English Learners’ progress in ELD and the rest of the District’s core curriculum using multiple measures.

4. **Interventions**: Defined interventions, implemented for English Learners who are not meeting the established interim benchmarks.

5. **Monitoring the student’s progress**: A clearly defined process to review information on the student’s progress and determine the effectiveness of the Intervention Plan.

### Developing EL Intervention Plans

The district will adopt and implement a process for designing, implementing and monitoring intervention plans based on models such as the Individualized Learning Plan (ILP) or the Response to Intervention (RTI) process for students not making adequate progress in school. The school principal and site EL coordinator are responsible for annual monitoring of student progress, utilizing the district-adopted EL progress benchmarks shown in this chapter. Using district-developed forms to fill in the relevant information, they determine whether each EL student has made adequate yearly progress, using the following guidelines.

- For Kindergarten – 2nd grade -- the student must meet the specified CELDT performance benchmark and the district reading assessment benchmark.
- For 3rd -12th grades -- the student must meet all of the following:
  - the CELDT performance benchmark,
  - the state standards-aligned test benchmark in English Language Arts or other English reading/language arts benchmark specified in the district criteria, and
  - the state standards-aligned test benchmark in mathematics or other mathematics benchmark specified in the district criteria.

The principal and site EL coordinator will give each teacher a list of students who have not met benchmarks for review and development/implementation of an EL Intervention Plan. At the elementary level, grade level teams may assume the responsibility for developing the plans. If the student has an existing IEP, the IEP team will monitor and ensure that the EL Intervention Plan is implemented.

The following guidelines apply.

1. The parents will be notified that their child has been identified for intervention and will be updated on the child’s progress, including changes in the plan over time. This process of notification will include letters home, report cards and progress reports and, for elementary students, discussion at the parent conferences. Secondary schools will notify the parents by letter and invite them to a meeting to discuss their student’s progress and the plan that has been developed. This may be an individual or group meeting.

2. Each EL Intervention Plan includes interim growth measures for the student, as noted above. Monitoring of progress during the year will be based on these measures. At the end of the year, progress will be determined based on these measures combined with the annual growth expectations established by the district.

3. The interventions specified in the EL Intervention Plans will, as far as possible, make use of the system of interventions developed by the district (for example, benchmark, strategic and intensive support), and supplemented with strategies that are specific to ELs.

4. At the end of each year or beginning of the following year, depending on availability of data, the teacher will assess the progress of students with plans, and the effectiveness of
their plans. If the student’s progress is not adequate, a new plan will be developed. The parents will be notified and the new plan explained to them, in writing and in a meeting with them if they so desire.

5. After two years, if the student is still not meeting the plan’s criteria and there is documented evidence that a variety of strategies have been used, the principal, site EL coordinator and teacher will consider referring the student to the Student Study Team (SST) for a more comprehensive examination of his/her needs.
chapter five: Reclassification
Reclassification

When an English Learner demonstrates that he or she has reached a level of proficiency in English that is comparable to that of an average native English speaker and can participate equally with native speakers in the school’s regular instructional program, he/she will be reclassified as Fluent English Proficient (FEP). The district’s criteria and process for making this determination are explained in this section.

Table 5.1. Reclassification Criteria, Grades 1-2

<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 OR successor test</td>
<td>Level 4 (Early Advanced) or Level 5 (Advanced) overall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least Level 3 (Intermediate) on all subtests (Listening, Speaking, Reading and Writing) OR equivalent performance on the successor test</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>Locally adopted reading assessment instrument</td>
<td>At grade level</td>
</tr>
<tr>
<td></td>
<td>ELD Progress Form</td>
<td>Intermediate or higher</td>
</tr>
<tr>
<td></td>
<td>District Writing Assessment (DWA)</td>
<td>Pass</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Teacher rating of student’s participation classes</td>
<td>Teacher rates the student as participating successfully in core classes</td>
</tr>
<tr>
<td></td>
<td>Teacher commentary and recommendation</td>
<td>Teacher agrees that the student is performing successfully in academic areas or that any deficits are due to factors unrelated to English language proficiency</td>
</tr>
<tr>
<td>Parent Opinion and Consultation</td>
<td>Description and results of consultation with parent</td>
<td>Parent agrees that</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The child’s performance has been explained to him/her, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• He/she agrees that reclassification is appropriate</td>
</tr>
</tbody>
</table>
### Table 5.2. Reclassification Criteria, Grades 3-12

<table>
<thead>
<tr>
<th>Area</th>
<th>Data Gathered</th>
<th>Reclassification Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Proficiency</strong></td>
<td>Most recent CELDT test <strong>OR</strong> successor test</td>
<td>Level 4 (Early Advanced) or Level 5 (Advanced) overall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least Level 3 (Intermediate) on all subtests (Listening, Speaking, Reading and Writing) <strong>OR</strong> equivalent performance on the successor test</td>
</tr>
<tr>
<td><strong>Academic Achievement</strong></td>
<td>Most recent state-approved, standards-aligned test in English Language Arts</td>
<td><strong>English Language Arts:</strong> Scale score in the upper half of the Basic level range or higher, <strong>OR</strong> passed CAHSEE ELA section</td>
</tr>
<tr>
<td></td>
<td>Locally adopted reading assessment instrument</td>
<td>At grade level</td>
</tr>
<tr>
<td></td>
<td>ELD Progress Form</td>
<td>Intermediate or higher</td>
</tr>
<tr>
<td></td>
<td>District Writing Assessment (DWA)</td>
<td>Pass</td>
</tr>
<tr>
<td><strong>Teacher Evaluation</strong></td>
<td>Participation in core classes</td>
<td>• Academic core subject teachers rate the student’s participation in classes as successful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Juniors and Seniors:</strong> The student is on track for graduation</td>
</tr>
<tr>
<td></td>
<td>Teacher recommendation</td>
<td>Teacher agrees that the student is performing successfully in academic areas or that any deficits are due to factors unrelated to English language proficiency</td>
</tr>
<tr>
<td><strong>Parent Consultation</strong></td>
<td>Description and results of consultation with parent</td>
<td>Parent agrees that</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The child’s performance has been explained to him/her, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• He/she agrees that reclassification is appropriate</td>
</tr>
</tbody>
</table>
The Reclassification Process
The reclassification process will consist of the following steps.

1. The district will compile the relevant data and send each principal a list of students eligible for reclassification.

2. The principal and site EL coordinator, in consultation with the student’s teacher(s) will determine whether the child meets reclassification criteria (see tables 5.1 and 5.2).

3. The parent will be notified of the student’s eligibility for reclassification and given an explanation of the reclassification process and the relevant information about the student’s performance.

4. The parent will sign the reclassification form, indicating agreement or disagreement with the reclassification recommendation.

Monitoring of Reclassified Students
The principal, site EL coordinator and designated staff members at each site will monitor all reclassified students for a period of two years after reclassification, in order to ensure that they are making adequate academic progress. If the student’s grades are not adequate, or if performance on tests or benchmark assessments indicates that academic progress is insufficient, the school re-evaluates the student’s program and interventions are recommended. The site principal or site EL coordinator will document on district-developed forms the decisions made and follow-up monitoring of the student’s academic progress.

Reclassification Provision for Special Education students
All students on an IEP must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess for appropriate language goals, modifications and accommodations.
chapter six:
Parent and Community Engagement
Parent and Community Engagement

The Winters Joint Unified School District is committed to engaging with parents of all students, including English Learners. Such engagement is an important resource to promote student success. Research shows that parent and community engagement creates a positive home-school bond and contributes to increased student achievement (See California Department of Education, 2011, Appendix B).

This chapter treats three major topics in regard to the engagement of parents of English Learners in their children’s education. The first and second parts of the chapter address parent participation in governance of the school through the school-level English Learner Advisory Committee (ELAC) and the district-level District English Learner Advisory Committee (DELAC). The final section of the chapter presents a description of activities designed to help parents support their child’s school success and advocate for their children in the schools and community.

The English Learner Advisory Committee

Role of the ELAC

Each school with 21 or more English Learners will establish a functioning English Learner Advisory Committee (ELAC). This committee will be established as soon as there are 21 or more English Learners in the school, regardless of the time in the school year. Normally, a school will have at least 21 English Learners at the beginning of the school year. In this case, the committee would be established early in the year. The descriptions below assume that the school has started the year with at least 21 English Learners, and has a functioning ELAC throughout the year.

Throughout this document the term ELAC refers to the elected officials that serve on the committee. Other persons, including other parents, may attend meetings but may not vote on action items. This committee advises the school principal and staff on issues that include at least the following:

1. advise the School Site Council on the development of the school’s Single Plan for Student Achievement (SPSA);
2. advise the principal and school staff on the school’s programs for English Learners;
3. assist in the development of the school’s needs assessment;
4. assist in the development of the annual language census report;
5. assist in developing ways to make parents aware of the importance of regular school attendance.

In carrying out its advisory responsibilities, the ELAC may engage in activities such as the following:

1. review academic performance measures for English Learners;
2. discuss ways to meet the social and academic needs of English Learners;
3. make recommendations on how to effectively communicate with parents and the broader community.

**ELAC Membership Guidelines**

1. ELAC membership includes parents/guardians and school staff. There must be more parents/guardians than staff members on the committee.
2. The proportion of ELAC members who are parents/guardians of English Learners must at least equal the percentage of English Learners enrolled in the school.
3. Members of the ELAC are elected. School staff representatives are selected by the staff, and parent members are elected by parents/guardians of ELs.
4. All parents/guardians of ELs must be given the opportunity to vote for and to elect ELAC parent representatives.
5. The school will actively encourage all EL parents/guardians to run for election to ELAC and DELAC, to vote for official members, and to attend ELAC and DELAC meetings, even if they are not formal representatives.
6. The term of service for ELAC members is one year.
7. If a member must be replaced during the year, the ELAC representatives will elect a replacement at their next official meeting. The replacement will serve for the remainder of the original member’s term.
8. The first meeting of the ELAC should be held by October 1.
9. The ELAC will elect its officers:
   a. a chairperson who will lead all meetings,
   b. a vice-chairperson to conduct meetings in the absence of the chair, and
c. a secretary who will be responsible for the minutes.
10. The ELAC will elect a representative and alternate to the District English Learner Advisory Committee (DELAC). The representative and alternate will be selected at the first meeting of each year.
11. The ELAC will also appoint one or more members to attend School Site Council (SSC) meetings and report back to the ELAC on the development and implementation of the school site plan. School sites will provide interpretation during meetings, as needed.
12. Materials for the use of the ELAC will be given to members in their home language(s), if more than 15% of the children in the school speak that language.
13. The ELAC may decide to give its functions to another committee or subcommittee, but that committee must comply with the ELAC membership guidelines as listed in item 1 above (i.e., the committee to which the ELAC assigns its functions must have as members at least the same percentage of parents of English Learners as their children represent in the school’s student body).
14. Members will receive training on the role and purposes of ELAC and their responsibilities as ELAC members.

**Guidelines for Implementation of the ELAC**

1. The site principal (or designee) is responsible for establishing the ELAC, and for ensuring
that the ELAC meets at least four times per year. Meetings will be planned to last for at least one hour.

2. The principal and site EL coordinator will coordinate meetings, communication and documentation between the site and the Director of Educational Services.

3. The principal (or site EL coordinator) will meet with the ELAC president to plan the agenda prior to each ELAC meeting. The agenda will be prepared at least one week in advance of the meeting. Each agenda will include time for reports on ELAC, DELAC and School Site Council activities, and time for parent-initiated activities and discussions.

4. Meeting dates will be determined and publicized in advance, in English and other appropriate languages. Parents should receive at least 72 hours advance notice of ELAC meetings.

5. The principal and site EL coordinator will attend the meetings and assist the ELAC president in running the meetings in a consistent manner throughout the year.

6. ELAC meetings will be conducted with agendas and minutes.

7. The ELAC will adopt by-laws and conduct meetings in accordance with them.

8. Childcare will be provided for the meetings.

9. The ELAC in consultation with the site principal may decide to hold parent education activities in conjunction with ELAC meetings.

10. If a parent education activity (such as a curriculum presentation) is planned, a written translation or interpreter services will be provided.

11. The principal or designee will maintain all ELAC records (calendar, flyers/announcements, agendas, minutes, sign-in sheets).

12. Within two weeks following each meeting, the site will submit copies of the meeting agenda, the minutes, including a clear indication of which official members were present, and the sign-in sheet to the Director of Educational Services.

13. The Director of Educational Services will monitor compliance with these procedures and related legal mandates, policies and guidelines.

Training for ELAC Members

Each year, the district will conduct training for ELAC members. The training session(s) should be completed by each ELAC by the second meeting. This training will cover the following topics:

- ELAC officers and their functions
- How to conduct meetings
- ELAC by-laws: how to write or amend them

The district will provide ELAC training materials that will be given to ELAC members during the session(s). These materials will include copies of forms to be used by ELAC officers in carrying out their duties.

Additional materials and training designed to assist ELAC members in carrying out their responsibilities may be organized by the district or the site principal. ELAC members will have a voice in selection of training content.
### Table 6.1. Steps involved in forming the ELAC

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>Determine the number and percentage of English Learners in the school. If 21 or more English learners are enrolled, proceed to <strong>STEP 2</strong>.</th>
</tr>
</thead>
</table>
| STEP 2 | Determine the preliminary size of the committee, including numbers of parents and staff members.  
✓ Membership must include parents of ELs and school staff members.  
✓ The percentage of parents of English Learners must be at least as great as the percentage of English Learners enrolled in the school. |
| STEP 3 | Notify all EL parents in the school of the election of parents to serve on the ELAC. |
| STEP 4 | Hold a general informational meeting about the ELAC (optional). |
| STEP 5 | Conduct the parent election. Only parents of English Learners may vote. |
| STEP 6 | Convene the first meeting of the ELAC. Train members on their roles and responsibilities. |
| STEP 7 | Decide whether the ELAC will remain a standing committee of the school, or will delegate its functions to another school body.  
✓ **IF the ELAC decides to remain a committee, then**  
  • ELAC elects a member to serve on DELAC,  
  • ELAC meets 4 times throughout the school year,  
  • ELAC assumes its roles and responsibilities.  
✓ **IF the ELAC votes to delegate its duties and responsibilities to the School Site Council (SSC), then**  
  • minutes of the ELAC meeting when the decision was made are maintained,  
  • the SSC elects a DELAC representative and alternate,  
  • meets throughout the year, and  
  • assumes the ELAC roles and responsibilities.  
✓ **IF the ELAC votes to become a subcommittee of an existing advisory committee,**  
  • minutes of the ELAC meeting when the decision was made are maintained,  
  • the subcommittee elects members to be a representative to DELAC and alternate,  
  • meets at least 4 times throughout the year, and  
  • assumes ELAC roles and responsibilities. |
**District English Learner Advisory Committee**

**Role of the DELAC**

If a district has 51 or more ELs enrolled, it is required to establish a functioning District English Learner Advisory Committee (DELAC). The purpose of the DELAC as required by federal law is to advise the governing board on at least the following:

1. the development of a district Master Plan for English Learner Programs and Services, that takes into consideration the school site plans for English Learners
2. a district-wide needs assessment on a school-by-school basis;
3. the district program, goals and objectives for services for English Learners;
4. the plan to ensure compliance with applicable teacher and instructional assistant requirements;
5. administration of the annual language census;
6. review of, and comment on, the district’s student reclassification procedures;
7. review of, and comment on, the written notifications required to be sent to parents and guardians.

In carrying out the above duties, the DELAC will discuss topics pertaining to the implementation of district programs for English learners. It will discuss evaluation results, provide input to the administration and board on the effectiveness of district practices, resources and personnel to implement programs for English learners, make suggestions, and take part in collaborative problem solving.

**DELAC Membership Guidelines**

1. At its first or second meeting, each site ELAC will elect a representative and alternate to the District English Learner Advisory Committee (DELAC). The representatives and alternates will be selected by the first meeting of each year.

2. The term of service for DELAC members is one year(s).

3. If a member must be replaced during the year, the alternate will serve for the remainder of the year. An election must be held at the beginning of the following year to fill the position.

4. Each representative is responsible for attending all DELAC meetings and for presenting the information received at the meetings to their school’s ELAC.

5. The DELAC representatives will elect the following officers:
   a. a chairperson who will lead all meetings,
   b. a vice-chairperson to conduct meetings in the absence of the chair, and
   c. a secretary who will be responsible for the minutes.

**Guidelines for Implementation of the DELAC**

1. The DELAC will meet at least three times per year and will operate according to guidelines contained in federal regulations.

2. The DELAC will adopt and follow by-laws.

3. Agendas and minutes of DELAC meetings will be prepared and posted on the District’s website at least one week before each meeting.

4. In the spring of the year, an annual calendar for the upcoming school year will be established which shows when each of the legal requirements listed above will be taken up by the DELAC.

5. At the beginning of each year, the DELAC members will gather information on topics of high interest to parents that would attract them to DELAC meetings.

6. The Director of Educational Services, or designee, will serve as district liaison to the DELAC. This person will assist with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.

7. The DELAC President will preside at meetings and sign all letters, reports and
other committee communications, with prior approval of the membership. In the President’s absence, resignation or inability to perform the duties, the Vice-President will assume these duties.

8. The DELAC President will assist with the preparation of the agenda and will conduct the meeting. The Vice-President will conduct the meeting in the absence of the President.

9. The Director of Educational Services or designee will plan and organize the meeting details (meeting notices, childcare, translation services, refreshments, and any other necessary arrangements).

10. Meetings will be planned for 1.5 hours and will include discussion of DELAC business and parent-generated topics/open forums.

11. The DELAC will communicate its ongoing advice to the Superintendent and Governing Board via the Director of Educational Services.

Training for DELAC Members

Each year, the district will provide all DELAC members with appropriate training, materials and information to assist the members in carrying out their responsibilities and any required duties. DELAC members will have input into the content of training each year. The minutes of the DELAC meetings will clearly reflect the training areas that were covered during the meeting. It is the responsibility of the DELAC representatives to share information between ELAC and DELAC. As part of the training, DELAC members will be given information on the legal requirements, the role and purposes of DELAC, member responsibilities, and copies of any forms that are used by DELAC.

Strategies for Promoting Engagement with Parents

The district is committed to working proactively to promote positive and productive working relationships with parents. Epstein (2001) provides a framework for thinking about and designing systems to support parent involvement and school/family engagement. This section uses Epstein’s six types of parent involvement as an organizing tool.

Parenting

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

- parent-teacher conferences (One-on-one contact is more helpful to parents);
- English classes for parents;
- parenting training classes, including how-to sessions on such topics as:
  - talking about school,
  - reading at home,
  - time management,
  - homework help,
  - interpersonal skills,
  - reinforcing instructional strategies;
- parenting counseling classes;
- parent-to-parent strategy sharing night;
- teacher training on how to involve parents; and
- parent tours of the school – informational and orientational.

Communication

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

- Schools will communicate with parents via a variety of channels, including e-mail, text messages, web page announcements, auto-calls, and printed notices. Communication will take place in a timely manner.
- The district will implement an auto-calling system that allows for accurate translation of messages into Spanish.
- District-wide and site calendars showing events related to parents and families will be developed, coordinated to avoid conflicts (including conflicts between events sponsored by different programs), and posted on the district and school web sites.
- School information will be submitted for publication in both the English and the Spanish sections of the newspaper.
- Bulletins will be posted in public forums and locations, such as the pharmacy, La Mexicana and the library.
- Announcements and information will be provided to local churches.
- The availability of child care will be included in announcements about meetings.
- When requested, both parents will be notified about meetings and school information (for example, divorced parents).
- Information on school marquees will be updated frequently and provided in both English and Spanish.

Volunteering

Schools expand the services and experiences they can offer to children and their families by developing volunteer opportunities for parents and community and opportunities to attend and participate in school/program activities for children. Activities intended to encourage volunteering include:

- parents teaching their skills to the students and/or other parents,
- parents volunteering in the classroom or on field trips,
- parents acting as advisors or aides,
- parents organizing and/or participating in cultural and family events, and
- school policies that allow parents to volunteer in all school activities.

Learning at Home

Schools empower parents by providing information, resources, and materials to assist families in supporting and monitoring their children’s learning. Activities intended to encourage learning at home include providing information and support to parents for the following types of activities:

- reading at home,
- talking about school,
- taking educational trips,
- helping with homework, and
- providing space at home for educational activities.

Decision Making and Advocacy

Educators and parent leaders work together on advisory/decision making groups, and through this process develop parent leaders and parents who advocate for children. Activities intended to encourage decision making and advocacy include:

- encouraging parents to join and be active in parent/teacher organizations such as the PTA,
- recruiting parents to serve on school committees,
- holding parent discussion groups,
- ensuring that the School Site Council, ELAC, DELAC and the PTA work together, and
- finding ways to recognize/reward parents whose students are being successful in school.
Relationship Building and Collaboration with the Community

Schools establish a welcoming school environment, celebration events, and activities that create positive relationships among families, schools and community. These can serve as a “gateway” for strengthening long-term partnerships. Activities such as those listed below foster such relationships.

- Work with local businesses to provide vouchers for students and parents to participate in educational events in the community, such as plays, concerts and art shows.
- Celebrate different cultures by holding events that the community is invited to attend or support.
- Hold cultural and family events.
chapter seven: Staffing and Professional Development
Staffing and Professional Development

The Winters Joint Unified School District is committed to ensuring that all English Learners are taught by highly qualified teachers who are knowledgeable about, and proficient in, implementing research-based best instructional practices for English Learners. In order to do this, the district hires appropriately credentialed teachers and instructional aides, and provides focused, effective and research-based professional development to all administrators, teachers and staff. Through this effort the district prepares and empowers educators with the instructional and leadership skills required to work effectively with English Learners.

Staffing and Certification

The Winters Joint Unified School District ensures that all teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners. Teachers assigned to provide ELD, SDAIE and primary language instruction must be properly authorized or “actively pursuing” authorization. “Actively pursuing” authorization means that the teacher is making annual progress that will result in his/her authorization. Newly hired teachers who do not hold the CLAD or equivalent authorization must sign an agreement stating that they will actively pursue the needed credential. All teachers who provide ELD and/or SDAIE must be appropriately authorized.

Teacher hiring and placement decisions are based on student and program need, including EL enrollment data, and other relevant factors. Each year, the district assesses the need for and supply of qualified teachers and incorporates this information into a staffing plan. Where shortages exist, the district develops a plan to recruit, hire and train qualified teachers. The district’s collective bargaining agreements are adhered to in making all staffing decisions. The district actively recruits and hires teachers who are fully certified to fill positions requiring a CLAD or BCLAD credential. Each year, following the annual R-30 Language Census report, the Superintendent and Director of Educational Services, in consultation with school principals, develop a plan for recruiting and hiring adequate numbers of qualified teachers to fully implement the English Learner programs at each school, as described in the district’s EL Master Plan. The elements that comprise these programs include: English Language Development, content instruction with SDAIE strategies, primary language support, and primary language instruction in schools that have a program that requires such instruction.
Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, the district Human Resources Department staff and site administrators assign properly credentialed teachers to specific programs requiring their credentials and experience. When a sufficient number of authorized teachers is not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled. Priority is placed on recruiting and hiring fully certified CLAD or equivalent certified teachers for SEI and ELM programs and BCLAD or equivalent certified teachers to provide primary language instruction in the DBE and TBE programs.

As the need arises, the district also recruits, trains and supports bilingual paraprofessionals.

**Professional Development for All Staff Who Work with English Learners**

**Professional Development Regarding Master Plan Components**

The EL Master Plan will be introduced to district and site staff through a carefully planned professional development process. The professional development will emphasize key features of the plan and procedures to be adopted by all sites. This training will be given to all site administrators as well as all classroom and support teachers. Annual training on the EL Master Plan will be provided to all staff members who have responsibility for implementing the plan (see Chapter 1, p. 2). This will ensure that there will be a widespread understanding of the contents of the Master Plan and commitment to faithful and high quality implementation.

The professional development on the Master Plan will consist of the following:

- Review of Master Plan content
- Identification of critical site responsibilities for implementation of the Master Plan
- Development of action plans for implementation of the Master Plan, including goals, objectives, resources needed, potential barriers to effective implementation, solutions to those barriers, alignment of Master Plan to site and district goals, evidence of implementation and a timeline of required tasks and duties

**Professional Development to Support Instruction and Student Learning**

In its Local Control Accountability Plan (LCAP) the district is expected to establish English Language Development, SDAIE and primary language instruction (for teachers in the Developmental Bilingual Education program) as priority areas for teacher and administrator professional development. The overall goal is to train and provide follow-up monitoring and coaching to ensure high quality utilization of effective ELD, SDAIE and primary language instruction strategies at all school sites. Further, in order to ensure that a process of continuous improvement occurs, the district will foster development of professional learning communities at all sites.

The district Director of Educational Services will develop a multi-year professional development plan that builds on prior professional development efforts to support and improve instruction in English Language Development and SDAIE. This plan will address the identified need to provide for consistency of implementation of effective instructional strategies, and may also include other areas of focus pertaining to instruction and student learning to meet the needs of English Learners. Specifically, the plan will include at least the following priority areas for professional development:
• professional development related to the new ELD standards and how they align with the Common Core State Standards;
• professional development on the ELA/ELD framework (once it is adopted by the state) and its implications for the design of ELD instruction;
• collaborative work by the Director of Educational Services, school principals, site EL coordinators and classroom teachers to define and describe the ELD program, including provision of appropriate instructional time for ELD, at the elementary and the secondary levels;
• professional development for elementary teachers on the manner in which Designated ELD time supports core instructional time, and development of core content units with ELD objectives that are aligned both to the Common Core State Standards and the new ELD standards;
• collaborative work by the Director of Educational Services, school principals, site EL coordinators and classroom teachers to define and describe the overall design of services to English Learners at the secondary level;
• development of classroom observation protocols for ELD and SDAIE, and a process for utilization of these protocols to monitor program implementation and provide feedback to teachers;
• adoption of and professional development on English Language Development materials, K-12, that are aligned with the 2012 ELD Standards;
• professional development on integrated ELD and SDAIE strategies for all core content course teachers (i.e., teachers of English Language Arts, Mathematics, Science and Social Studies) at the secondary level;
• follow-up professional learning community sessions and peer coaching for elementary teachers on ELD and SDAIE strategies;
• professional development for teachers in the Developmental Bilingual Education program on best practices in primary language instruction, including language allocation and strategies for building content understanding in two languages; and
• monitoring of teacher implementation of best practices in ELD, SDAIE and primary language instruction, coupled with supportive peer coaching, to ensure that best practices are implemented within programs as designed.

Monitoring of Professional Development and Support

The site principals and the district Director of Educational Services monitor teacher professional development related to English Learner support to ensure that all staff members working with English Learners receive relevant professional development and support. The Superintendent monitors the progress of teachers in training as they fulfill their agreements to complete EL services related requirements.

Site principals conduct classroom visits to monitor teacher implementation of best practices in ELD, SDAIE and primary language instruction. This monitoring is coupled with peer coaching (as available) and grade level/departmental professional conversations to ensure that best practices are implemented within each program in accordance with its design.
chapter eight: Evaluation and Accountability
Program Evaluation and Accountability

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

Evaluation Goals and Design

The district will conduct an annual evaluation of programs and services for English Learners which are structured around seven desired student outcomes. The evaluation activities will focus on the evaluation questions listed below (see Table 8.1).
Table 8.1. Evaluation Design: Desired Student Outcomes and Evaluation Questions

<table>
<thead>
<tr>
<th>Desired Outcomes</th>
<th>Evaluation Questions</th>
</tr>
</thead>
</table>
| 1. English Learner programs are fully implemented as described in the Master Plan for English Learners | 1.1 Are English Learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law?  
1.2 To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of English Learners and staff? |
| 2. English Learners have full access to the core curriculum                       | 2.1 Are English Learners given full access to core instruction?  
2.2 Are English Learners receiving leveled ELD instruction in designated ELD groups?  
2.3 Is ELD integrated with core academic instruction?                                |
| 3. English Learners acquire English language proficiency as efficiently and effectively as possible. | 3.1 Are English Learners making adequate progress on ELD benchmark assessments?  
3.2 Do English Learners meet the state’s Annual Measurable Academic Objective with regard to English Learner gains on the state-mandated English language proficiency test?  
3.3 Are 75% or more of English Learners reaching reasonable fluency on the state-mandated English proficiency test in 5 years or less?  
3.4 Are 75% or more of English Learners reclassified within 6 years?                 |
| 4. English Learners will achieve academic success comparable to EOs.              | 4.1 Are English Learners making adequate progress on benchmark/formative assessments in content areas (ELD, ELA, and Math)?  
4.2 Do English Learners (and RFEPs) meet the state Adequate Yearly Progress criterion in English Language Arts?  
4.3 Do English Learners (and RFEPs) meet the state Adequate Yearly Progress criterion in mathematics?  
4.4 Are English Learners (and RFEPs) in high school making expected progress toward graduation?  
4.5 Are English Learners proportionally represented in Special Education referrals?  
4.6 Are English Learners (and RFEPs) proportionally represented in the following categories:  
  • Passing the CAHSEE by the end of Grade 10  
  • Participating in Advanced Placement (AP) courses  
  • Meeting UC/CSU requirements at high school graduation  
  • Taking and passing college entrance examinations  
  • Being admitted to two and 4-year colleges/universities?  
4.7 Is there an annual increase in the percentage of English Learners (and RFEPs) for each of the success factors listed in the previous bullet? |
| 5. Parents of English Learners and RFEPs participate meaningfully in their children’s education. | 5.1 Are parents of English Learners and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?  
5.2 Is the rate of parent participation increasing?                                 |


<table>
<thead>
<tr>
<th>Desired Outcomes</th>
<th>Evaluation Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Rates for English Learners and RFEPs in categories indicating risk for school failure are no greater than those for EOs.</td>
<td>6.1 Are English Learners (and RFEPs) overrepresented in the following categories:  - Excessive absences and tardies  - Suspensions, expulsions and other disciplinary actions  - Retentions in grades K–5  - Dropouts  - Enrollment in Alternative Programs (continuation/county programs, etc.) due to graduation credit deficiencies  - Percent Far Below Basic and Below Basic on the state-mandated content standards tests  - Students on IEPs 6.2 Is there an annual decrease in the percentage of English Learners and RFEPs for each of the risk factors defined in the previous bullets?</td>
</tr>
<tr>
<td>7. Students enrolled in the Developmental Bilingual Education Program will master grade level content standards in Spanish and English.</td>
<td>7.1 What percentage of ELs participating in this program score at/above Proficient in reading/language arts and mathematics on the state Standards Test in Spanish (STS), district benchmarks or a comparable measure of academic achievement in Spanish? 7.2 What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these programs score at/above Proficient in English Language Arts and Mathematics on the state-mandated content standards tests?</td>
</tr>
</tbody>
</table>
Monitoring Program Implementation

**Desired Outcome 1: Program Implementation as Described in the Master Plan for English Learners**

District and site staff will periodically monitor implementation of all English Learner programs. The Superintendent will hold all principals accountable for full implementation of the Master Plan for English Learners. This monitoring will consist of the following activities:

1. **Planning for Implementation.** The site principal will meet with the Director of Educational Services in the spring of each year to plan for implementation of the services to English Learners set forth in the master plan. This meeting will focus especially on scheduling, materials needs, staffing, and will include discussion and resolution of problems encountered in providing full and effective implementation of the master plan.

2. **Document reviews.** All schools will conduct annual self-monitoring by reviewing key files and documents. These reviews will include evidence of the following: parent notification, placement, assessment, ELD instruction, and parental involvement. A district-developed form will be used to record the results of the school’s document review. The completed form will be submitted to the Superintendent via the Director of Educational Services.

3. **Monitoring of classroom instruction.** The site principal will conduct periodic classroom walkthroughs focused on classroom instruction in ELD, SDAIE and primary language instruction. The Director of Educational Services may accompany the principal. It is also possible for sites to form observational teams for peer observation of instruction.

An annual teacher questionnaire will provide data on the degree to which teachers think that the EL Master Plan and the manner of its implementation are helpful to staff and students, and provide teachers an opportunity to make suggestions for program improvement.

**Self-Study Instruments.** State designed self-study instruments and reports of findings written by external monitoring and support entities (such as Federal Program Monitoring [FPM] teams) will also be reviewed.

**Outcome 2: English Learner Access to Core Curriculum**

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

Secondary principals will work closely with site staff in the development of the Master Schedule to ensure that classes reflect the needs of English Learners. The Superintendent and/or Director of Educational Services will review Master Schedules and will work closely with school principals to determine appropriate placements of English Learners.

Elementary principals will follow guidelines contained in the EL Master Plan to determine appropriate placement and instructional setting for English Learners and assist teachers with creating appropriate ELD groupings by language proficiency levels to ensure that every English Learner is appropriately placed. The Director of Educational Services will review ELD schedules, ELD groupings by language proficiency levels, and instructional minutes.

**Outcome 3: Mastery of English**

The Director of Educational services, principals, and classroom teachers will analyze annual English language proficiency assessment results, ELD benchmarks (see Chapter 4, pp. 36-37), and student progress toward meeting criteria for reclassification. Data will be disaggregated by number of years in the district, program placement, initial CELDT or successor test level, and other relevant variables.

The Director of Educational Services will complete an analysis of student performance on the AMAOs by district, school, language group
and program. The findings and trends will be reported to principals, who will work with site staff to continue the development of program improvement work.

**Outcome 4: Academic Success**

Each elementary site principal will review and analyze performance data from the state-mandated assessments of student mastery of the state standards in English Language Arts and Mathematics. The analysis will include cross-sectional profiles of performance by English proficiency level as well as disaggregation of data by grade level.

- Principals will analyze data with site staff to determine trends and areas of need, and to develop action plans.
- In addition to reviewing data on the state-mandated test, principals will analyze data from benchmark assessments to determine progress toward action plan objectives and will work with staff to make needed modifications.

Each secondary site principal and department representatives will review and analyze standards test and CAHSEE performance data in English Language Arts and Mathematics. The analysis will include cross-sectional profiles of performance by English proficiency level as well as disaggregation of data by grade level.

The Director of Educational Services will request, collect and analyze the following additional types of data:

- progress toward high school graduation,
- proportional representation of ELs in Special Education,
- participation in Advanced Placement courses,
- enrollment and performance of ELs in a-g courses, and
- admission of ELs to 2 and 4 year colleges/universities.

This set of activities will be further defined by the Director of Educational Services after consultation with site principals.

**Outcome 5: Parent Engagement**

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

**Outcome 6: Indicators of Risk for School Failure**

The Director of Educational Services will request, collect and analyze the following data regarding English Learners:

- suspensions, expulsions, and other disciplinary actions;
- attendance records regarding absences and tardies;
- retention rates (grades K-5);
- credit deficient high school students (9th-12th grade);
- students scoring Below Basic and Far Below Basic on state-mandated content standards tests;
- dropout rates.

**Outcome 7: Language/Literacy development in two languages for Students in the Developmental Bilingual Education program**

The site principal, site EL coordinator, and school staff, with assistance from the Director of Educational Services, will analyze English Learners’ reading and mathematics scores on the district’s benchmark assessments in English and Spanish, English language proficiency assessment results, STS, standards test scores in
English Language Arts and Mathematics. Results will be discussed during collaboration meetings each academic term.

**Using Program Effectiveness Information to Improve Implementation and Modify the Program**

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

**Site Level Use of Information**

The self-review materials will assist sites to determine strengths and areas of need in their programs, and to make adjustments accordingly. Each site will develop an action plan for professional development that establishes needs, long-term goals and types of professional development experiences that are needed to improve instruction. The site plan for professional development should be clearly articulated with the district plan for professional development, and should include prioritization and support. Annual improvement objectives and timelines will also be established. This information will be included in the school’s Single Plan for Student Achievement.

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

**District Level Use of Information**

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

Data from the annual evaluation will be shared with DELAC members. An annual evaluation report on English Learner Programs will be shared at a regular meeting of the School Board in the fall of each school year. The report will focus on the extent to which programs have been implemented, and an analysis of student performance on the indicators specified in Table 8.1. The DELAC will also report to the Board its recommendations regarding needed actions.
### Table 8.2. Evaluation and Accountability: Roles and Responsibilities

<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, including after school programs when needed  
- Communicates regularly with parents, teachers, and support staff  
- Completes class and homework assignments on time  
- Follows school and classroom rules  
- Asks the teacher for help when he/she does not understand something  
- Works towards meeting the promotion criteria |
| **Parent**                   | - Monitors and promotes English Learner’s progress in academics, homework, attendance, behavior  
- Supports English Learner in activities to promote student achievement  
- Communicates regularly regarding student progress with student, teachers and school  
- Participates in school committees—ELAC, Site Council, PTA, etc.  
- Encourages his/her child to do his/her best in school and on his/her homework  
- Provides a quiet study time and encourages good study habits  
- Assists his/her child's progress by attending conferences, looking at schoolwork, contacting teachers, regularly checking the planner, being involved in the school and supporting classroom and school rules and policies  
- Ensures that his/her child participates in after school programs recommended by a teacher, counselor, and/or administrator that will assist her/him in meeting grade level standards  
- Maintains a balance of extracurricular activities so that the child can complete assignments |
| **Classroom Teacher**        | - Implements specific English Learner programs as described in the Master Plan for English Learners and provides instruction that aligns with state frameworks and district/state standards  
- Ensures delivery of appropriate ELD instruction  
- Ensures access to core curriculum through specific, intentional and explicit use of SDAIE strategies  
- Monitors English Learners’ progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures  
- Determines/implements differentiated strategies for English Learners and RFEP students  
- Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals  
- Attends team meetings and informs parents of progress and strategies to support students in meeting standards  
- Uses data to understand and respond to student needs |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Principal                                 | • Monitors all aspects of staffing for, and instruction in, English Learner programs, according to the Master Plan  
• Analyzes and uses data to facilitate student progress monitoring  
• Is responsible for all procedures and legal requirements pertaining to English Learners at the school  
• Monitors placement of English Learners and oversees reclassification process  
• Reports periodically to district administrators on implementation of English Learner programs and services  
• Provides leadership in all aspects of the educational program |
| Site EL Coordinator                       | • Assists the site principal in implementing and monitoring the site program for ELs  
• Organizes student information and keeps records  
• Administers initial and annual language proficiency assessments  
• Does preliminary scoring of language proficiency assessments  
• Assists with organizing the site ELAC  
• Works with parents as needed  
• Assists with materials development as needed  
• Meets periodically with the director of educational services and other site EL coordinators  
• Assists the Director of Educational Services with preparation and delivery of professional development on the EL Master Plan |
| District English Learner Advisory Committee (DELAC) | • Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role  
• Reviews the Annual Language Census report  
• Provides annual report to Board of Trustees  
• Advises on issues relevant to English Learners in the district |
| School Site English Learner Advisory Committee (ELAC) | • Advises the principal and school staff on topics related to English Learners (including advising in the development of the school plan)  
• May review site data on program effectiveness and student achievement |
| Director of Educational Services          | • Supports sites in implementing the Master Plan for English Learners, reviews district and site English Learner data  
• Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners  
• Monitors compliance and English Learner procedures at the site and district levels  
• Works with other administrators to provide ongoing training for classroom teachers, instructional assistants, and support staff (e.g., administrative assistants and school |
### Role Responsibilities

| Office Staff | Works with principals and Superintendent to ensure timely recruitment, hiring and training of teachers for EL assignments  
|   | Coordinates DELAC meetings and activities  
|   | Works with principals, Superintendent and DELAC to prepare the English Learner annual evaluation report  
|   | Recruits and monitors placement of English Learner staff in collaboration with principals  
|   | Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of Master Plan for English Learners  

| Superintendent | Evaluates District’s goals relative to the LCAP, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability  
|   | Oversees the activities of the Director of Educational Services and site principals in implementation of the EL Master Plan  
|   | Reviews and acts on appeals to Parental Exception Waiver denials  
|   | Monitors credentials of all personnel working with English Learners  

chapter nine:
Planning and Funding
Planning and Funding

The State of California has recently reformed the state system for funding schools and districts, and for holding them accountable to the state for providing programs that address state priorities for improving student outcomes. This new system consists of a Local Control Funding Formula, combined with a Local Control Accountability Plan. In this chapter, these new mechanisms will be described and the process used to implement them in the Winters Joint Unified School District explained.

The Local Control Funding Formula (LCFF)

Under the new system, funds are allocated to districts using a three-part funding formula.

1. Each district receives a base grant based on the number of students enrolled. The amount of funds per student is adjusted depending on the grade span. Thus, for example, students enrolled in K-3 are funded at a different rate from students in grades 9-12. The total amount of base funds actually allocated to the district is called the adjusted base grant.

2. In addition to the base grant, the district receives a supplemental grant based on the number of students who are English Learners or low income. The amount allocated per student equals 20% of the adjusted base grant per-student rate.

3. Finally, if the district’s enrollment of English Learners and low income students is above 55% of its total enrollment, then the district receives still more funds in the form of a concentration grant in the amount of 50% of the adjusted base grant per-student rate. The concentration grant is based on the number of English Learners and Low Income students above 55% of district enrollment.

In determining the number of students who are counted for the supplemental and concentration grants, the state uses an “unduplicated student” count. This means that a student who is both an English Learner and a low income student is counted only once for the purpose of determining the funding level.

The supplemental and concentration grant funds must be used to fund improved or increased services for English Learners, low income students and foster youth.
The Local Control Accountability Plan (LCAP)

Each district is required to submit a three-year Local Control Accountability Plan, and to update that plan annually. The plan must be based on a comprehensive needs analysis, and the process of development must include the engagement of parents, students and other stakeholders.

The plan defines specific, measurable goals for students and improvements that will be made during each of the three years. It demonstrates that improved and increased services will be provided for three specific target groups identified by the state: English Learners, low income children, and foster youth. It includes a description of services that must be clearly related to the identified goals and must focus on how the services will impact student performance. Finally, it includes a budget that shows how the LCFF funds are used to support student performance and address the needs of the special student populations.

The plan must address the following state priority areas:

1. Basic Services
2. Implementation of the Common Core State Standards
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Access to a Broad Curriculum
8. Other Student Outcomes (which may be defined by the local district)

Planning and Budgeting in the Winters Joint Unified School District

The district Superintendent oversees and coordinates the development of the district’s LCAP and the annual updates to it. The process for this plan includes the following steps:

**STEP 1:** Gather data related to each of the 8 priority areas. The information contained in the evaluation plan described in Chapter 8 will produce a broad range of useful information related to English Learners that will be used to inform the LCAP.

**STEP 2:** Involve stakeholder groups, including sharing of information, and eliciting input on the definition of needs, goals and improvement in services for all students. Among the groups to be involved are parents, district and school personnel, students, community organizations that serve students, families, etc. The DELAC will be informed of and involved in the process.

Each school principal will also form a planning group that will involve staff, parents, and community in developing a site level plan that follows LCAP guidelines. The site ELAC and School Site Council will be involved in the development of the site level plan, and these plans will be integrated into the district level plan.

**STEP 3:** Analyze and prioritize needs, using the data that has been gathered and the input from the stakeholder groups.

**STEP 4:** Develop goals in all 8 priority areas, both overall and for each of the following groups that are defined in the California Education Code, Section 52052:

- ethnic subgroups;
- socioeconomically disadvantaged pupils;
- English Learners;
- pupils with disabilities; and
- foster youth.

**STEP 5:** Use needs assessment data to evaluate services and devise increases and improvements in services that will enable the district to meet the defined goals. Develop activities that address the needs of students in each of the subgroups listed in Step 4.

**STEP 6:** Share the draft plan with stakeholder groups and solicit input.

**STEP 7:** Revise and finalize the plan.

**STEP 8:** Submit the plan to the Board for approval.
STEP 9: Submit the plan to the State Department of Education.

STEP 10: Revise the district and site plans each year, based on needs assessment data and following the steps outlined above.
Glossary of Terms
A

**Access to Core:** Providing English Learner students with simultaneous access to both ELD and the core content in language arts, mathematics, history/social science and science, using strategies such as primary language instruction, primary language support, integrated English language development and/or SDAIE methodology.

**Alternative Program:** A program option for English Learners whose parents choose to waive the requirement to participate in a program that is taught overwhelmingly in English.

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

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

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

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

B

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

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

C

**(CABE) California Association for Bilingual Education.**

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

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

**(CALPADS) California Longitudinal Achievement Data System:** A computerized data system developed and operated by the California State Department of Education that brings together historical and current data on students, allowing for long-term analysis of student progress. This system was developed in order to enable the
state to meet the accountability requirements of No Child Left Behind. CALPADS is the centerpiece of California’s education data system. It brings together data on student demographics, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment results.

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

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

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

**CELDT** California English Language Development Test: A state assessment given to initially identify English Learners in California public schools and to assess growth in English language proficiency on an annual basis. CELDT subtests include Listening, Speaking, Reading and Writing. A replacement test for the CELDT is currently under development and will be fully operational by 2016-2017. This successor test is called the English Language Proficiency Assessments for California (ELPAC).

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

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

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

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

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

**CST** California Standards Test: A state-approved exam in English-language arts, mathematics, science, and history-social science administered only to students in California public schools. Developed specifically to assess students' knowledge of the California content standards. Last administered in 2013, it will be replaced in 2014 by a new system of assessments, the California Assessment of Student Performance and Progress (CAASPP) assessment system.

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

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

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

**D**

**DAIT** District Assistance Intervention Team: A team of external experts which conducts a capacity study of district operations in a district in Year 3 of Program Improvement status under the No Child Left Behind Act.
(DELAC) District English Learner Advisory Committee: a district-level advisory committee with parent representatives from each school that advises the district’s School Board on programs and services for English Learners.

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

Developmental Bilingual Education (DBE) Program: A Bilingual Alternative Program in which the goal is acquisition of academic proficiency in two languages, for example: English and Spanish, together with mastery of academic core content and cultural proficiency. The program in the Winters Joint Unified School District is intended for students whose first language is Spanish.

(EL) English Learner: A classification used to identify a student who is not currently proficient in English and whose primary language is not English; (also called Limited English Proficient {LEP} student).

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

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

EL Coordinator: A teacher assigned to site(s) who is trained to support the site administrator in the implementation of the EL Master Plan, including site responsibilities for record keeping, annual assessment, reclassification, monitoring of student progress, and other duties as assigned.

(ELD) English Language Development: Specialized, standards-based instruction in the English language for students who have been identified as English Learners. All ELs must receive ELD instruction. ELD is offered in two forms: dedicated and integrated. Dedicated ELD is given in set-aside time for English Learners in leveled groups. Integrated ELD is instruction intentionally integrated into content instruction in order to address the language needs of English learners within the specific subject area.

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

English Language Mainstream Program: An instructional model designed for English Learners with reasonable fluency in English. Core content is taught in English using SDAIE methodology along with daily leveled ELD.

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

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

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

(FPM) Federal Program Monitoring: A state review process focused on determining whether a district’s programs are in compliance with federal and state law and regulations.

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

I

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

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

L

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

(LEA) Local Education Agency: Usually refers to a school district, but may also refer to a County Office of Education.

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

(L2) The second language students acquire: (often refers to English for English Learners).

N

(NABE) National Association for Bilingual Education.

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

O

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

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

P

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

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

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

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

Primary Language Instruction: The use of a student’s primary language by a teacher as a primary medium of instruction of core content for students who have an approved parental exception waiver to participate in an alternative program. In the Winters Joint Unified School District, primary language instruction is utilized in the Developmental Bilingual Education program, and in certain courses within the Transitional Bilingual Program at the middle and high school levels. It may also be used to a limited extent in the Structured English
Immersion and English Language Mainstream programs.

**Primary Language Support:** The use of a student’s primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student’s primary language. Primary language support may be provided as an option in any classroom serving English learners.

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

**R**

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

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

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

**S**

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

**Second Language (L2):** The second language students acquire (usually refers to English when speaking about English Learners).

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

**Site EL Coordinator:** A teacher assigned to site(s) who is trained to support the site administrator in the implementation of the EL Master Plan, including site responsibilities for record keeping, annual assessment, reclassification, monitoring of student progress, and other duties as assigned.

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

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

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

**Standards for English Language Development (ELD):** Standards established by the State of California for expected learning in the four
language domains (Listening, Speaking, Reading and Writing), in each grade span.

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

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

T

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

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