



West Contra Costa  
Unified School District

# **Master Plan for English Learners**

Educational Services  
August 2014

# **West Contra Costa Unified School District**

## **MASTER PLAN FOR ENGLISH LEARNERS**

August 13, 2014

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## West Contra Costa Unified School District

### Implementation of the Master Plan for English Learners

#### ***Our Commitment***

*West Contra Costa Unified School District is committed to equipping all students, children, and adults with the academic, social, and emotional skills necessary for success. For English Learners, this includes providing a specialized instructional focus that will support them to acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful.*

WCCUSD will:

- Support the vision for English Learner (EL) students that promotes high levels of EL student academic achievement,
- Ensure clarity of expectations and responsibilities for district staff, principals, and teachers,
- Use research-based instructional programs taught by highly qualified, credentialed teachers,
- Teach high quality and rigorous English Language Development (ELD) daily for all EL students,
- Provide Bilingual and Dual Language Immersion programs that result in bilingual and bicultural students,
- Offer comprehensive EL Professional Development and focused instructional support,
- Increase involvement and collaboration with parents of EL students,
- Measure academic and language development progress and success of EL students, and
- Update the WCCUSD Board of Education bi-annually.

**West Contra Costa Unified School District  
Master Plan for English Learners  
Acknowledgements**

West Contra Costa Unified School District's Master Plan for English Learners (MPEL) was developed with the dedicated effort and collaboration of the following teachers, administrators, support staff, parents and community members. The District acknowledges the dedication and commitment of those who participated in the Master Plan for English Learners Advisory Committee during the 2013-2014 school year.

<b>Parents and Community Members</b>	<b>Students</b>	<b>Teachers, Counselors, District Personnel</b>	<b>Administrators</b>	<b>School Board</b>	<b>Consultants</b>
C. Villalobos Dion Clark Dulce Galicia Gabino Arredondo Maribel Alejandre Raul Morales Stephanie Sequiera	Cesar Cortes Francisco Ortiz	Aaron Colación Angela Tang Beth Levine Bryan Brandow Dilcia Palacios Esaúl Orozco John Brooke Rocio Reyes Sylvia Muñoz Yasmin Reyes	Jessica Petrilli José DeLeon Julio Franco Liz Torio Mimi Melodia Ruby Gonzalez	Elaine Merriweather	José Chavez José López

The Master Plan for English Learners Advisory Committee met four times during the Spring Semester of 2014. The committee provided guidance for the comprehensive revision of the District's EL Master Plan in a four-step process, which included:

- Soliciting feedback from their respective constituencies,
- Bringing together small groups to work on specific components of the plan,
- Examining and discussing input from the various groups, and
- Finalizing the plan with stakeholder input.

In the development of the MPEL, data was gathered via focus groups and surveys from the following constituents:

- Multilingual District Advisory Committee (MDAC) parents
- Principals & Assistant Principals
- Registration, Assessment, and Placement (RAP) Center staff
- Academic Subcommittee teachers
- K-12 English Language Development (ELD) teachers
- Middle & High School counselors
- K-12 coaches
- Academic Subcommittee parents
- Transitional Bilingual Education (TBE)/Dual Language Immersion (DLI) teachers
- Special Education teachers and administrators
- District administrators
- K-12 English Learner Services staff

## West Contra Costa Unified School District

### Master Plan for English Learners

August 2014

#### Introduction

English Learners (ELs) comprise over 30% of the student population in West Contra Costa Unified School District. These students face enormous challenges. WCCUSD recognizes that ELs have a double curricular load. They must become proficient in academic English, and they must master all of the academic content required of all students in California. To accomplish the District mission of preparing students to have the skills and experiences necessary to succeed in higher education, career, and life, intentional focus must be given to English Learner students. The WCCUSD Master Plan for English Learners (MPEL) is based on research of effective approaches to address these challenges (Garcia, 2012; Short & Fitzsimmons, 2007).

The components of the MPEL are designed to provide a clear flow in the processes that are mandated by law to meet the needs of English Learners within the West Contra Costa Unified School District. This plan provides a sound framework for ensuring the success of all English Learners in the District. The MPEL is aligned to the District's 2014-2019 Strategic Plan and Local Control Accountability Plan. The Board of Education expects that all aspects of the plan be followed as outlined in this document.

The components of the Master Plan for English Learners include:

1. **Identification, Assessment, and Program Placement**—Outlines the step-by-step process for the identification, assessment, and program placement of English Learners in schools.
2. **Instructional Programs**—Profiles the instructional programs and district resources available to English Learners.
3. **Monitoring of Student Progress and Reclassification**—Delineates the instruments and processes for assessing English Learner attainment of English proficiency as well as academic performance.
4. **Staffing and Professional Development**—Focuses on staffing procedures and staffing categories that support English Learner programs and provides guidance on the content and procedures to be used for professional development related to English Learner services.
5. **Parent and Community Involvement**—Highlights the procedures for involving parents of English Learners and other community stakeholders in the instructional decision-making process.
6. **Evaluation and Accountability**—Provides an overview of accountability expectations and evaluation mechanisms for the MPEL.
7. **Appendix**—Outlines legal references and provides a glossary of terms pertinent to English Learner programming.

The WCCUSD Master Plan for English Learners provides the road map to all schools in the District by providing every identified English Learner student with an instructional program that includes dedicated English Language Development instruction and embedded language

development ensuring access to core curriculum. The state's newly adopted English Language Development Standards and the Common Core State Standards provide a strong foundation for effective teaching practices that respond to the needs of English Learners.

The MPEL demonstrates a collaborative effort among all District departments to effectively serve English Learners. This plan also demonstrates the District's commitment to implement optimal educational programs for English Learners in order to address disparities and inequities that are recognized as contributing to the achievement gap. The careful development and successful implementation of the MPEL in WCCUSD will result in English Learners acquiring the skills necessary to compete successfully in the global marketplace, succeed in college, and become contributing members of society.

The WCCUSD MPEL has been developed to provide schools with directions for dedicated consistent program implementation, articulation, and evaluation of services for English Learners. With common staff and parent understanding of goals and procedures, English Learners will receive consistently implemented programs of high quality designed to meet their academic needs. The District ensures that students are successful in achieving grade level common core standards in all content areas and are college and career ready upon graduation. The Master Plan is aligned with the WCCUSD mission and values.

### **WCCUSD Mission Statement**

WCCUSD, in partnership with the community, serves the whole child, preparing every student to succeed in higher education, career, and life by pairing high-quality academics with social, emotional, and wellness support.

### **Vision Statement**

WCCUSD envisions a school district that:

- continuously sets and meets high expectations;
- embraces challenges and innovative solutions;
- supports its teachers and employees whole-heartedly;
- builds a community with shared values and buy-in; and
- above all, prepares every student to succeed in all facets of education and life.

### **Values**

All of the District's decisions and actions are rooted in core beliefs about student achievement; what defines student success and the necessary components. The values listed below reflect the mindset District leadership, educators, employees, program partners, and all stakeholders are expected to embody and instill in students.

#### *Student Success*

WCCUSD strives to equip all students, children, and adults with the academic, social, and emotional skills necessary for success.



### *Quality Instruction*

WCCUSD believes common core curriculum, data tracking, and analysis drive student achievement and empowers educators to innovate and collaborate to identify best practices. Rigorous training, support, and development for educators strengthen teacher effectiveness and accelerate student achievement.

### *Collective Ownership*

WCCUSD believes all stakeholders are fundamental to creating and maintaining safe and effective learning environments. In order to provide every student with a high-quality education WCCUSD relies on continuous participation and feedback from stakeholders.

### *High Expectations*

WCCUSD believes that every student can succeed at a high level and expects them to excel in the classroom, in career, and in life. Similarly, the District expects all stakeholders to operate at the highest level and to continuously seek out the best strategies to ensure success.

### *Accountability*

The District is dedicated to a culture of transparency and maintaining open lines of communication. WCCUSD recognizes that data and metrics are essential for effective decision-making.

### *Leadership*

WCCUSD is committed to developing classroom, school, and community leaders with the vision and skill set to execute the District's mission.

### *Diversity*

WCCUSD celebrates the diversity of West Contra Costa and values the strength in varying perspectives, beliefs, and backgrounds.

The 2014-2019 WCCUSD Strategic Plan Report lists six key strategies that were considered in the development of the MPEL.

1. Create high expectations: It is not sufficient to believe that every child can succeed; the District and community should expect that every child will succeed.
2. Support quality instruction: Teachers should have the support and training to become great teachers.
3. Embrace collective ownership: Every stakeholder group has an opportunity and responsibility to play a role in promoting student success.
4. Invest in the whole child: Student success is not limited to classroom performance; social and emotional development are necessary complements to academic achievement.
5. Prioritize accountability: The community should be able to understand what is happening in the District and hold the District and its leaders accountable for success.
6. Innovate: Doing things the way they have always been done is insufficient; the District should look to best practices and cutting-edge innovations to help prepare its students for the 21<sup>st</sup> century.

## English Learner Vision Statement

The MPEL Vision Statement is consistent with WCCUSD's Mission, Vision, and Values.

*WCCUSD promotes an organizational culture that creates high levels of English Learner academic achievement. The District supports the development of the capacity of teachers, counselors, administrators, and families to be responsive, and provide high quality, successful academic environments for English Learners in all schools. The District promotes equitable distribution of resources established by the vision of the school District community to accomplish the academic success of all English Learners.*

*WCCUSD envisions a school district that:*

- *Demonstrates a commitment to educational equity by providing access to quality core instruction and curriculum that prepares students for college and career readiness through the use of research-based models in serving EL students.*
- *Exhibits high expectations for leadership that are based on collective ownership and accountability models.*
- *Commits to sharing and leveraging resources between school, home, and community to establish family partnerships that are aimed towards promoting biliteracy.*
- *Affirms home language and culture of EL students.*
- *Demonstrates the value of diversity through the use of multicultural strategies for instruction and curriculum.*
- *Provides Bilingual and Dual Language Immersion programs that result in bilingual and bicultural students.*

This plan provides an overview of the WCCUSD efforts to ensure the accomplishment of these goals. This document is a set of directions to District staff. WCCUSD will develop an appropriate operations manual for schools to use in the implementation of this plan. This will be updated annually to comply with legal requirements, Board of Education policies, and evaluation results. The development of the K-12 EL Services Operations Manual will be collaborative efforts between the K-12 English Learner Services Office, the Registration, Assessment, & Placement (RAP) Center, and other offices as appropriate.

## **Component 1: Identification, Assessment, and Program Placement**

*This section outlines the step-by-step process for the identification, assessment, and program placement of an English Learner in schools.*

In November 2012, the State Board of Education (SBE) approved English Language Development (ELD) Standards for kindergarten through grade twelve. Per federal and state laws, the English language proficiency assessment must be aligned to the state-adopted ELD Standards.

Assessment of English language proficiency in the WCCUSD will be based on the English Language Proficiency Assessment for California (ELPAC) test that will replace the California English Language Development Test (CELDT) in the Fall of 2015. The following steps set forth by the California Department of Education guide the development of the WCCUSD process for the initial identification of EL students.

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

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

### **Registration and Determination of Students' Primary Language**

The K-12 English Learners Services Office produces an operations manual with the procedures to follow in the initial identification, assessment, and program placement process. The Operations Manual is updated annually.

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. To gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children. State regulations require that all students whose HLS indicates a language other than English on questions 1, 2, or 3 of the form be assessed in English language proficiency skills within 30 calendar days. The HLS remains on file for each student in their cumulative folder.

The HLS is included in the registration packet at all levels. The principal of the school ensures that parents/guardians receive an explanation of the EL identification process and how the completion of the HLS informs student placement in EL programs. The parent must sign a form indicating that the identification process and instructional programs were explained to them. This becomes part of the student's permanent record.

### **If Reasonable Doubt Exists Regarding Students' Primary Language**

In some cases if the parent's response to the first three questions on the HLS is English and the response to question four is a language other than English, then "reasonable doubt" may exist as to the student's primary language. The district administrator/designee or designated English Learner support personnel at the site must research the student's language background using the following indicators and consult with the student's parent:

- Parent requires interpreter to communicate in English
- Parent/guardian speaks to child in a language other than English
- Student initiates communication with parent/guardian in a language other than English
- It is revealed that the child's caretaker who cares for them while their parent/guardian is at work, speaks a language other than English

If there is enough evidence of significant Non-English exposure then CELDT/ELPAC will need to be administered. When reasonable doubt has been established the district administrator/designee must annotate the HLS to reflect the reasons for administering the CELDT/ELPAC.

### **English Language Proficiency Assessment**

State regulations require that all students whose Home Language Survey indicates a language other than English complete English language proficiency testing within 30 calendar days of enrollment. This language proficiency testing is completed by trained personnel from the RAP Center.

The CELDT/ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers. The test is an assessment of students' competence in comprehending English in the domains of listening, speaking, reading, and writing. Additional assessment measures may be used to ensure accuracy of English language proficiency. These will be described in the Operations Manual developed by the K-12 English Learner Services Office.

Schools will provide parents with a written description of the CELDT/ELPAC and the testing process in English and in other languages when 15 percent or more of the pupils enrolled in the school speak a single primary language other than English. The principal will ensure that the parent/guardian is informed of the proficiency assessment process.

A preliminary score is calculated at the time of testing by the test administrator for the purposes of placement and program options. These preliminary results and program options are communicated to the school site administrators, guidance counselors at the secondary level, and teachers, as well as the parent/guardian.

Parents are also provided with the Initial Notification Information letter outlining program options available at the local school. CELDT/ELPAC results, the Initial Language Assessment, and the Parent Notification Form are filed in the student's cumulative folder.

Based on the English language assessment, students are classified as either Initially Fluent English Proficient (IFEP) or English Learner (EL). Each school is required to hold a meeting for the parents of ELs (i.e., ELAC, open house, parent information nights, etc.) or individual

conferences to explain EL assessment, program, and placement options. Placement is made based on the parent's preference.

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

Consistent with state law governing the operation of English Learner programs, a parent may request and be granted a Parental Exception Waiver requesting that their child be taught in an alternative program (Section 311 of CA Ed. Code). Parental Exception Waivers are required when a parent selects an alternative program in which the language of instruction is English, paired with another language. Parental Exception Waiver forms shall be available at every school site upon parent request, and at the time of enrollment for newly enrolled students. The program options for EL students shall be explained and PEW offered to the parent.

To request a waiver, parents must personally visit the school each year to apply for and complete the waiver. If parents of 20 or more students at a given school and grade level have been granted waivers, the school must offer an alternative program. If parents of fewer than 20 students at a given school and grade level have been granted waivers, the school of residence must provide the parent with a list of schools in the surrounding area that provide the selected program.

Approved annual waivers for students placed in an alternative program are kept on file in the student's cumulative folder by the site principal for the school year in which they are received. If the parental exception waiver request is denied, the parent may appeal to the K-12 English Learner Services Office.

After PEW is entered into the Student Information System, a copy of the waiver request is kept at each site in the Waiver Request binder and the original is kept in the cumulative folder.

### **Process for Denying a Parental Exception Waiver**

Parental exception waivers are granted unless the principal and educational staff determine that a Bilingual Alternative program would not be suited for the overall educational development of the pupil. An explanation in writing will be provided to the parent indicating the reason(s) for the denial of a waiver request, including data reviewed to support this determination. The Principal shall meet with the parent to explain the reason(s) for the denial and the District's appeal process.

This record of waiver requests is kept at each site in the *Waiver Request Log*. The purpose of this log is to maintain a list of parents who have requested an alternative program, to record the number of waivers requested, and to provide these parents with information regarding the status of their request.

### **Process for Appealing a Denied Waiver Request**

If the school principal denies the request, the parent may appeal using the WCCUSD Uniform Complaint process which must be submitted to the K-12 English Learner Services Office. The principal must explain the complaint process to the parent, and provide assistance in filing the complaint with the K-12 English Learner Services Office. The Coordinator of K-12 English Learner Services Program reviews the documents provided by the principal, meets with the parent and provides a decision. If the Coordinator of K-12 English Learner Services Program approves

the request, the matter is then returned to the school for appropriate placement in a Bilingual Alternative program. If the appeal is denied, the parents may appeal to the Assistant Superintendent of Educational Services following the procedures outlined on the WCCUSD Uniform Complaint Procedures.

### **Granting a Parental Exception Waiver**

The school maintains a file of all waivers submitted. The Principal reviews the waivers submitted and either grants or denies the waiver based on the criteria delineated in California Education Code 310 & 311. Whenever 20 or more approvable waivers of the same language group are collected at the same grade, an alternative EL program will be provided. The school must keep records on an annual basis of the number of waivers submitted and the number of waivers granted. Each year the District will be responsible for completing the CALPADS report that reflects the number of waivers submitted and the number of waivers approved.

There are three circumstances in which a Parental Exception Waiver may be granted. These are defined in California Education Code 311:

1. Children who already know English: The child already possesses good English language skills as measured by a state-approved standards test of vocabulary comprehension, reading, and writing; or
2. Older children: The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills; or
3. Children with special needs (children less than 10 years old): The child already has been placed for a period of not less than 30 calendar days in an English language classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. The parents are fully informed of their right to refuse to agree to a waiver.

### **Annual Notification Procedure**

The District has established a procedure for granting Parental Exception Waivers for children who are already enrolled in schools in a Structured English Immersion or English language mainstream program. In order to notify all parents of the District's placement options for English Learners and the opportunity to apply for a Parental Exception Waiver, each parent is informed of the program options yearly via the school site.

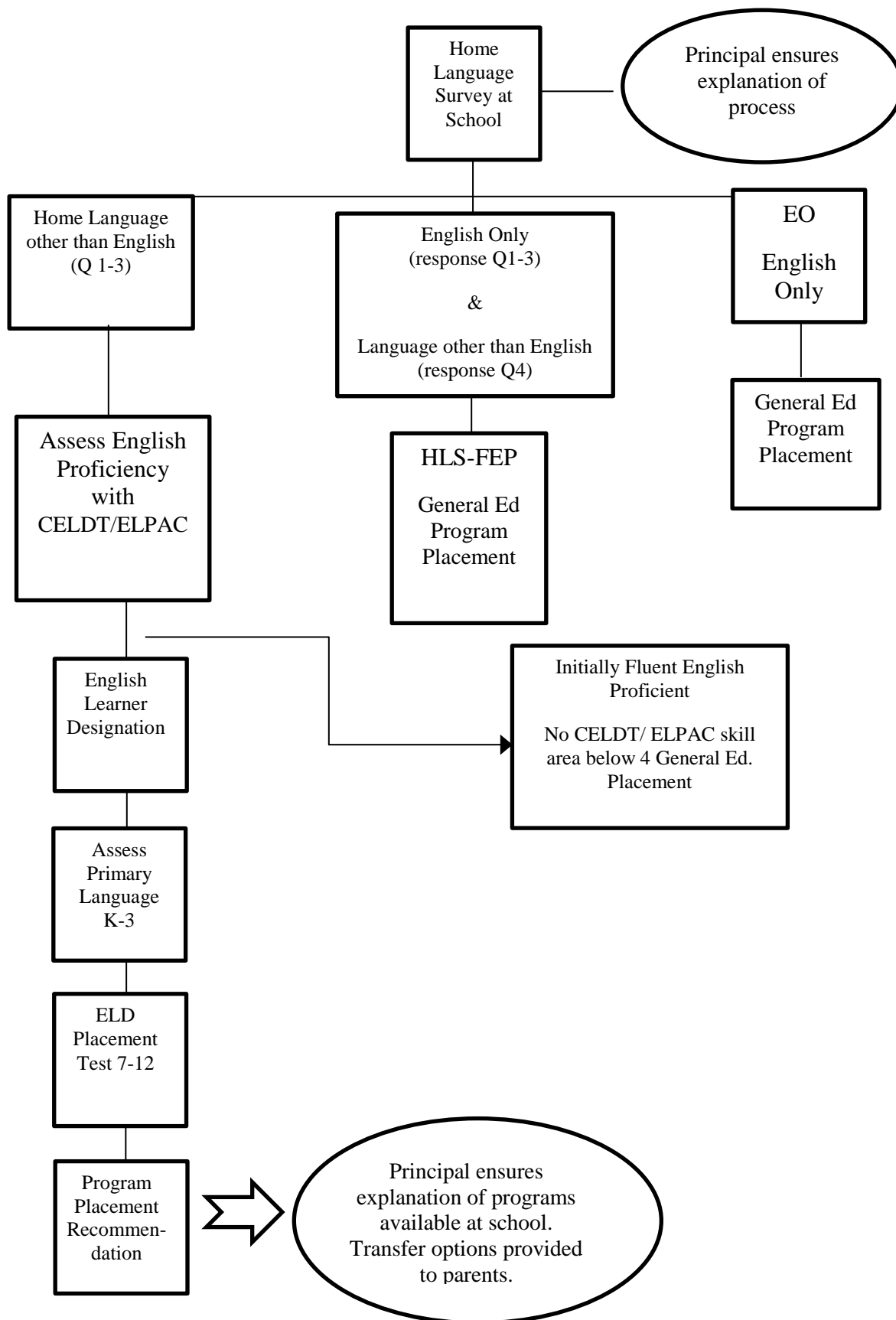
### **Primary Language Assessment**

Elementary level students designated ELs per the CELDT/ELPAC assessment are automatically assessed in their primary language in order to inform instruction.

### **Program Placement Recommendation**

Based on the CELDT/ELPAC, appropriate program placement is recommended for English Learners K-6. For designated EL students in grades 7-12, the ELD placement test is used in conjunction with the CELDT/ELPAC to determine appropriate placement. The principal ensures that parents/guardians receive a thorough explanation of the EL program options at the school, as well as those available throughout the District.

## Identification, Assessment, and Program Placement





## **Component 2: Instructional Programs**

*This section profiles the instructional programs available to English Learners.*

Federal case law (Castañeda vs. Pickard, 648F.2d 989, 1981) requires English Learner Programs to develop the English language fluency of each English Learner as effectively and as efficiently as possible and to simultaneously develop mastery of the core curriculum comparable to native English speakers. The court set forth the following standards for effective programs for English Learners.

1. The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
2. The programs or practices used are calculated to effectively implement the adopted theory.
3. The program successfully produces results that indicate that language barriers are being overcome.

Instructional programs for English Learners in the WCCUSD comply with these requisites. In addition, instructional programs are systematically measured to confirm that instructional goals for each English Learner are being met.

The K-12 English Learner Services Office coordinates the planning and development of the scope and sequence for EL students in ELD, ELA, and Spanish Language Arts (SLA) to help guide consistency in all program implementation. Collaboration includes all divisions of Educational Services, K-12 Operations, and Assessment and Evaluation (Accountability) and related offices and departments.

WCCUSD recognizes the value of a bilingual/biliterate population. The academic and economic benefits to the WCCUSD communities, to the greater Bay Area, and to the global society are greatly enhanced by a bilingual/biliterate citizenry. The instructional programs for EL students promote the acquisition of English and the preservation and development of the students' native languages.

## Daily English Language Development (ELD)

ELD classes must be provided by a certificated teacher who is paid out of General Funds. The teacher must hold a CLAD or equivalent certificate. Professional development and instructional support is provided to ELD teachers. The principal ensures the consistent implementation of the ELD program.

Elementary Grades K-6	Secondary Grades 6-12
EL students receive 45 minutes of daily ELD instruction	ELD placement is based on the placement essay and the CELDT or ELPAC, state-approved achievement tests, and teacher recommendation
Instruction is appropriate to each student's assessed language proficiency level	ELD 1, 2, 3 students are enrolled in two periods of ELD instruction
All ELs receive ELD until designated as RFEP	ELD 4 students receive one period of ELD instruction; instruction is at their appropriate instructional level

## ELD for English Learners with Disabilities

ELD instruction is mandatory for all ELs, including those with IEPs, and will occur daily until they are reclassified. ELs with disabilities should receive ELD in the mainstream classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development.

As with all English Learners, ELs with an Individualized Education Program (IEP) are expected to make progress in English language proficiency and academic content. To attain this, the instructional programs for ELs with IEPs will include English Language Development (ELD) as a component of their core instruction, as well as access to core content using SDAIE, and, as appropriate, primary language instruction and/or primary language support.

The IEP team will decide placement of ELs with special needs and determine if they will participate in ELD with general education peers of the same language proficiency level or in their special education classroom setting based on individual student needs. At the IEP meeting, the team will discuss the plan for ELD instruction to meet the student's individual needs, determine the educational setting in which the student will receive ELD, and determine the goals and process by which the student will be monitored and evaluated for English proficiency. Guidelines for this process can be found in the K-12 English Learner Services Program Operations Manual.

## Structured English Immersion (SEI) Elementary K-6

This instructional model is designed for English Learners whose English language proficiency is at levels 1-3 (as measured by CELDT/ELPAC), and whose parents did not select the Transitional

Bilingual Education (TBE) Program. Developmental access must be provided to the core curriculum using English, ELD, and SDAIE (Specially Designed Academic Instruction in English) strategies. In addition, instructional modifications to text, teacher language, and other strategies designed to make instruction comprehensible to a non-English proficient student will be used when appropriate. Elementary English Learners are clustered to form Structured English Immersion (SEI) classes at each grade level.

### **Structured English Immersion (SEI) Secondary 7-12**

The SEI program at secondary schools is designed for English Learners whose English language proficiency is at levels 1-3 (as measured by CELDT/ELPAC). This is coupled with students' assessed ELD level in the secondary program. English Learners are clustered at all secondary schools to form sheltered Math, Social Studies, Science and English sections (if applicable). Teachers provide access to the core curriculum through the use of SDAIE instructional strategies.

### **Transitional Bilingual Education (TBE) Elementary K-3**

Instruction is initially provided to students in their primary language in language arts, mathematics, science, and social studies, while receiving daily ELD instruction. As students move through the grade levels and gain fluency in English, more instruction is provided in English with the goals of ensuring that students learn to listen, speak, read, and write in English at a high level of proficiency. The instructional program is designed to transition the students to all English instruction by the end of the third grade.

Characteristics of the TBE Program include the following:

- Focus of instruction is to develop proficiency in English,
- Students are taught core subjects in the primary language while learning English,
- ELD instruction is a required program element, and
- Teachers hold appropriate bilingual certification (BCLAD or equivalent).

TBE schools with K-1, K-2 classes will add additional classes until they have a K-3 TBE program. The district will research possibilities of clustering TBE classrooms with highly qualified teachers to support a solid K-3 TBE program. TBE teachers block with SEI teachers for ELD instruction at their grade level.

### **Transitional Bilingual Education Secondary**

Instruction is provided in two languages in a balanced manner and is designed to ensure that students learn to listen, speak, read, and write in English at a high level of proficiency while gaining access to the core curriculum at their grade level. Instructional materials written in English and in Spanish are used in this program.

Characteristics of the TBE Secondary Program include the following:

- Focus of instruction is to develop proficiency in English,
- Students are taught core subjects in the primary language while learning English,
- ELD instruction is a required program element, and
- Teachers hold appropriate bilingual certification (BCLAD or equivalent).

## **Dual Language Immersion (DLI) Programs K-12**

The goals of dual immersion programs are to develop bilingualism/biliteracy, academic achievement, and cross-cultural competencies for all students. The WCCUSD Dual Language Immersion Program develops full literacy in two languages, Spanish and English. All students learn to read and write in Spanish first and later in English. In kindergarten, 90% of instruction is in Spanish, 10% is in English. By fourth grade, and through the rest of elementary school, 50% of instruction is in English and 50% is in Spanish. At the secondary level, DLI students continue to receive Spanish language instruction supplemented by core curricular options taught in Spanish.

Characteristics of Dual Language Immersion programs include:

- A 50/50 balance of native English-speaking students and native Spanish-speaking students exists in each Dual Immersion classroom,
- At least 50% of the elementary school day is spent in the target language,
- Dual Language Immersion students are offered opportunities to take core content classes at secondary level taught in the target language, as well as continuing with appropriate target language instruction, and
- Teachers hold appropriate bilingual certification (BCLAD or equivalent).

## **Newcomer Center (Elementary and Secondary)**

Newcomer students are recent immigrants who have little or no English proficiency and who may have had limited formal education in their native countries. These students have needs that traditional English immersion and bilingual programs are not designed to address. Based on an influx of newcomer students to WCCUSD, newcomer modified and/or expanded programs will be implemented. These programs will be designed to develop students' English language skills, support acculturation to U.S. schools, and develop awareness of educational expectations and opportunities.

Common Features of Newcomer Programs:

- A cohort of newcomer students,
- A program or set of courses distinct from the regular language support program,
- An intensified, tailored plan for English language development,
- Instructional strategies for literacy development,
- Instructional strategies for the integration of language and content,
- Courses to orient students to U.S. schools and the community,
- Experienced teachers,
- Appropriate curricular materials,
- Paraprofessional support, and
- Full family engagement.

## **Development of Additional Instructional Models for English Learners**

The District supports internal development of additional instructional models that foster bilingualism/biliteracy, improve academic achievement, and cross-cultural competencies for all students. It is essential that appropriate planning time and development efforts occur prior to the implementation of new programs for English Learners. This includes:

- Educational Services Division rationale for additional programs,
- Collaboration and communications with appropriate constituencies, i.e., teachers, parents, etc.,
- Appropriation of necessary resources (human, fiscal, facilities, professional development, planning time, etc.), and
- Development of evaluation and accountability measures.

## **Component 3: Monitoring of Student Progress and Reclassification**

*This section outlines monitoring of student progress and the instruments used for assessing English Learner students' attainment of English proficiency, as well as academic performance.*

### **Monitoring of Student Progress**

The school site principal ensures that student progress is monitored annually based on a set of District-adopted assessments. These assessments are used to determine English language proficiency and to evaluate students' language growth as well as their academic performance. In addition, ongoing formative assessments to monitor students' English Language Development progress are administered throughout the school year.

### **District Assessments**

English Learners are assessed in order to determine English language proficiency and academic achievement. English language proficiency is assessed in English for all EL students, regardless of program placement. Academic achievement assessments are administered in English and in Spanish depending on the student's program placement and level. The K-12 English Learner Services Office publishes an operations manual outlining the assessment of EL students in conjunction with other District departments.

### **Use of Assessment Data for Instructional Planning**

Teachers use the language arts and mathematics curriculum-embedded assessments to review student progress, plan modifications in instruction, and plan classroom interventions as appropriate. CELDT/ELPAC data in conjunction with formative assessments are used for instructional grouping in ELD at the elementary level and placement in appropriate courses at the middle and high school levels. In addition, formative assessments in ELD (both locally developed and curriculum embedded) are used by all teachers to measure students' areas of progress and to identify areas of need. Instruction is modified accordingly.

### **Annual Review of Student Progress**

In addition to ongoing analysis, each academic year, the school site principal ensures an annual review of EL students' progress. This process includes input from teachers, counselors, and EL support staff. State-mandated achievement assessment results, the latest official CELDT/ELPAC scores, student grades, teachers' recommendations, and other formative assessment data are reviewed for all EL students. On the basis of this review, at the 1<sup>st</sup> grade and above, the site principal will identify those students who are eligible for reclassification. The District's criteria for reclassification are shown in Table 1.

The site principal will ensure that parents/guardians are notified of their rights, and encourage them to participate in an annual review of EL student progress toward academic and English language proficiency. The K-12 English Learners Office will develop an operations manual detailing directions to principals.

## The Reclassification Process

Table 1-*Criteria for Reclassification*

	Elementary Grades 1-2	Elementary Grades 3-6	Secondary
<b>Teacher Evaluation</b>	Recommendation with a score of 4 or 5 on the Student Oral Language Observation Matrix (SOLOM)	“SOLOM” score of 20 or more from classroom teacher of English. Includes teacher comments about skills in listening, speaking, reading, and writing	“SOLOM” score of 20 or more from classroom teacher of English. Includes teacher comments about skills in listening, speaking, reading, and writing
<b>English Writing Sample</b>	Writing sample must show grade level writing	Writing sample must show grade level writing	Writing at an ELD 4 or an Advanced EL level on the ELD Placement Exam
<b>Grades or Grade-Level Proficiency</b>	Student scores a “3” or better in both Reading and Mathematics on most recent report card	Grade level work in all core subjects: ELD, Language Arts, math, science, social science	Grade of C- or above in all core subjects
<b>CELDT/ELPAC</b>	Overall score of Early Advanced, or Advanced with no score lower than Early Advanced	Overall score of Early Advanced, or Advanced with no score lower than the Intermediate level	Overall score of Early Advanced, or Advanced with no score lower than the Intermediate level
<b>State required assessment<sup>1</sup></b>	Grade equivalent of 1.0 for grade one and 2.0 for grade two using the Gates-McGinitie Reading Test	Scoring mid-Basic or higher on ELA section of State required assessment criteria	Scoring mid-Basic or higher on ELA section of State required assessment criteria
<b>Parent Engagement</b>	Parents must be told about the process of reclassification and their child’s progress towards reclassification and be asked to participate in the reclassification process	Parents must be told about the process of reclassification and their child’s progress towards reclassification and be asked to participate in the reclassification process	Parents must be told about the process of reclassification and their child’s progress towards reclassification and be asked to participate in the reclassification process

The WCCUSD has adopted a reclassification process to enable students initially identified as English Learners to exit specialized program services and participate without further language support as a Reclassified-Fluent English Proficient (RFEP) student. Principals will ensure that reclassification criteria are reviewed at key intervals throughout the year to ensure that students are programmed into the proper instructional program in a timely manner. An English Learner (EL) student shall be reclassified when he/she has met both the criteria for English language proficiency and the grade level academic proficiency in English. Figure 1 shows the reclassification process for first through second grade EL students and Figure 2 shows the reclassification process for grades 3-12 EL students. The K-12 EL Services Operations Manual will define specific site and district level roles and responsibilities regarding this process, including the monitoring process for all reclassified students.

<sup>1</sup> Until 2013, CST was used to measure student achievement. Once the new state-mandated assessment aligned with Common Core standards is approved, it will replace the CST. The K-12 English Learner Services Office will determine scoring criteria for reclassification purposes.

Figure 1- Reclassification Process 1<sup>st</sup>-2<sup>nd</sup> Grade

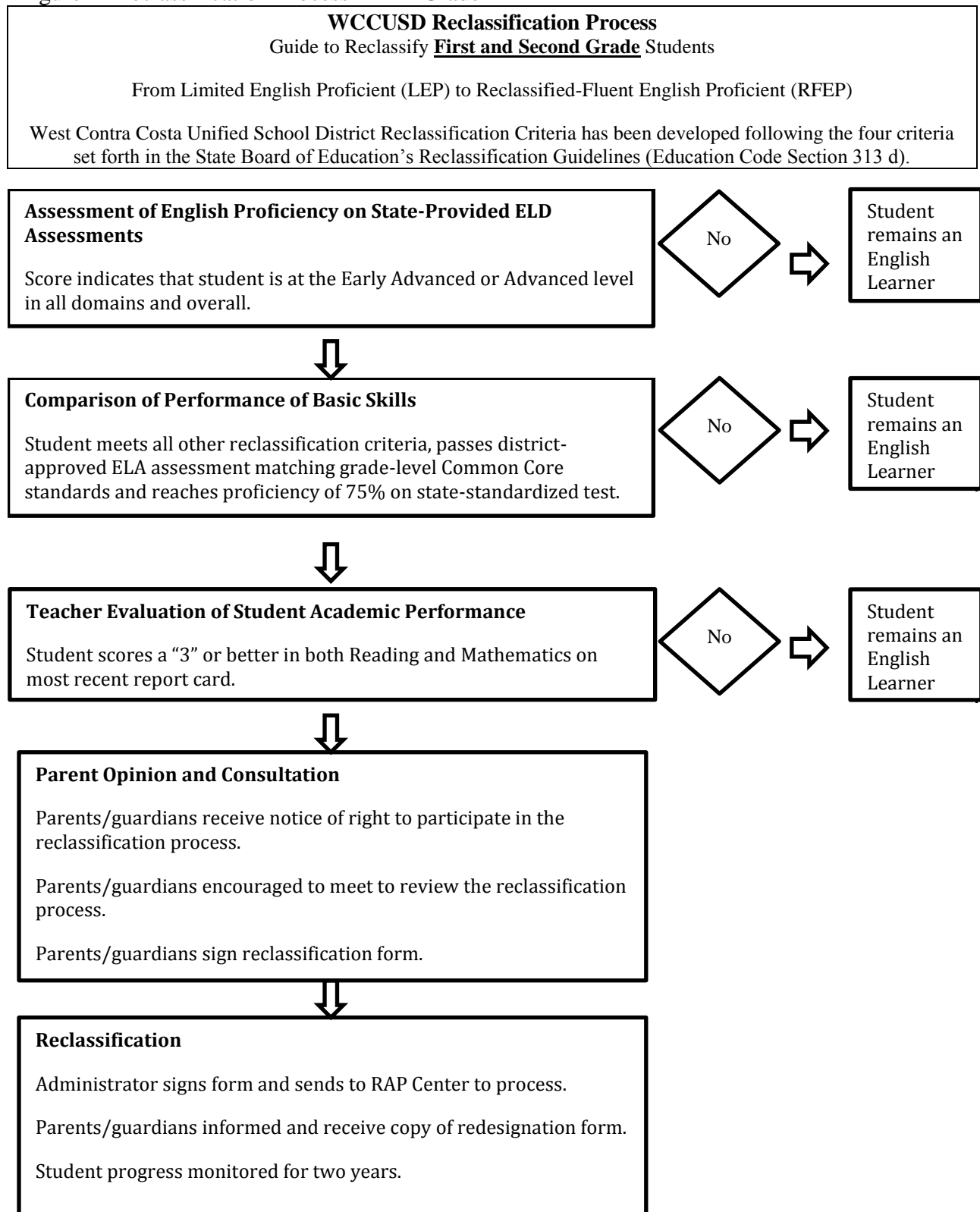
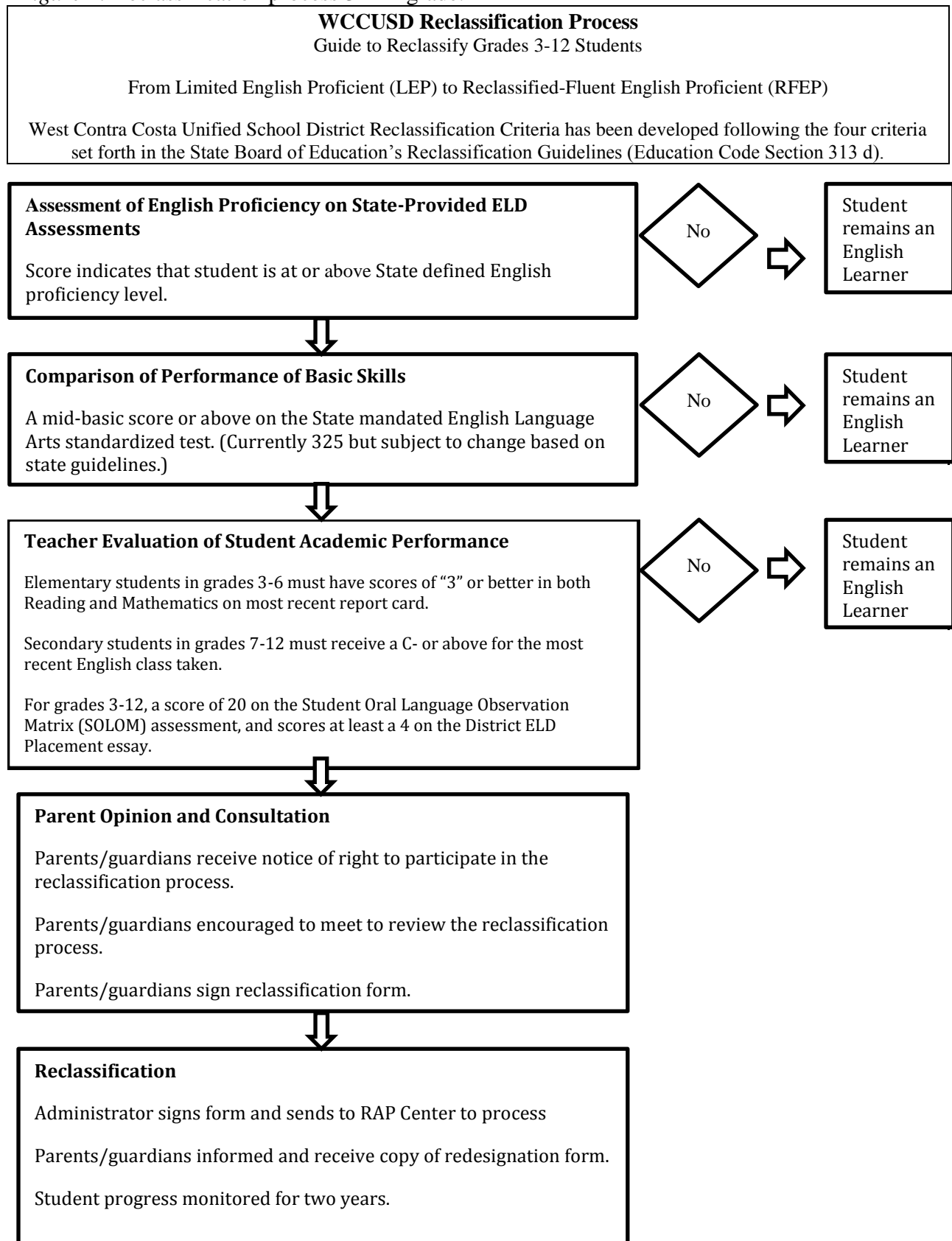




Figure 2. Reclassification process 3-12<sup>th</sup> grade.



## Instruments for Monitoring Student Progress

WCCUSD carefully monitors the progress of each English Learner annually through a set of state-mandated and District-adopted assessments. These assessments are used to assess the student's growth in English language proficiency and academic performance.

Teachers analyze the most current assessment data on a regular basis to identify areas of progress and of continuing needs of individual students. Teachers use this analysis to modify instruction. Tables 2 through 5 list existing assessments and criteria that will change when the new English Language Proficiency Assessment for California (ELPAC) and state-approved achievement assessments are aligned and adopted with the Common Core standards. Refer to the K-12 EL Services Operations Manual for specific assessment and criteria for ELs and monitoring intervals.

Table 2

### *English Language Development Assessments*

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California English Language Development Test CELD/ELPAC	K-12	<ul style="list-style-type: none"> <li>Assesses listening, speaking, reading, and writing in English</li> <li>State-mandated instrument based on state-established criteria</li> </ul>	*Initially: At registration (Legal allowance—within 30 calendar days from date of enrollment) Annually: July-October	Trained RAP Center personnel
Elementary ELD Assessments	K-5	<ul style="list-style-type: none"> <li>Curriculum-embedded ELD assessments that are aligned with Common Core and CA ELD standards</li> </ul>	According to Pacing Guide	Classroom teacher
Writing Assessments	6-12	<ul style="list-style-type: none"> <li>Curriculum-embedded ELD writing assessments that are aligned with Common Core and CA ELD standards</li> </ul>	Three times per year according to Pacing Guide	Classroom teacher
WCCUSD Secondary ELD Placement Exam	5 – 11	<ul style="list-style-type: none"> <li>Assesses reading and writing</li> <li>Used to place students in the appropriate program of instruction based on English language proficiency when ELPAC is administered</li> </ul>	Annually in March	Classroom teacher

\*Schedule to be adjusted in 2015-2016

Table 3-Primary Language Proficiency Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Idea Proficiency Test (IPT)	K-6	<ul style="list-style-type: none"> <li>Measures the language proficiency of students in their primary language</li> </ul>	At time of registration	RAP Center
Woodcock-Munoz	7-12	<ul style="list-style-type: none"> <li>Measures the language proficiency of students in their primary language</li> </ul>	At time of registration	RAP Center
District-approved Standards Test in Spanish—Spanish Language Arts	2-11	<ul style="list-style-type: none"> <li>Standardized assessment of Spanish language and literacy skills, based on California language arts that are aligned with Common Core standards</li> <li>Administered to Spanish-speaking students who have (1) been in U.S. schools 12 months or fewer; or (2) received academic instruction in Spanish during the same school year</li> </ul>	Annually in spring	Classroom teacher or RAP Center for those in US less than one year
District-approved assessment	K-3	<ul style="list-style-type: none"> <li>District-adopted curriculum embedded reading/language arts assessments</li> </ul>	Periodically throughout the year	Classroom teacher
District-approved assessment	4-6	<ul style="list-style-type: none"> <li>District-adopted Spanish assessment</li> </ul>	Periodically throughout the year	Classroom teacher
District-approved assessment	7-11	<ul style="list-style-type: none"> <li>District-adopted Spanish assessment</li> </ul>	Periodically throughout the year	Classroom teacher

Table 4-*Academic Achievement – Assessments in English*

<b>Assessment Instrument</b>	<b>Grade Level</b>	<b>Description</b>	<b>When Administered</b>	<b>Who Administers</b>
New State Achievement Test	3-11	<ul style="list-style-type: none"> <li>• Criterion referenced tests assessing student’s mastery of grade level standards in English language arts, mathematics, science, and social studies that are aligned with Common Core standards</li> <li>• State-mandated instruments</li> </ul>	Annually in spring	Teachers
California High School Exit Examination (CAHSEE)	10-12	<ul style="list-style-type: none"> <li>• Test to determine student competency in English Language arts and mathematics</li> <li>• Required for high school graduation</li> <li>• Students retake each part until achieving a passing score</li> </ul>	State testing schedule	Teachers
District-Approved Assessment	K-12	<ul style="list-style-type: none"> <li>• Curriculum-embedded English Language arts and math assessments contained in adopted series as well as criterion referenced Common Core aligned assessments.</li> </ul>	Periodically throughout the year	Teachers

Table 5-*Academic Achievement – Assessments in Spanish*

Assessment Instrument	Grade Levels	Description	When Administered	Who Administers
Standards Test in Spanish—Spanish Language Arts	2-11	<ul style="list-style-type: none"> <li>Standardized assessment of Spanish language/ literacy and academic skills, based on California English Language arts and math that are aligned with Common Core standards</li> <li>Administered to Spanish-speaking students who have (1) been in U.S. schools 12 months or fewer; or (2) received academic instruction in Spanish during the same school year</li> </ul>	Annually in spring	DLI/TBE teacher or RAP Center staff
District-Approved Assessment	K-3	<ul style="list-style-type: none"> <li>Curriculum embedded reading/language arts assessments aligned with Common Core standards</li> </ul>	According to Pacing Guide	Teachers in bilingual & DLI classrooms
District Standards Based Mathematics Benchmark Assessment	K-1	<ul style="list-style-type: none"> <li>Assessment of grade level mathematics skills aligned with Common Core standards</li> </ul>	Three times a year	Teachers in bilingual & DLI classrooms
District Standards Based Writing Benchmark Assessment	K-3	<ul style="list-style-type: none"> <li>Assessment of grade level writing skills aligned with Common Core standards</li> </ul>	Three times a year	Teachers in bilingual & DLI classrooms

## **Ongoing Monitoring of Reclassified English Learners**

Students who have been reclassified as RFEP will receive follow-up monitoring for a minimum of two years after reclassification to ensure that they are maintaining English proficiency. The school will receive appropriate follow-up forms to document the progress of each reclassified EL at six months, one year, and two years after reclassification.

If the site indicates that the reclassification of a student may not have been appropriate, the K-12 EL Services Office will work in conjunction with school staff to conduct any essential assessments and determine the appropriate student classification, program placement, and needed interventions.

## **Long-Term English Learners**

Long-Term English Learner (LTEL) is defined as an English Learner who meets the following (a) is enrolled in grades six to twelve, inclusive; (b) has been enrolled in schools in the United States for more than six years; (c) has remained at the same English language proficiency level for two or more consecutive years as determined by the CELDT, or any successor test (i.e., the ELPAC); and (d) scores far below basic or below basic on the English Language arts standards-based achievement test, or any successor test.<sup>2</sup> The RAP Center staff will identify ELs who meet the legal definition of an LTEL and ELs who are “at-risk” of becoming LTELs. The RAP Center will provide this data to the site principal. The principal will assemble a team that conducts an investigation to determine why the student is not meeting the reclassification criteria. At the beginning of the year the K-12 English Learner Services Office in conjunction with the K-12 Executive Director will work with the site principal to develop a plan that may include additional instructional programs/strategies for English Learners to address the needs of ELs at the site. The K-12 EL Services Operations Manual will delineate preventative steps to address at-risk LTELs.

## **Retention and Promotion of English Learners**

The Board of Education of the West Contra Costa Unified School District expects students to progress through each grade within one school year. Students shall progress through the grade levels by demonstrating growth in learning and meeting Common Core grade-level standards. To accomplish this goal, instruction should accommodate the varying instructional needs of individual students and include strategies for addressing academic deficiencies when needed.

ELs with less than three years of English instruction will not be retained *unless* it is determined that the students are not making adequate progress due to factors other than language acquisition. Individual cases may need to be considered. The decision must follow the procedures outlined in Board Policy 5123. The decision will be coordinated

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<sup>2</sup> 2013–14 CELDT Information Guide 4 California Department of Education in December 2013

by the site principal, the Director of Educational Services, and K-12 Executive Director in collaboration with a team that includes classroom teacher(s) and counselor(s) in middle schools and high schools who will provide documentation as to why the determination was made. All documentation will be placed in the student's cumulative record. Refer to the complete Board Policy 5123 for more information about the process and parent's/guardian's rights for appeal.

## Component 4: Staffing and Professional Growth

*This section outlines staffing procedures and staffing categories that support English Learner programs. It also provides guidance on the content and procedures to be used for professional development related to EL services.*

### Staff Configuration

All teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to ELs. Teachers assigned to provide ELD, SDAIE, and primary language instruction will be properly authorized or working to complete requirements for authorization with a signed agreement on file in the Human Resources (HR) Department. Hiring and placement of teachers is based on student and program need. EL students with the greatest needs will be assigned to the most highly qualified teachers with appropriate EL credentials.

Figure 4 outlines the authorizations required of teachers instructing English Learners.

Type of Instruction	Proper Authorization
English Language Development (ELD)	<ul style="list-style-type: none"><li>• Multiple or Single Subject (English) Teaching Credential with CLAD/BCLAD emphasis</li><li>• CLAD/BCLAD</li><li>• Bilingual Certificate of Competence (BCC)</li><li>• Language Development Specialist (LDS)</li><li>• General teaching credential (ELD only)</li><li>• Supplementary Authorization in ESL, LDS, CTCL</li><li>• University or District Internship Credential with CLAD emphasis</li><li>• SB 395 or SB 1969 or equivalent</li></ul>
Specially Designed Academic Instruction in English (SDAIE)	<ul style="list-style-type: none"><li>• Multiple or Single Subject Teaching Credential with CLAD/BCLAD emphasis</li><li>• CLAD/BCLAD</li><li>• Bilingual Certificate of Competence (BCC), Language Development Specialist (LDS)</li><li>• University or District Internship Credential with CLAD emphasis</li><li>• SB 395 or SB 1969 or equivalent</li></ul>



Primary Language	<ul style="list-style-type: none"> <li>• Multiple or Single Subject Teaching Credential with BCLAD emphasis</li> <li>• BCLAD</li> <li>• Bilingual Certificate of Competence (BCC)</li> <li>• University or District Internship Credential with BCLAD emphasis</li> </ul>
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*Figure 4. Teacher authorizations*

### **Teacher Vacancies and Plan to Remedy: New Hires and Veteran Teachers**

Whenever vacant teaching positions require BCLAD or CLAD certification, the District Human Resources (HR) staff actively recruits and hires teachers who are fully credentialed to fill such positions. If fully credentialed candidates holding the BCLAD/CLAD are not available, teachers in training for BCLAD/CLAD can fill the positions as long as they complete all requirements within the required time specifications. Bilingual paraprofessionals may be assigned to TBE classes with BCLAD teachers in training.

All newly hired teachers are required to sign an HR commitment letter to complete BCLAD or CLAD requirements, when appropriate. Each spring, as part of the annual California Longitudinal Pupil Achievement Data System (CALPADS), the HR Department collects information from newly hired and veteran teachers who are not credentialed to work with EL students. These teachers submit documentation demonstrating their progress in fulfilling the requirements. All documents are submitted to HR for tracking and monitoring purposes.

### **Recruitment Procedures: Teachers**

The following steps reflect the District's approach to recruitment of teachers for English Learners.

Following the annual California Longitudinal Pupil Achievement Data System (CALPADS) report, each principal is consulted regarding the need for adequate numbers of qualified teachers to fully implement the EL programs at the school. These programs may include: ELD, content instruction with SDAIE strategies, primary language support, and primary language or dual language instruction. The principal ensures the appropriate number of classes needed for each program type in the school. Consultation between the site principal, the K-12 Executive Director, HR and the K-12 English Learner Services Office should occur regularly to ensure effective implementation of EL programs.

Using the projected EL student numbers and program enrollment, the principal develops a proposed staffing plan for the school. The Human Resources Office reviews the plan and works in conjunction with the K-12 English Learner Services Office to ensure effective implementation of EL programs. Vacancies are posted as necessary, listing

required California Commission on Teacher Credentialing (CCTC) authorizations for the positions. To ensure the integrity of EL programs, all vacant BCLAD positions shall be replaced with BCLAD credentialed teachers, whenever possible. In a coordinated approach, District HR staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise. When there are an insufficient number of authorized teachers available to fill all openings, the teachers who are assigned to classrooms with ELs must enroll in approved training programs to secure the necessary authorizations.

### **Hiring Priorities and Procedures**

Aggressive recruitment efforts are undertaken, internally and externally, until all positions are filled with qualified candidates.

- Priority #1: Highest priority is placed on the hiring of BCLAD or equivalent teachers and their subsequent placement in primary language, dual language and Structured English Immersion (SEI) classrooms. The first priority for SEI settings is a BCLAD teacher assigned to Beginning and Early Intermediate students, as well as those most in need of primary language support in core curricular areas.
- Priority #2: The second priority is bilingual teachers who lack BCLAD authorization and who may be assigned to designated bilingual classrooms as an “actively pursuing” BCLAD credentialed teacher.
- Priority #3: The third priority is CLAD or equivalent certified teachers. These teachers are placed in SEI and mainstream classrooms with ELs. They may receive support from bilingual paraprofessionals who use the primary language to clarify, explain, motivate, and direct students.
- Priority #4: The fourth priority is for teachers who are in the process of obtaining a CLAD or equivalent credential.

### **Administrative Staff**

In order to support the implementation of the EL programs and services at the sites, staffing of schools with administrators is completed in the following prioritized manner:

- Priority #1: Administrators with BCLAD credential and experience in working with EL students and programs.
- Priority #2: Administrators with CLAD credential and experience in working with EL students and programs or who are receiving training on how to support EL students and programs.
- Priority #3: Administrators in an approved California Commission on Teaching Credentialing (CCTC) internship program who possess a BCLAD or CLAD credential and with experience in working with EL students and programs.

## **Appropriate Use of Bilingual Paraprofessionals**

Bilingual paraprofessionals contribute specialized skills in an EL program and work and plan closely with the full instructional team. When the teacher does not hold the BCLAD, the bilingual paraprofessional may work in concert with a CLAD teacher to provide primary language support to motivate, clarify, direct, support, and explain facts and concepts to the EL student. The bilingual paraprofessional's assignment to the classroom is an important priority in order to ensure comprehensible core content support in language arts, math, social studies, and science. This assignment is most effective when the paraprofessional is supporting English Learners in the mainstream classroom. Paraprofessionals are not responsible for ELD instruction. Paraprofessionals also assist with the full spectrum of language needs outside the classroom. These include:

- Parent-teacher conferences and notifications
- ELAC/MDAC meetings
- Oral interpretation

## **District and Site Training**

West Contra Costa Unified School District's (WCCUSD) EL Professional Development Plan that follows includes training for all staff members who work with English Learners including teachers, administrators, bilingual paraprofessionals, counselors, District office personnel, and site office personnel. The professional development training will address the following.

- MPEL policies, procedures and guidelines
- Second language acquisition theory
- EL Instructional Program Design
- Curriculum and Instruction: ELD, SDAIE, and primary language
- Parent Involvement and Engagement
- Cultural Awareness and Sensitivity

West Contra Costa Unified School District is committed to providing professional development for new teachers, through induction, as part of the Beginning Teacher Support and Assessment (BTSA) Program. This program includes an EL Strand that provides training on ELD and ELA standards and articulation. A plan for professional development to support staff working with English Learners is developed by the Educational Services and K-12 Operations Divisions. The plan will include timelines for implementation, areas of responsibilities, and a process for monitoring site and staff adherence to MPEL policies and procedures.

## **Professional Development Plan for Instructors of English Learners**

As a means of providing access to the curriculum for all students and developing the language proficiency of English Learners, the WCCUSD supports ongoing professional development and learning to meet the needs of all District personnel responsible for the instruction of English Learners. All District personnel will participate in professional

development to increase their awareness and sensitivity to the cultural and linguistic diversities of our student population, as well as services necessary to ensure equal access of all students to the curriculum. Ongoing professional development will be based on the needs of staff members serving English Learners.

Professional development will be correlated with specific MPEL instructional programs and models. The Educational Services Division in conjunction with the K-12 Operations Division will provide staff development to ensure understanding and implementation of elements of the MPEL.

Principles of adult learning theory are the basis of the design of professional learning opportunities for staff. The following considerations are included in the design and planning processes: opportunities for experiential learning, staff involvement in the planning and evaluation of PD, and time to process, reflect, and learn new knowledge and skills.

All effective research-based forms of professional development are employed in the Professional Development Plan for English Learners. This includes development of awareness and knowledge including relevant theories, practices and curricula, skill development including strategies and assessment methodologies, and transfer of training to the classroom involving all forms of coaching and support at the school level.

Each year, the Educational Services and K-12 Operations Divisions will collaborate to coordinate the implementation of an extensive program of staff development opportunities for administrators, teachers, paraprofessionals, as well as parents/guardians of English Learners. The District will offer and support professional development opportunities that include, but are not limited to, the following:

Figure 5 outlines a suggested EL Professional Development Plan

<b>Procedures &amp; Policies</b>	<ul style="list-style-type: none"> <li>• State and Federal Mandates and Compliance</li> <li>• Fluent English Proficiency</li> <li>• Monitoring Student Achievement CELDT/ELPAC training for test administrators, teachers, and site administrators</li> <li>• EL data analysis and implications for instruction</li> <li>• Reclassification and CALPADS</li> <li>• Requirements for and multiple ways to earn and apply for an EL Authorization</li> </ul>
<b>MPEL Plan Design</b>	<ul style="list-style-type: none"> <li>• Mission and Vision</li> <li>• Instructional Settings</li> <li>• Student Placement</li> <li>• EL Program Effectiveness</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Second Language Acquisition Process</li> <li>• English Language Development</li> <li>• Access to Core Curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Assessment and Evaluation</li> <li>• English language development (ELD) teaching methodology</li> <li>• Understanding/implementing Structured English Immersion (SEI) classrooms</li> <li>• Additional/appropriate English Language Mainstream (ELM) services</li> <li>• Bilingual Programs, including Bilingual and Dual Language Immersion program models and teaching methodologies</li> <li>• Specially Designed Academic Instruction in English (SDAIE)</li> <li>• Training on standards-based instruction</li> <li>• Classroom planning using differentiated instruction</li> <li>• Grade level networks with suggested strategies for teaching English Learners</li> <li>• Lesson Plan Design for ELD and Content areas</li> <li>• Guided Language Acquisition Design (GLAD)</li> <li>• Sheltered Instruction Observation Protocol (SIOP)</li> </ul>
<b>Parent Involvement &amp; Engagement</b>	<ul style="list-style-type: none"> <li>• School Site and District Advisory Committee</li> <li>• Parent's Rights and Responsibilities</li> <li>• School Site Responsibilities</li> <li>• Home/School Partnerships</li> </ul>
<b>Cultural Awareness &amp; Sensitivity</b>	<ul style="list-style-type: none"> <li>• Second Language Acquisition Process</li> <li>• School Culture and Climate</li> <li>• Navigate and Engage in Educational Opportunities</li> <li>• Multicultural Proficiency</li> <li>• Strategies to assist EL students in the development of a positive self-image</li> </ul>

*Figure 5. EL Professional Development Plan.*

### **Monitoring of Professional Development**

The Educational Services Coordinator for K-12 EL Services will regularly report on professional development opportunities offered. This report will include staff participation and effectiveness of PD opportunities. The report will be reviewed by the Master Plan for English Learners Advisory Committee (MPEL-AC) for the purpose of ensuring accountability in the implementation of the MPEL.

## **Component 5: Parent and Community Involvement**

*This section highlights the procedures and structures designed to engage parents of English Learners in the educational decision-making processes.*

WCCUSD recognizes that effective parent engagement is a critical factor in EL student academic success. The active engagement of parents and community members in the educational process is a high priority for the District and is essential to high achievement for all students, especially ELs. School principals will ensure that parents are engaged as partners in the educational process and support them in developing a sense of efficacy, which translates into higher academic performance for their children. The District offers a wide range of opportunities for parental and community engagement. The following types of activities may be carried out at the District or site levels to further this goal. This list is not exhaustive:

- Whenever possible, the school will provide translation and interpretation of school information for all language groups to facilitate parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Success Team (SST) meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the District level.
- When 15% or more of the students enrolled at the school site speak a single primary language other than English, as determined by CALPADS data from the preceding year, all notices, reports, statements, and records sent to parents of such students will be written in English and in the primary language.
- Site administrators will plan and provide for primary language interpretation and translation through the use of District-approved interpreters and translators or other staff.
- The District will have bilingual staff that support system-wide interpretation and translation services that are available to interpret or translate documents. The RAP Center will coordinate the scheduling of interpretation and translation needs.
- The District has at least one translator/interpreter to assist with parent communications in relation to system-level services.
- School sites may assign a staff member to provide parental support and/or may employ a School Community Worker.
- Parent meetings should be parent friendly, held at convenient meeting times, and parents should be provided translation services, childcare, and refreshments.
- Parent training sessions focused on parental rights, school advocacy, school operations and who to go to for assistance related to problems or concerns.

- The school will encourage parent volunteerism by providing opportunities for parents to volunteer. Training on how parents can effectively participate in school and support learning at home will be provided.
- The District and schools should provide training to parents on how to support the reclassification process, understand student progress, and how to support learning at home.
- The District and schools provide ongoing staff development to all school staff on how to work with parents, including communication skills, respect, and cultural sensitivity.

## **PARENT ADVISORY COMMITTEES**

### **English Learner Advisory Committee (ELAC)**

Schools with 21 or more English Learners are required to establish a functioning English Learner Advisory Committee (ELAC). The site principal is responsible to ensure the establishment of an ELAC. The principal or designee will coordinate meetings and communication/documentation between the site and Community Engagement Office. Elected parent/guardian members conduct ELAC meetings. Elections for ELAC are conducted at the school site by October 15<sup>th</sup> of each year. Voting membership composition must reflect the percentage of ELs in the school. The committee includes parents and school staff (fewer than the number of parents). If a member must be replaced during the year, the replacement serves for the remainder of the year. At the beginning of the following year, an election must be held to fill the positions.

The committee meets the following legal requirements.

1. **Formation:** All parents/guardians of English Learners must have the opportunity to participate and vote in an election during which they elect the parent members of the committee.
2. **Training:** Members have received training on how to carry out their legal responsibilities and information regarding how to make informed recommendations to the Principal and SSC. This training can include the following topics:
  - Initial identification and placement of ELs.
  - Parental notifications, including Initial Enrollment, Initial Assessment Results, Annual Notifications, and Title III Annual Measurable Achievement Objectives (AMAOs).
  - Assessments for ELs, including the CELDT/ELPAC, use of primary language assessments (Spanish), and state-mandated achievement assessments.
  - Goals, rationale, structure, and outcomes of the instructional programs for ELs in the District.

- Monitoring the academic and linguistic progress of ELs, including intervention services for students not making adequate progress.
- Criteria and procedures for reclassification of ELs.
- Monitoring the academic progress of RFEP students.

The RAP Center provides each school with an ELAC Tool Kit, which provides in-depth details regarding the creation and functioning of a school site ELAC.

3. **Responsibilities:** The ELAC advises the principal and School Site Council (SSC) on topics relating to English Learners, including, at minimum:
  - the detailed English Learner section of the school's Single Plan for Student Achievement submitted to the WCCUSD School Board;
  - the school's needs assessment;
  - the school's annual CALPADS language census report;
  - the importance of regular school attendance; and
  - the submission of agendas and minutes of ELAC meetings.
4. **District level parent advisory committee participation:** Parents/guardians have the opportunity to elect one member and one alternate to the Multilingual District Advisory Committee (MDAC).

### **Delegation of Responsibilities**

After duly elected ELAC members have been trained on the legal responsibilities of the ELAC, these members can vote to delegate their responsibilities to the School Site Council (SSC) for two years. This delegation of responsibility is to be reflected in the minutes of both the ELAC and SSC meetings.

### **Multilingual District Advisory Committee (MDAC)**

Since WCCUSD has 51 or more English Learners enrolled, the District is required to establish a functioning Multilingual District Advisory Committee (MDAC). The MDAC acts as the advisory group to the School Board on matters pertaining to the education of English Learners. The MDAC is composed of a majority of parents of EL students, not employed by the District, with at least one parent representative from each of the schools with 21 or more EL students. The District provides training and training materials to the committee to assist parent members in carrying out their responsibilities. The MDAC articulates and collaborates with other District committees regarding the education of EL students.

The MDAC will advise the School Board on all of the following:

- Programs and services for English Learners taking into consideration the SPSA,
- Monitoring the implementation of the MPEL,



- Design and development, content, purpose, and results of a school-by-school, system-wide needs assessment,
- Goals, rationale, structure, and outcomes of the instructional programs for ELs in the District,
- Annual CALPADS report regarding EL, IFEP, and RFEP populations, reclassification progress, instructional program participation, staffing, and how the latter impact student achievement,
- Criteria and procedures for reclassification of ELs and monitoring of RFEP students,
- Notifications for parents of ELs (Enrollment, Test Results, Annual Notifications, Title III AMAOs).

MDAC shall advise the Board in person, in writing, or through an administrator on each of the required topics.

### **Selection of Representatives to the MDAC**

At each site's first ELAC meeting, the ELAC members elect two members to represent them at the MDAC (one as standing delegate and the 2<sup>nd</sup> as an alternate). Schools complete the MDAC Representative Form after the first ELAC meeting and submit the form to the Community Engagement Office. The representatives serve for one year. The representatives will be responsible to attend all MDAC meetings and share any information received by their school level ELAC.

### **Meeting Schedule and Responsibilities**

The MDAC meets on a regular basis throughout the year, at minimum six times.

1. The Coordinator for Community Engagement serves as the District liaison to the MDAC, assisting with agenda preparation, distribution of meeting notices, arranging for guest speakers, preparation of meeting minutes, and all communications pertaining to the MDAC. As needed, the K-12 English Learner Services Office is involved in planning MDAC meeting agendas.
2. The Co-Chairpersons shall preside at all the MDAC meetings, as well as sign all letters, reports, and other communications of the committee (with previous approval from MDAC members). In the event that one of the Chairpersons, resigns, or is unable to perform his/her duties, the other Co-Chair shall assume those duties.

3. MDAC members assist the District liaison with planning and organizing the meeting (e.g., childcare, translation services, refreshments, and any other reasonable expectations).

### **MDAC Training**

The District provides all MDAC members with appropriate training, materials, and information to assist each member in carrying out his/her responsibilities and any required duties. The minutes of the MDAC meeting clearly reflect the areas of training that have been covered during the meeting.

## **Component 6: Accountability and Evaluation**

*This section highlights the accountability expectations and evaluation mechanisms for the MPEL.*

The WCCUSD Board of Education fully supports the implementation of the MPEL. The Superintendent or designee reports progress to the Board of Education on a bi-annual basis.

The Superintendent works with the existing Master Plan for English Learners Advisory Committee and the Multilingual District Advisory Committee to monitor the implementation and the effectiveness of the plan in accomplishing the goals of improved EL programs and services and increased achievement and proficiency of English Learners.

The Superintendent or designee sets and shares the accountability measures and evaluation criteria with the MPEL-AC, other community, and stakeholders. These measures will be aligned with the Local Control Accountability Plan. The main goal is to examine the progress towards implementation. The Superintendent ensures that needed evaluation data is provided.

The MPEL-AC will meet quarterly.

The Master Plan for English Learners demonstrates a collaborative effort among all District departments to effectively serve English Learners. This plan also demonstrates the District's commitment to implement optimal educational programs for English Learners in order to address disparities and inequities that are recognized as contributing to the achievement gap. The careful development and successful implementation of the MPEL in WCCUSD will result in English Learners acquiring the skills necessary to compete successfully in the global marketplace, succeed in college, and become contributing members of society.

## **Glossary of Terms**

**Academic Language:** Language used in the teaching and learning of academic subject matter in formal schooling

**Acculturation:** Learning how to adapt to and function effectively within the mainstream culture

**Alternative Bilingual Program:** Students receive English Language Development instruction and also receive differentiated instruction in reading, writing, mathematics, social science, and science initially using the students' primary language. These programs are designed to provide students opportunities to access grade level core content while they acquire English. As EL's acquire English, more English instruction is introduced.

**AMAOs:** Annual Measurable Achievement Objectives

**AYP:** Academic Yearly Progress

**BCC:** Bilingual Certificate of Competence

**Bicultural:** Able to function within two distinct cultures

**Bilingual:** The ability to understand and speak two languages

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

**CAHSEE:** California High School Exit Examination

**CALPADS:** California Longitudinal Pupil Achievement Data System. A longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

**CCTC:** California Commission on Teacher Credentialing

**CDE:** California Department of Education

**CELDT:** California English Language Development Test

**Core Curriculum:** Grade level academic content

**Cross Cultural, Language, and Academic Development (CLAD):** Authorizes the holder to provide the EL student with English Language Development and Specially Designed Academic Instruction in English (SDAIE) instruction.

**CTEL:** California Teacher of English Learners Examination

**Dual Language Immersion Program:** The goal is acquisition of academic proficiency in two languages: English and Spanish, together with mastery of academic core content. Instruction is in Spanish and English.

**EL:** English Learner. Also known as LEP (Limited English Proficient). Used in many state documents. Equivalent to ELL.

**ELL:** English Language Learner. Also known as LEP (Limited English Proficient).

**ELA:** English Language Arts

**ELAC:** English Learner Advisory Committee. A committee that advises the principal and school staff on programs and services for English Learners.

**ELD:** English Language Development. A broad term encompassing all aspects of English language development for English Learners. It includes speaking and listening, as well as reading and writing at developmentally appropriate language levels.

**EO:** English only student

**ELPAC:** English Language Proficiency Assessments for California

**ESL:** English as a Second Language

**FEP:** Fluent English Proficient. Students with a home language other than English, whose oral and written English skills approximate those of native English speakers.

**GLAD:** Guided Language Acquisition Design

**GATE:** Gifted and Talented Education

**HLS:** Home Language Survey

**IDEL:** Indicadores Dinámicos del Éxito en la Lectura, Spanish reading fluency assessment.

**IEP:** Individualized Educational Plan

**IFEP:** Initially Fluent English Proficient

**IPT:** IDEA Proficiency Test, an English language proficiency assessment designed to inform the level of English Proficiency of an English Language Learner

**LDS:** Language Development Specialist Certificate

**LAS:** Language Assessment Scales

**LTEL:** Long-Term English Learner

**LEA:** Local Educational Agency

**LEP:** Limited English Proficient

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

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

**Mainstream English Program:** The goal for English Learners in the mainstream program is to develop academic proficiency in English. Instruction is overwhelmingly in English. However, special support options are provided for ELs as needed.

**MDAC:** Multilingual District Advisory Committee. An advisory committee that advises the Districts' governing board on programs and services for English Learners.

**MPEL:** Master Plan for English Learners

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

**Newcomer Center:** A program that is established to bridge the gap between newcomers' needs and regular language support program. The objective of the Newcomer Center is to develop students' English language skills, help them acculturate to U.S. schools, and develop awareness of educational expectations and opportunities.

**OCR:** Office for Civil Rights

**Parental Exception Waiver:** (PEW) Parents/legal guardians must apply in writing and in person, annually. Request that the child be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law.

**Primary Language:** (L1) The first language the student learns to speak at home or the most often spoken language.

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

**RAP:** Registration, Assessment, and Placement Center

**Reclassification:** When a student has met all district criteria, he/ she is reclassified from ELL to Fluent English Proficient (FEP) student.

**RFEP:** Reclassified Fluent English Proficient

**SBE:** State Board of Education

**Second Language:** (L2) The second language a student learns to speak.

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

**SIOP:** Sheltered Instructional Observational Protocol

**SLA:** Spanish Language Arts

**SLL:** Second Language Learner

**SOLOM:** Student Oral Language Observation Matrix. Informal assessment of oral language, reading, and writing.

**SST:** Student Success Team

**SEI:** Structured English Immersion Program: A specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English. Instruction is nearly all in English. Primary language support is used for clarification and explanation when available.

**Title I:** A federal program 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 program providing supplemental funding to improve the education of ELs by assisting them in learning English and meeting state academic standards.

**Transferability of Skills:** Instruction within a program where transferable skills are directly taught so that students make the connection between their primary language and English.

**TBE:** Transitional Bilingual Education