

Davis Joint Unified School District



Master Plan for English Learners

Board of Education

Keltie Jones, President
Jim Provenza, Vice President/Clerk
Sheila Allen
Gina Daleiden
Tim Taylor

David Murphy, Superintendent
Ginni Davis, Associate Superintendent
Mary Khan, English Learner Coordinator

Approved by Board of Education
December 7, 2006

Acknowledgements

Master Plan for English Learners was developed with the dedicated effort and collaboration of Davis Joint Unified School District teachers, administrators, and support staff.

We wish to thank: Dixon Unified, Fresno Unified and Solano County Office of Education for their master plan models and guidance provided. Special thanks extended to the UCD School of Education Research Team for the conclusions and recommendations, which helped with the final revision.

Master Plan Committee

**David Murphy, Superintendent
Ginni Davis, Associate Superintendent
Mary Khan, English Learner Coordinator
Davis English Learner Advisory Committee (DELAC)
English Learner Teacher Leadership Committee
English Learner Master Plan Summer Sub Committee
Elementary Principals
Secondary Principals**

Table of Contents

Section 1: INTRODUCTION.....	5
DJUSD Board of Education Priorities	6
Mission and Goals of English Learners	7
Section 2: PROGRAM DIMENSIONS.....	8
7 Program Dimensions.....	9
Part I Involvement	10
Outreach to Parents of English Learners	10
English Learner Advisory Committee (ELAC)	11
District English Learner Advisory Committee (DELAC)	12
Part II Governance and Administration.....	13
Initial Identification	13
Home Language Survey.....	13
English Proficiency Assessment: CELDT	13
Primary Language Assessment	15
Parent/Guardian Notification	17
Annual English Assessment: CELDT.....	17
Part III Funding.....	18
Categorical and Additional Funding	19
Funding Accountability	20
Part IV Standards, Assessment and Accountability.....	21
Instructional Programs and Responsibilities.....	22
Student Monitoring and Evaluation	24
Instrument to Monitor and Evaluate English Learners.....	24
Annual Measurable Objectives (AMAO 1 & 2).....	25
Annual Yearly Progress (AYP)	27
Accountability and Monitoring of Program Implementation	29
Reclassification	30
Part V Staffing and Professional Development.....	32
Staff Development Opportunities	33
Elementary ELD Instructional Materials	34
Secondary ELD Instructional Materials.....	35
Part VI Opportunity and Equal Educational Access	37
Placement of Students.....	37
Parent Request for Placement in Mainstream Program	38
Parental Exception Waivers	40
Alternative Program Spanish Immersion.....	41
Waiver Appeal Process	41
Part VII Teaching and Learning.....	42
Instructional Programs	42
Elementary Programs.....	43
Secondary Programs	44
“Catch-Up” Benchmarks for English Learners.....	46
Elementary Instructional Placement for English Learners	48
Secondary Instructional Placement for English Learners.....	49

MASTER PLAN FOR ENGLISH LEARNERS

Board of Education Priorities

(Adopted May 4, 2006, Revised and approved on September 21, 2006)

- We are committed to providing a distinguished learning environment that promotes excellence for all of our students.
- We believe in and encourage parent and community involvement in the Davis Joint Unified School District, and we strive to be responsive to our community.
- We conduct the business of our school district openly, with trust, integrity and effective communication, treating everyone with dignity and respect.
- We are fiscally responsible and our budget reflects our district goals and priorities.
- We believe that our teachers and staff are valued professionals and key to our educational system and programs.
- We believe that relationships are the foundation for what we do, and we expect staff at all levels to nurture and develop relationships among themselves, students, and community to accomplish the following goals.

ENHANCE STUDENT ACHIEVEMENT AND PROMOTE EDUCATIONAL EXCELLENCE

Close Achievement Gaps

Assess and Strengthen Academic Guidance and Counseling

Assess and Support Special Education

Increase Differentiation of Instruction

Strengthen Career-Technical Education

Develop and Implement Recommendations Supporting English Learners

This goal will include instructional approaches, staffing levels, staff development, resources, effectiveness, partnership work with community groups focused on English Learners, parent programs, and pre-school possibilities for English Learners, with recommendations made to the Board of Education about the goal during Spring 2006.

Support Students At Risk of Failing So That They Fulfill Their Potential

PROMOTE STUDENT 'CONNECTEDNESS' AND POSITIVE CAMPUS CLIMATE

STRENGTHEN COMMUNITY PARTNERSHIPS AND EDUCATIONAL SUPPORT

RECRUIT AND RETAIN HIGHLY QUALIFIED AND DIVERSE STAFF

Mission Statement

The purpose of the Davis Joint Unified School District's goal for English Learners (EL) is to develop fluency in listening, speaking, reading, and writing English. While embracing students' primary cultural and linguistic identity, we provide equal opportunities for academic achievement, which may include academic instruction through primary language. Every administrator, teacher and support staff member is responsible for carrying out the goals of the Master Plan for English Learners to ensure the best possible educational services for English Learners.

Goals

- Goal 1:** Reach proficiency on challenging state and academic content standards and state academic assessments.
- Goal 2:** Provide high quality differentiated instruction to promote the highest possible academic achievement, including closing the achievement gap for English Learners.
- Goal 3:** Provide English language development instruction to promote academic achievement while developing English fluency as early and effectively as possible.
- Goal 4:** Comply with all state and federal requirements regarding access to core curriculum

PART I: INVOLVEMENT

Parents, staff, and community members participate in developing, implementing, and evaluating core and categorical programs 1-EL1, 1-EL2, 1-EL3

Outreach to Parents of English Learners (1-EL1)

Every school with fewer than 21 English Learners will be responsible for notifying and holding regular meetings for the purposes of formulating and responding to the parents' recommendations (20USC 7012[e][2]) and informing the parents of how they can be active participants in the education of their child.

The district is responsible for informing parents and guardians of ELs within 30 days if adequate progress has not been made on Annual Measurable Achievement Objectives (AMAO) (20 USC 6312[g][1][B][2], 7012[b]).

When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s) (EC 48985).

☞ It is the responsibility of the Associate Superintendent to send out a letter informing if adequate progress has not been made on Annual Measurable Achievement Objectives in the district. The district has several schools that have reached the 15 percent or more of the student population who speak a single primary language other than English, therefore, all district written communication to parents must be sent out in English and Spanish. The EL coordinator will notify school sites that have met the criteria and need to send out school site parent communication in English and Spanish.

English Learner Advisory Committee (ELAC) 1-EL2

Whenever 21 or more English Learners are enrolled at a school site, the site must have a functioning ELAC (VI-EL 9a). Parents of ELs should constitute membership in at least the same percentage, as there are EL students at the school (EC 62002.5, 52176[b]). All parents of ELs will be notified and have the opportunity to elect the parent members of the school advisory committee (5 CCR 11308[b]; EC 62002.5).

Responsibilities of ELAC:

- ✓ Advise the principal and staff on the development of the school plan for English Learners submitted to the governing board (EC 62002.5, 52176[c]).
- ✓ Advise the school site council (SSC) on the development of the Single School Plan for Student Achievement (EC 64001[a]).
- ✓ Assist in the development of the school needs assessment, language census, and ways to make parents aware of the importance of regular school attendance (EC 62002.5, 52176[c]).
- ✓ Meet at least three times during the year.
- ✓ Have an election of members in which all parents of English Learners have had an opportunity to vote.
- ✓ Have the opportunity to elect at least one member to the District English Learner Committee (DELAC) (5 CCR 11308[b]).
- ✓ District will provide appropriate training and materials to assist parent members in carrying out their responsibilities (EC35147[c]; 5 CCR 11308[d]).
- ✓ **Seek advice from the parents in order to design and implement an effort to bring more families into the schools, to improve relations, and to create an atmosphere of trust and communication between home and school.**

(UCD recommendation 13)

<p>☞ It is the responsibility of the school principal with the help of the EL Staff to recruit and maintain membership for the ELAC and to keep all records, minutes, notification, and rosters of membership.</p>

District English Learner Advisory Committee (DELAC) 1-EL3

Whenever 51 or more English Learners are enrolled in a district, the district must have a functioning DELAC (1-EL 3).

District will provide appropriate training and materials to assist parent members in carrying out their responsibilities (EC35147[c]; 5 CCR 11308[d]) and parents of EL students not employed by the district shall constitute a majority of the committee.

Responsibilities of DELAC:

The governing board will ensure that DELAC will have the opportunity to advise and comment on programs and services for English Learners. The committee advises the district governing board on at least the following:

- ✓ District EL program goals and objectives (5 CCR 11308[c][3]).
- ✓ A timetable for and development of a master plan for English Learner education (5 CCR 11308[c][1]).
- ✓ A district-wide needs assessment on a school-by-school basis (5 CCR 11308[c][2]).
- ✓ Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308[c][4]).
- ✓ Administration of the Language Census (5 CCR 11308[c][5]).
- ✓ Review of and comment on the written parent notifications and any related waiver requests (5 CCR 11308[c][7]).
- ✓ Review of and comment on the district's language reclassification criteria and procedures (5 CCR 11308[c][6]).
- ✓ **Seek advice from the parents in order to design and implement an effort to bring more families into the schools, to improve relations, and to create an atmosphere of trust and communication between home and school.**

(UCD Recommendation 13)

☛ It is the responsibility of the District EL Coordinator to recruit and maintain membership for the DELAC and to keep all records, minutes, notification, and rosters of membership.

PART II: GOVERNANCE AND ADMINISTRATION

Initial Identification of English Learners (11-EL 4)

The district has properly identified, assessed, and reported all students who have a primary language other than English (20 USC 6312[g]; EC 62002, 52164; 5 CCR 11307, 11511, 11511.5).

Home Language Survey (EC 52164.1[a])

Registration in the Davis Joint Unified School District will include the completion of the state mandated Home Language Survey (HLS) which is available in different languages. If the answer to any of the first three questions on the Home Language Survey is a language other than English, the student will be referred for English and primary language assessment (E.C. 62002). Potential English Learners in grades K- 12 are tested according to District-approved criteria for the initial identification.

This form is printed on the back of the district registration form, which is completed by each parent or guardian at the time of registration.

☛ It is the responsibility of the site secretary/clerk to ensure that information on the form is given to the EL staff member within 48 hours of registration so that English language assessment can take place. It is the responsibility of the EL staff member to review the HLS of all new students that have indicated a language other than English. If the information on questions 1, 2, or 3 on the HLS indicates that a language other than English is spoken in the home, English language assessment is required. If only question 4 indicates another language other than English, assessment is optional and left to the discretion of the site staff.

Initial Assessment in English (EC 52164.1[b]; 5 CCR 11307[a]. 11511)

The California English Language Development Test (CELDT) will be used as the primary indicator of English proficiency for the initial identification of English Learners. Testing will occur within 30 calendar days of initial enrollment, or prior to class placement when possible.

Table 1
Grade Level Spans and Language Proficiency, CELDT and SASI Levels

Assessment of Listening and Speaking, Reading, and Writing		
Grade Level Spans:		
	Level 1 = Kindergarten – Grade 2	
	Level 2 = Grade 3 – Grade 5	
	Level 3 = Grade 6 – Grade 8	
	Level 4 = Grade 9 – 12	
Language Proficiency Levels:	CELDT LEVELS	SASI LEVELS
Beginning	1	4
Early Intermediate	2	5
Intermediate	3	6
Early Advanced	4	7
Advanced	5	8

The table below summarizes the criteria to be followed in the identification of students as EL or Fluent English Proficient (FEP):

Table 2
Designation of English Proficiency Status

PROCEDURES FOR IDENTIFICATION OF EL STUDENTS			
GRADE LEVEL	ASSESSMENT TOOL	RESULTS	PROCEDURE
K-12	CELDT	Student tests as EL	Student placed in appropriate EL program model.
K-12	CELDT	Student tests as FEP	Student placed in mainstream class.

Designation as English Learners (EL)

If it is determined that the student's English language proficiency level is Beginning, Early Intermediate, Intermediate, or Early Advanced with one sub skill score less than Early Advanced on the CELDT, the student is designated as EL and placed in an appropriate program.

Designation as Fluent English Proficient (FEP)

If it is determined that the student's English language proficiency level is Early Advanced or Advanced with no sub skill score below Early Advanced on the CELDT, the student is designated as FEP.

The District will use the CELDT for:

1. Initial identification of students who are English Learners.
2. Determination of student's English proficiency level.
3. Program placement.
4. Reclassification criteria.

The annual assessment is used to measure progress of English Learners in acquiring listening, speaking, reading and writing skills in English until they are reclassified to FEP.

Each site will hand score every CELDT for **all** ELs prior to sending completed booklets to contractor. For students entering mid year, the district will submit completed tests to contractor monthly for official scoring. **SASI will be updated by the end of October to reflect the hand scoring of CELDT. Teachers will receive a copy of the SASI reports and English Learners proficiency language descriptors of the CELDT by grade level.**

(UCD recommendation 4)

☞ **It is the responsibility of trained staff to conduct the assessment, which is to take place within the first 30 calendar days of enrollment. It is the responsibility of the EL staff to give the principal a copy of the CELDT language designations for EVERY EL student in the school by October 31st.**

Primary Language Assessment (EC 52164.1[c]).

The district further assesses each Spanish-speaking EL for primary- language proficiency as quickly as possible after initial enrollment. If the test is not available in other languages the parent completes a primary language survey.

Note: Alternative assessments may be used for special education students with low-incidence and severe disabilities.

Spanish speaking students are assessed in the primary language using the following instrument for initial identification:

Table 3
Assessments for Spanish Speaking Students

TEST	SUBTESTS
IDEA Proficiency Test I (IPT I) grades K-1	Listening and Speaking
IDEA Proficiency Test I (IPT I) grades 2-6	Listening, Speaking, Reading and Writing
IDEA Proficiency Test II (IPT II) grades 7-12	Listening, Speaking, Reading and Writing

Appendix 3

All EL in Spanish Immersion programs will be tested once a year with Appendix 3. At other sites, an Spanish-speaking EL who has been in California schools for less than 1 year must take the test. If appropriate, this standardized test may be given to other Spanish-speakers to determine the level of reading, language, and math proficiency.

(UCD recommendation 11)

Parent Primary Language Survey: Because of the difficulty in assessing the multiple languages represented by students, the District has developed an informal assessment. This Parent Primary Language Survey allows the parent to give valuable information about whether the student speaks, reads, and/or writes in the primary language. This form should accompany the registration materials, but may be given by the EL staff to the parent at a later date.

☛ **It is the responsibility of the EL staff to work with the principal (and/or EL District Coordinator) to either see that a trained native speaker conducts the assessment, or sees that the Parent Primary Language Survey has been completed for each student whose parent indicates that a language other than English is spoken in the home. Although the law allows that these assessments be conducted within 90 days of enrollment, it is instructionally sound practice to conduct parallel assessment in both English and the primary language. This practice also facilitates parent notification of both English and primary language proficiency results with the same letter.**

An EL Student Folder shall be maintained for each EL. An EL folder should be established as soon as initial testing is completed and student has been identified as an English Learner. The purpose of the folder is to assist school staff with program placement, student monitoring, and reclassification. The following items are placed in the ***EL FOLDER, which is part of the cumulative file;***

- ✓ Home Language Survey
- ✓ CELDT annual results
- ✓ Apenda 3
- ✓ Copy of parent notification letters
- ✓ Primary Language Survey (for non-Spanish speaking students)
- ✓ Progress Reports (secondary)
- ✓ Reclassification checklist (if applicable)
- ✓ Reclassification form with signatures (if applicable)
- ✓ Parent request for ELMC
- ✓ Waiver for alternative programs

(UCD recommendations 1 and 4)

☞ **It is the responsibility of the EL staff to maintain and update the EL FOLDER, which is placed in the cumulative folder.**

Parent/Guardian Notification

All parents/guardians of ELs and FEP students have been notified in writing about their child’s English-language, primary-language proficiency assessment results and program placement (EC 52164.1[c], 5 CCR 11511.5).

1. Within 30 calendar days of enrollment, parents will receive a written notification of initial language assessment results, student designation, and program placement. Also included will be an explanation of the District program for English Learners (Structured English Immersion, English Language Mainstream and Alternative Bilingual Education) and parental exception waiver information.
2. Parents/guardians will be notified of their right to refuse the recommended placement of their child in an English Learner Program, since such programs are voluntary according to Education Code 62002. However, by law, those students must still receive English Language Development from a qualified teacher as part of their core curriculum.

Annual English Assessment

Each English learner is annually assessed for English proficiency through CELDT and academic progress (5 CCR 11306, 11511). Parents/guardian of English Learners will be notified annually of their child’s English-language proficiency assessment results and program placement (EC 52164.1[c], 5 CCR 11511.5).

☞ **The EL staff is responsible for sending out the parent notification letter. The District office is responsible for sending out the annual English language proficiency results.**

PART III: FUNDING

III-EL 5. Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English-language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical funds (20 USC 1703[f]; Casteñeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013). 5.1 Funds provided by Economic Impact Aid (EIA) and Title III for limited English-proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school (20 USC 6825[g]; 5 CCR 4320[a]).

General Funds are used at every site for administrative planning and implementation, ELD classes, instructional materials, translations of school communications, classroom supplies, reading teachers and aides, technology, literacy family nights, and assessments. Each site spends a portion of its general funds on its English Learners with the extra federal and state categorical funds augmenting its programs.

Schools work with ELAC and staff to complete a needs assessment for support services and English language development materials. The School Site Council and school administrator plan a budget of a minimum of one-hour support that addresses these needs. The School-Level Plan identifies how these funds have been allocated and which activities will be supporting EL students to meet standards.

The Associate Superintendent and EL Coordinators review school level plans and make recommendations to revise or forward the plans to the Board of Education for approval. The district, to ensure that state legal requirements are followed when using general funds and supplementary funds, reviews school level plans.

Table 4
Categorical and Additional Funds

Source	Description
Economic Impact Act (EIA) LEP	EIA is used to fund EL resource teacher/para-educator to provide assessments, identification, placement, monitoring, classroom support, primary language support and additional ELD instruction.
Title I, Part A Helping Disadvantage Children	Provides supplemental funds to narrow the educational gap between disadvantages and other students where there is a high concentration of low-income families based on free and reduced lunches.
Title II, Part A	Teacher Quality-Focuses on upgrading the expertise of teachers and other school staff to enable them to teach all children in the core academic subjects.
Title III LEP No Child Left Behind	Partially pays for District EL Coordinator, clerical support, supplemental materials, staff development resources books and tapes, and additional time carded time for training, subs and annual CELDT assessment.
Title III Immigrant No Child Left Behind	Used to purchase newcomer curriculum, parent training, parent fair, translation equipment, and pay for translators and written translations.
English Language Acquisition Program (ELAP)	Used for grades 4-8 for additional support, after and before school interventions, additional para-educator support, additional supplementary materials
Community Based English Tutorial (CBET)	Opportunity for the community of speakers of other languages to learn English, help tutor ELs, and receive training in family literacy and family science.
School and Library Improvement Block Grant (SIP)	Supports the efforts of schools to improve instruction, auxiliary services, school environment, and school organization to meet the needs of all students.
CDE One Time Money	Funding to be used for supplemental EL materials

Table 5
Funding Accountability

Personnel	Responsibility
Superintendent	<ul style="list-style-type: none"> • Ensures that general funds are allocated to sites and departments to establish programs which are results driven. • Prioritizes general funds to support district with needs based on student data. • Allocates adequate resources for base program based on student population.
Associate Superintendent/EL Coordinator	<ul style="list-style-type: none"> • Ensures that general funds are allocated to sites and departments to establish programs which are results driven. • Allocates supplementary funds based on formula. • Reviews school-level plans for appropriation and compliance. • Presents plans to the Board for approval.
Principal	<ul style="list-style-type: none"> • Ensures that Site funds are allocated to establish programs that are results driven. • Allocates school instructional budget. • Develops school-level plan and prioritizes funding based on needs assessment.
Teachers/EL para-professional on Committees SSC/ELAC/DELAC	<ul style="list-style-type: none"> • Ensure that Site funds are allocated to establish programs that are results driven. • SSC members approve the school-level plan. • ELAC members advise on EIA/LEP section of the plan.
Parents on Committees SSC/ELAC/DELAC	<ul style="list-style-type: none"> • Ensure that Site funds are allocated to establish programs that are results driven. • Serve as members and participate in the schools' needs assessment. • Give input on school-level plan. • SSC members approve the school-level plan. • ELAC members advise on EIA/LEP plan. • DELAC gives input on district-wide level changes.

PART IV: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

IV-EL 6. The district has implemented a process and criteria to determine the effectiveness of programs for English Learners, including a way to demonstrate that the programs for English Learners produce, within a reasonable period of time:

- a. English-language proficiency comparable to that of average native speakers of English in the district
- b. Academic results indicating that English Learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English

An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level

(20 USC 1703[f], 6841; *Castañeda v. Pickard* [5th Cir.1981] 648 F.2d 989, 1009-1011)

It is assumed that all personnel have responsibility for implementing and monitoring this instructional program; additionally each role has unique responsibilities listed on the following table.

Table 6
Instructional Programs K-12

Personnel Responsible	Task
Classroom Teacher	<ul style="list-style-type: none"> • Implements specific EL programs as described in this plan and provides instruction that meets state frameworks and district standards • Advocates for support services for students not meeting standards and benchmarks who may be at “risk of retention” • Reviews school/classroom data and uses data to modify and differentiate instruction • Reviews standards and assessment process • Determines successful program strategies • Determines alternative strategies for students not meeting standards • Inform parents of students’ progress and strategies to support students in meeting standards, monitor, and assess EL student progress • Meet with EL staff and grade level/department yearly to evaluate the effectiveness of site program
Paraprofessional/EL resource teacher	<ul style="list-style-type: none"> • Can provide classroom teacher support in the core subjects (English and/or Primary Language) • Can provide additional ELD support • Can provide small group and individual support in English and/or primary language • Gathers and monitors EL student records • Coordinates EL testing and advises teachers, counselors and principal about EL placement and grouping • Monitors EL progress • A liaison for teachers and principal
Secondary School Site EL Coordinator	<ul style="list-style-type: none"> • Monitors the process and procedures for identifying, testing, placing, and documenting EL students, including primary language assessment and reclassification • Makes sure that an EL staff member is present at the Student Study Team when necessary
Elementary School Site EL Resource Teacher	<ul style="list-style-type: none"> • Monitors the process and procedures for identifying, testing, placing, and documenting EL students, including primary language assessment and reclassification • Participates as a resource for the Student Study Team • Supports building capacity for classroom teachers • Oversee the monitoring of student progress • A liaison for teachers and principal
School Site Administrator	<ul style="list-style-type: none"> • Monitors procedures and legal requirements at the school • Monitors student placement and records • Oversees all personnel and tasks related to English Learners • Monitors implementation of Master Plan by classroom teachers • Arranges coaching and staff development for teachers of EL students
EL Coordinator	<ul style="list-style-type: none"> • Monitors curriculum & assessment materials used for evaluation of EL students’ progress • Monitors the accuracy of student data in the district database and informs staff of progress of identified students • Oversees data collection, provides analysis, and writes reports for Board presentation • Prepares EL program evaluation • Shares results of evaluation with all stakeholders including DELAC • Communicates regularly with site administrators and teachers • Arranges training: EL Coordinator training, teacher training, EL paraprofessional training; CLAD/CTEL and AB 2913 and other needed staff development to ensure implementation of Master Plan • Monitors selection of all materials used in the classroom for delivery of core curriculum to EL students • Holds monthly meetings with site EL coordinators and EL staff • Meets with site principals to review plans, program modifications, and timeline for implementation • Monitors district EL Program compliance and procedures
Associate Superintendent	<ul style="list-style-type: none"> • Evaluates district/school data • Monitors program implementation, effectiveness, and compliance

Personnel Responsible	Task
of Educational Services	<ul style="list-style-type: none"> • Makes annual report to the Board on the language and academic progress of ELs • Meets with directors to review support services for school sites
Assistant Superintendent of Human Resources	<ul style="list-style-type: none"> • Monitors appropriate credentials of personnel • Monitors and shares progress of staff on plans to obtain authorizations • Monitors placement of District EL staff • Communicates regularly with site administrators and teachers
Superintendent	<ul style="list-style-type: none"> • Evaluates the implementation of district wide goals: implementation of the EL Master Plan, student achievement, professional development, and school safety
Parent/Guardian	<ul style="list-style-type: none"> • Supports student in activities to meet standards. • Ensures student attendance and completion of homework • Communicates regularly with teachers and school • Attends parent conferences and school functions • Participates in school committees—ELAC, Site Council, etc.
Student	<ul style="list-style-type: none"> • Attends school daily and works for high achievement • Participates fully in school activities • Communicates regularly with parents and teachers

Table 7

Training for understanding and implementation of all elements of the District’s EL Master Plan:

District EL Coordinator will train:	Site administrator or EL Coordinator will train:
District Administrators Site Principals EL Staff EL Leadership Committee Teachers new to the district	Site Staff (classroom teachers, specialists, psychologists, and other support staff)

Student Monitoring and Evaluation

At the **SITE LEVEL** the following instruments/information are used to monitor and evaluate individual EL progress and performance:

Table 8
Site Level Instrument to Monitor and Evaluate ELs

ELD Monitoring and Evaluation	Grade Level Academic Progress Monitoring and Evaluation
<ul style="list-style-type: none"> • ELD Supplemental Report Card K-6 • ELD Progress Report K-6 • CELDT Scores* • Worksheet for Identified Need (WIN) 	<ul style="list-style-type: none"> • Report Card • STAR results (Reading, Math, and Language) * • Writing Samples* • California High School Exit Exam (CAHSEE) (Math, Language Arts & Writing)* • Worksheet for Identified Need (WIN)¹ • Reclassifications* • Local assessments

Grade Level EL Articulation meetings for placement, monitoring and possible intervention are part of our ongoing monitoring and evaluation.

At the **DISTRICT LEVEL** the following instruments/information are used to monitor and evaluate group EL progress: CELDT, STAR EL Results, Number of annual reclassifications, California High School Exit Exam (CAHSEE), Annual Performance Index (API), Adequate Yearly Progress (AYP), AMAO 1, 2 and 3.

Results are examined at District Administration meetings, EL Staff meetings, DELAC meetings, and EL Leadership meetings to see if EL are demonstrating progress in ELD and other academic content as described below.

* These results are recorded on individual English Learner Academic Profile Cards and reviewed by EL staff throughout the year.

¹ Includes student ID, initial EL date, IEP, CELDT overall and subtest results for two years as well as CST. In addition secondary WIN have course grades.

AMAO 1 - Percent of ELs Making Annual Progress in Learning English

AMAO 1 calculates the percentage of ELs making annual progress on the CELDT. There are three ways for ELs to meet the annual growth target on CELDT depending upon what level they were on the previous CELDT. Those at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one proficiency level. Those at the Early Advanced or Advanced level who are not yet English proficient are expected to achieve the English proficient level on CELDT. Those at the English proficient level are expected to maintain that level.

Table 9
Annual Growth Target

Previous Year CELDT Overall Proficiency Score	Annual Growth Target
<ul style="list-style-type: none"> • Beginning • Early Intermediate • Intermediate 	<ul style="list-style-type: none"> • Early Intermediate Overall • Intermediate Overall • Early Advanced Overall
<ul style="list-style-type: none"> • Early Advanced or Advanced, but not at the English proficient level (One or more skill areas below Intermediate) 	<ul style="list-style-type: none"> • Achieve the English proficient level. (Overall proficiency level needs to remain at Early Advanced or Advanced level and all skill areas need to be at the Intermediate level or above.)
<ul style="list-style-type: none"> • Early Advanced or Advanced and at the English Proficient level 	<ul style="list-style-type: none"> • Maintain English Proficient level

The AMAO 1 target for 2005-06 requires that 52 percent of ELs in the AMAO cohort meet the annual growth target on the CELDT.

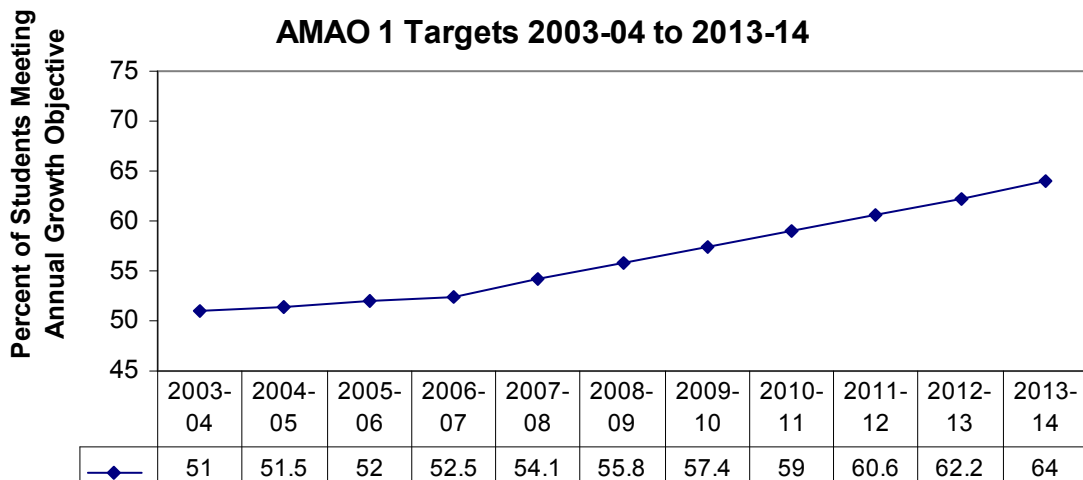
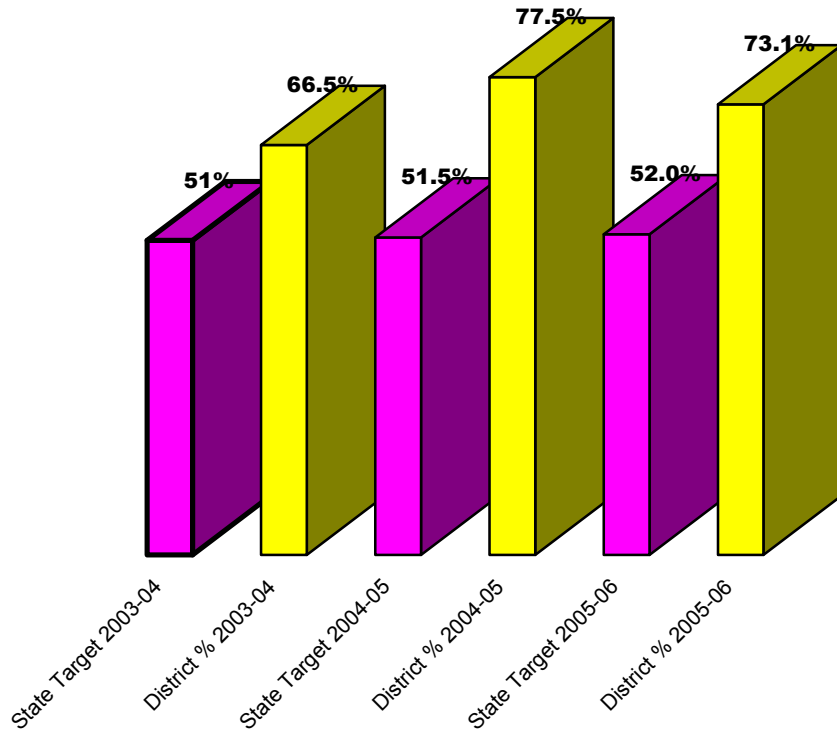


Figure 1
AMAO 1: Percent Making Annual Progress at DJUSD 2003-2006

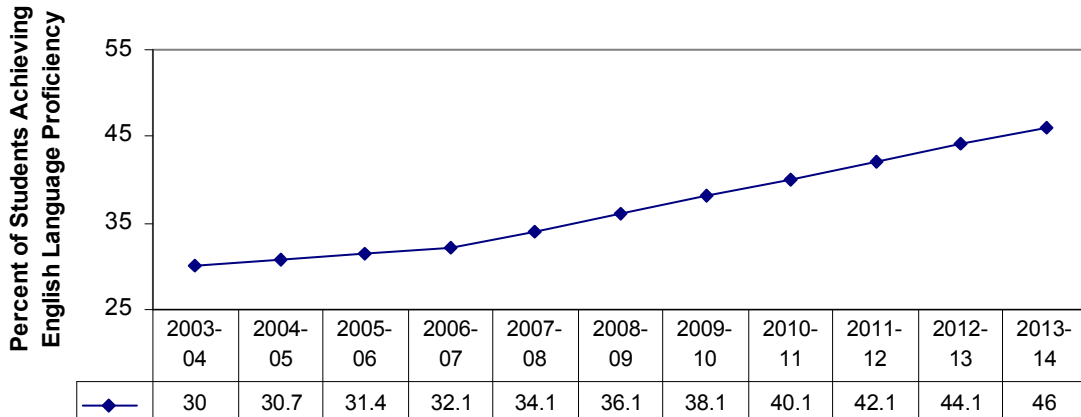


AMAO 2 - Percent of ELs Attaining English Proficiency on CELDT

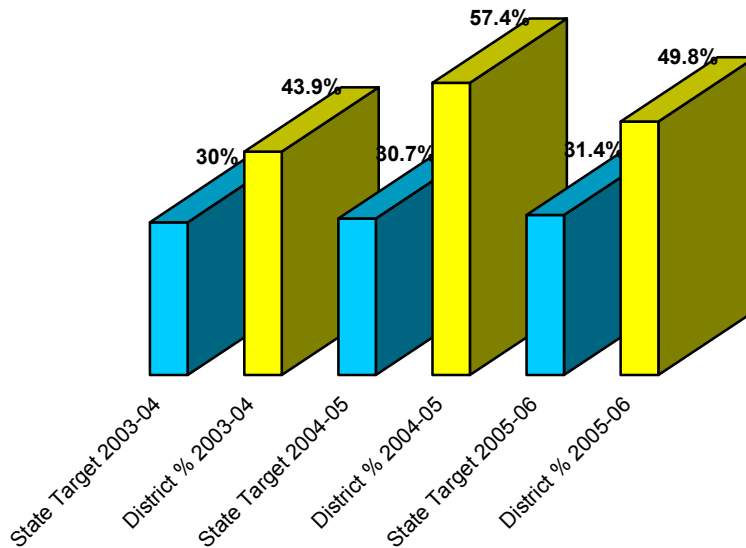
AMAO 2 calculates the percentage of ELs attaining English proficiency on the CELDT. For the AMAO 2 it was necessary to define the cohort of students who could reasonably be expected to reach the English proficient level on CELDT at the time of the annual assessment. Four groups of students are combined into the cohort for AMAO 2:

- All ELs who were at the Intermediate level the prior year (2003)
- ELs at the Early Advanced or Advanced level who were not English proficient the prior year
- ELs at the Beginning or Early Intermediate levels in the prior year (2003) who have been in U.S. schools since spring 2001
- ELs at the Beginning or Early Intermediate levels in the prior year, who entered U.S. schools after spring 2001, and who met the English proficient level in 2004

AMAO 2 Targets 2003-04 to 2013-14



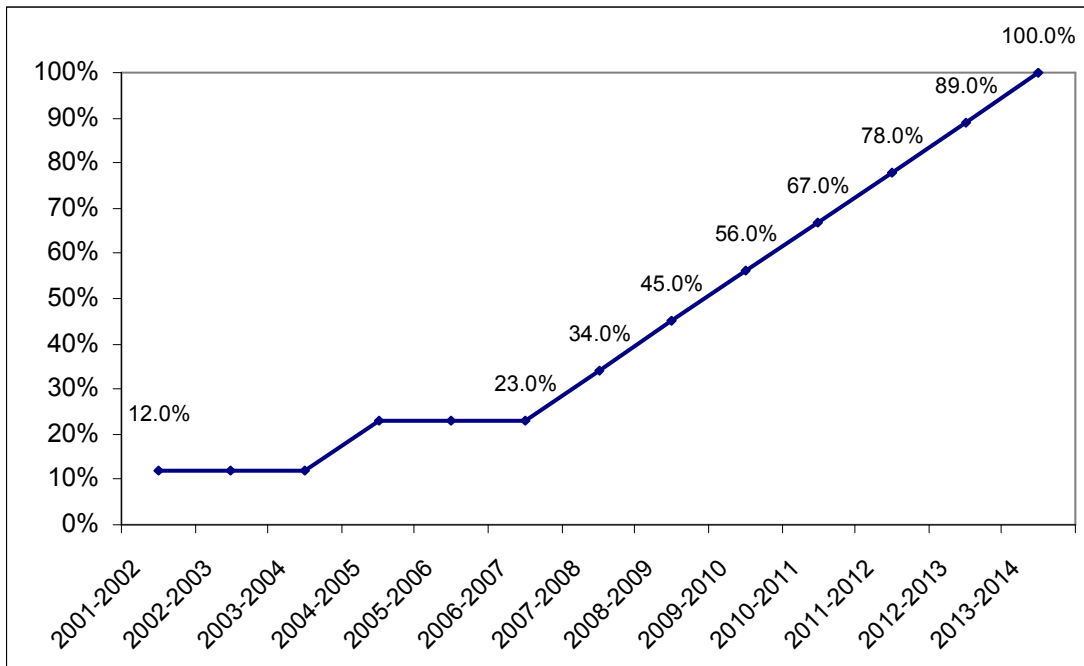
AMAO 2: Percent Making Annual Progress at DJUSD 2003 - 2006



AMAO 3 – Meeting AYP Requirements for the EL Subgroup at the LEA Level

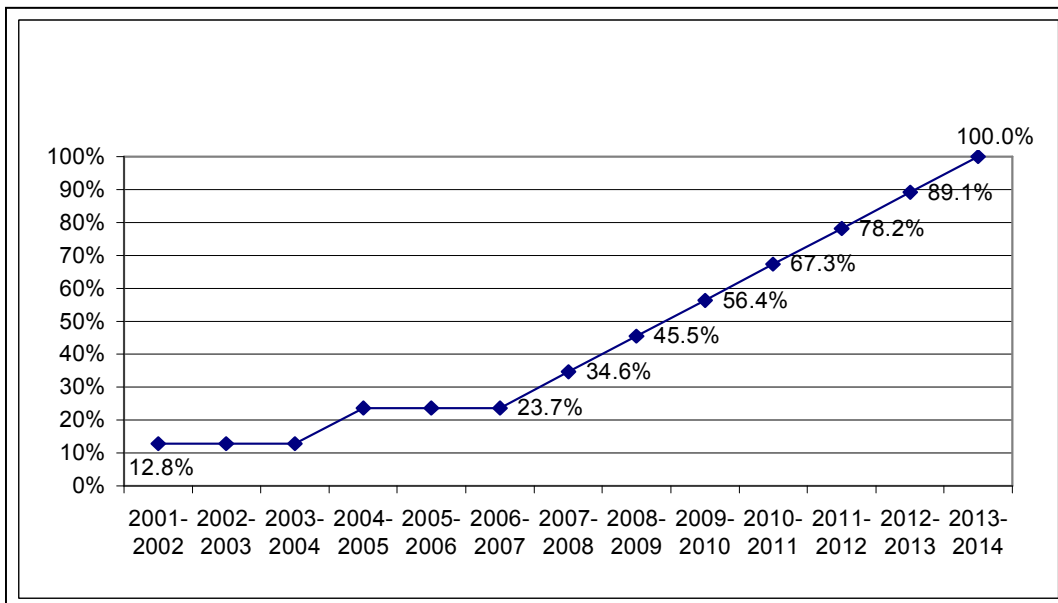
In addition to the two English language proficiency AMAO's, AMAO 3 holds the Title III subgrantees accountable for meeting academic achievement targets. The academic achievement targets are the AYP targets for participation rate and percent proficient in English-language arts and mathematics for the English learner subgroup. Title III accountability is at the district level; thus, the district targets are used. The AYP calculations for the EL subgroup include Reclassified Fluent English Proficient (R-FEP) students who have not scored proficient or above on the California Standards Test- English Language Arts for three years. The participation rate target is 95 percent. The percent proficient target in English-language arts and mathematics varies depending upon the content area. EL students will achieve a CELDT level of Early Advanced or Advanced in all sub-tests of the CELDT (with the exception of an Intermediate in Reading) after four years in the instructional program. The AYP calculations for the EL subgroup include Reclassified Fluent English Proficient (R-FEP) students who have not scored proficient or above on the CST-ELA for three years. The participation rate target is 95 percent.

**AMAO 3: Percent of Students Scoring
“Proficient and Advanced” in CST English Language Arts**



The goal for 2004-05 through 2006-07 is **23.0 percent proficient**. 2007-2008 will be the beginning of the steady climb.

**AMAO 3: Percent of students scoring
“Proficient and Advanced” in CST Math**



The goal for 2004-05 through 2006-07 is **23.7 percent proficient**. 2007-2008 will be the beginning of the steady climb.

Davis Joint Unified School District has adopted content and performance standards in Math, Science, Social Studies and English Language Arts. These standards are described in the Mathematics Standards Grades K-7 2000, Mathematics Curriculum Grades K-12 1996, History/Social Studies Curriculum Grades K-12 1999, Science Grades K-12 2001, English Language Arts Curriculum Grades K-12 1998, and English Language Development Standards 1999.

Accountability and Monitoring of Program Implementation

At the site level:

The site administrator EL Coordinator will conduct and monitor the following activities:

- Program Implementation Protocol
 - ◇ Periodic observations at each school to identify instructional strategies utilized
 - ◇ Direct observation by one or more persons with appropriate authorization
 - ◇ Plan for professional development/staff training developed and implemented as needed to improve instruction

At the district level:

Student information will be recorded in the district's SASI (Student Access System Information) database. Cruncher, a student achievement database, is accessible to instructional and administrative staff to review and analyze student achievement data.

EL Coordinator holds regular meetings with site principals to discuss district and site level plans for language and academic instruction for EL students.

EL Coordinator and Associate Superintendent monitor the implementation of the EL programs. At any time that difficult issues arise at the sites regarding program implementation, EL Coordinator and Associate Superintendent visit the schools, meet with the administrator, and take necessary actions.

The EL Coordinator holds regular meetings with site EL staff/para-educator and EL Teacher Leadership (teacher representative from each site) to discuss issues regarding EL program implementation. It is the principal's responsibility to ensure representation at these meetings.

The District EL Coordinator reviews the EL students' language and academic progress by **disaggregating its data by primary language group and socioeconomic status for all instructional planning purposes and making curricular decisions based on a more complete understanding of language group differences than EL status alone.**

(UCD recommendation 1)

Additionally, minutes and agendas from ELAC meetings are transmitted for review to the EL Coordinator. These reports are analyzed for successful progress on the AMAO's. Site and district staff determines if the students are meeting the Annual Yearly Progress goal reviews frequent assessment results.

The Associate Superintendent and District EL Coordinator makes an annual report to the DJUSD Board of Education on the language and academic progress of the EL students in the district.

Reclassification

IV-EL 7 The district reclassifies a pupil from English Learner to proficient in English by using a process and criteria that include, but are not limited to the following criteria set within the district:

- CELDT overall scale score at **early advanced or advanced** with no sub score lower than early advanced (5 CCR 11303[a]).
- California Standards Test score of at least **325 (grades 3 – 12)** for English Language Arts and Math, and a Writing score of **3 (grades 4 and 7)**. California High School Exit Exam (CAHSEE) score of **Pass (grades 10 –12)** (5 CCR 11303[d]).
- Teacher/Specialist Checklist of Student Performance – Passing score (5 CCR 11303[b]).
- District Writing Proficiency (Regular program grades 1-6 and Alternative Program grades 3 - 6) score of Fall – 12, Winter – 13, and Spring - 15.
- Parent opinion in consultation during the reclassification process (ECC 313; 5 CCR 11303[c]).

Steps of the Reclassification Process

1. Review of Assessment Data

Data on each EL is compiled and available on the Worksheet of Identified Need (WIN) and the Student Placement Inventory (SPI).

2. Determination of Reclassification Status

An EL may be recommended for reclassification by the following:

- ✓ Parent/guardian
- ✓ Classroom teacher
- ✓ EL Para-educator specialist
- ✓ EL Resource teacher
- ✓ EL Coordinator
- ✓ Site administrator
- ✓ Counselor

If data is conclusive that the student is ready for reclassification, the STUDENT RECLASSIFICATION PROFILE FROM EL TO FEP should be completed. If a student does not meet the reclassification criteria in one or more areas, AND it is still the professional opinion of the staff that reclassification should take place –then a Bilingual Assessment Team (BAT) meeting is required. The BAT meeting would include the principal, parent/guardian, and designated staff. If all present are in agreement with the reclassification, the process goes forward.

3. Notification of Parents/Guardian

Notification of the reclassification decision to the student’s parents/guardian may be made in writing, by phone, or in person. If the parent/guardian is in agreement with the decision to reclassify, a formal letter of notification is sent and a copy placed in the student’s cumulative file. (NOTE: A good time to personally notify the parent/guardian is during the fall or spring conference).

4. Extended Monitoring of Student Performance

Extended monitoring of student performance is required for two years to assure that academic performance remains in good standing. If the student begins to lag behind, ELD or other interventions should be provided as appropriate. Results of the monitoring will be collected using the 6 month and 1 year follow-up TEACHER/SPECIALIST CHECKLIST OF EL STUDENT PERFORMANCE form (20 USC 6841, 5 CCR 11304).

☛ It is the responsibility of:

EL SITE STAFF – to collect and review the assessment data, determine which EL students should be considered for reclassification, complete the required forms, and notify parents or guardians. It is the responsibility of the EL site staff to follow-up and monitor reclassified students for 2 years.

PRINCIPAL –to recommend EL for reclassification, verify that the student has met reclassification criteria, and ensure that parents receive proper notification of reclassification.

CLASSROOM TEACHER – to recommend EL for reclassification, fill out the Teacher/Specialist checklist for reclassification and follow-up, and sign the Reclassification profile.

DISTRICT EL COORDINATOR - to act as a resource in the reclassification process and assists with reviewing the progress of R-FEP students. Maintains records of ELs who have been enrolled in the district for five years or more.

PART V: STAFFING AND PROFESSIONAL DEVELOPMENT

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

V-EL 8. Teachers assigned to provide English-language development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English learner authorization.

8.1 On documentation of local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage (20 USC 6319[a][1]; EC 44253.2, 44253.3, 44253.10; *Casteñeda v. Pickard* [5th Cir. 1981])

Staffing

Davis Joint Unified School District Office of Human Resources is requiring that all newly hired teachers have the proper certification to teach English Learners. All teaching personnel whose assignment includes ELs shall hold appropriate authorization to provide necessary instructional services. If fully credentialed staff with EL authorization is not available, teachers in training for this authorization can fill the positions as long as they complete all requirements within one year. All core subject teachers not holding the proper authorization to serve ELs will be subject to reassignment by the district.

On an annual basis, the Assistant Superintendent of Human Resources and site principals will monitor the credentials and progress of the teachers of every EL. The site principal is responsible for assigning certified teachers to teach ELs. Any teacher who has an EL in his/her class and does not have an authorization is out of compliance, and the student must be placed with a certified teacher.

Teachers in training to obtain EL authorization will be monitored by the district as follows:

- The district Human Resource personnel will generate site teacher lists of all certificated teachers with or without EL authorization such as CTEL, CLAD, BCLAD, AB 2913, SB 395, SB 1969 or other authorization.
- This report is available to site administrators in electronic format.
- The Human resources personnel will update this report regularly.
- The EL coordinator will generate and distribute an in training roster of district teachers, by site bi-annually. The EL Coordinator will monitor these rosters and share this data with the district human resources.
- Teachers are considered “in training” once they have successfully completed 10 hours of class time toward authorization for one academic year only.

V-EL 9. The district provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- a. designated to improve the instruction and assessment of English Learners (20 USC 6825[c][2][A]).
- b. designated to enhance the teacher's ability to understand and use curriculum, assessment measures, and instructional strategies for English Learners (20 USC 6825[c][2][B]).
- c. based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills (20 USC 6825[c][2][D]).
- d. of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom (20 USC 6825[c][2][D]) (20 USC 6825[c][2]; *Casteñeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011).

Staff Development Opportunities

In order for administrators, teachers, para-educators, and other educational staff to meet the needs of Els, they must participate in a comprehensive, standards based professional development program. Professional development will integrate research and scientifically based theory with high quality instructional practices. These include: ELD Standards, BCLAD/CLAD, Cultural diversity, CELDT training, EL Master Plan, AB2913, Conversational/Professional Spanish, Standards based instructional planning for ELD, ELA, and Math, Specially Designed Academic Instruction in English (SDAIE) strategies, Differentiated Learning Strategies/Guided Language Acquisition and Development (GLAD), Generating Excellence in Student Achievement (GESA), AB75 Principal training program, AB466 Reading First Institute for Houghton-Mifflin and training of supplemental materials.

DJUSD teachers could profit from far more extensive professional development focused on the needs of English Learners, differentiated by grade level and student English and academic levels. Coaching models are especially appropriate for this kind of professional development, utilizing existing skills in the district. School sites need to identify an EL teacher leader with expertise in the classroom delivering ELD to provide opportunities for teachers to practice instructional delivery in the classroom, observe them in others' classrooms, and share strategies with each other. Another aspect of this focused attention on the needs of English Learners is the time for teachers across grades to collaborate, especially in articulating information about individual students, their needs, and useful instructional strategies.

(UCD recommendations 4, 5 and 6)

Table 10
Elementary School ELD Instructional Materials

Proficiency Level	Core Materials	Supplemental Materials
Level 1	Houghton Mifflin- Universal K-5 Prentice Hall English Language Arts 6 th grade	Guided Reading On Our Way to English-Rigby Access Newcomer SIPPS Rosetta Stone
Level 2	Houghton Mifflin- Universal Access K-5 Prentice Hall English Language Arts 6 th grade	Guided Reading Rosetta Stone On Our Way to English-Rigby SIPPS
Level 3	Houghton Mifflin- Universal Access K-5 Prentice Hall English Language Arts 6 th grade	Guided Reading Rosetta Stone On Our Way to English-Rigby SIPPS Write Source
Level 4	Houghton Mifflin- Universal Access K-5 Prentice Hall English Language Arts 6 th grade	Guided Reading Rosetta Stone On Our Way to English-Rigby SIPPS Write Source
Level 5	Prentice Hall English Language Arts 6 th grade	Guided Reading Rosetta Stone On Our Way to English-Rigby SIPPS Write Source

Table 11
Junior High School ELD Course Instructional Materials

Proficiency Level	Core Materials	Supplemental Materials
Level 1 ELD 1 and ELD 1 Lab	High Point basic Prentice Hall English Language Arts Holt	Success Maker Accelerated Reader Heinle & Heinle, Voices in Literature Heinle & Heinle, Making Connections
Level 2 ELD 2 and ELD 2 Lab	High Point level A Prentice Hall English Language Arts Holt	Success Maker Accelerated Reader Heinle & Heinle, Voices in Literature Heinle & Heinle, Making Connections
Level 3 ELD 3 and ELD 3 Lab	High Point level B Prentice Hall English Language Arts Holt	Success Maker Accelerated Reader Heinle & Heinle, Voices in Literature Heinle & Heinle, Making Connections
Level 4 ELD Transitions and Core English SDAIE	High Point level C Prentice Hall English Language Arts Holt	Success Maker Accelerated Reader Heinle & Heinle, Voices in Literature Heinle & Heinle, Making Connections
Level 5	Prentice Hall English Language Arts Readers Companion Holt	Success Maker Accelerator Reader Heinle & Heinle, Voices in Literature Heinle & Heinle, Making Connections

Table 12
High School ELD Course Instructional Materials

Proficiency Level	Core Materials	Supplemental Materials
Level 1 ELD	High Point	Rosetta Stone Focus on Grammar
Level 2 ELD	High Point	Rosetta Stone
Level 3,4 Sheltered English 10	So far from Bamboo Grove Of Mice and Men All Quiet on the Western Front Kaffir Boy Walk about Macbeth	Book One English Proficiency
Level 3,4 Sheltered English 11	The Adventures of Huckleberry Black Boy The Grapes of Wrath The Great Gatsby The Joy Luck Club The Crucible	
Level 5 American Literature World Literature	Same as Above	

PART VI: OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EL 10. All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program (EC 305,306,310, 311).

10.1 Based on district criteria of reasonable fluency, English Learners are placed in a structured English immersion (SEI) or in English-language mainstream (ELM) program settings. English Learners who do not meet the district criteria for participation in an ELM are placed in an ELM program if the parent or guardian so requests (*EC 305, 306, 310, 311; CCR 11301*).

10.2 The district has designed and implemented an SEI English-language acquisition process in which the curriculum and instruction are designed for children who are learning the language (*EC 306*).

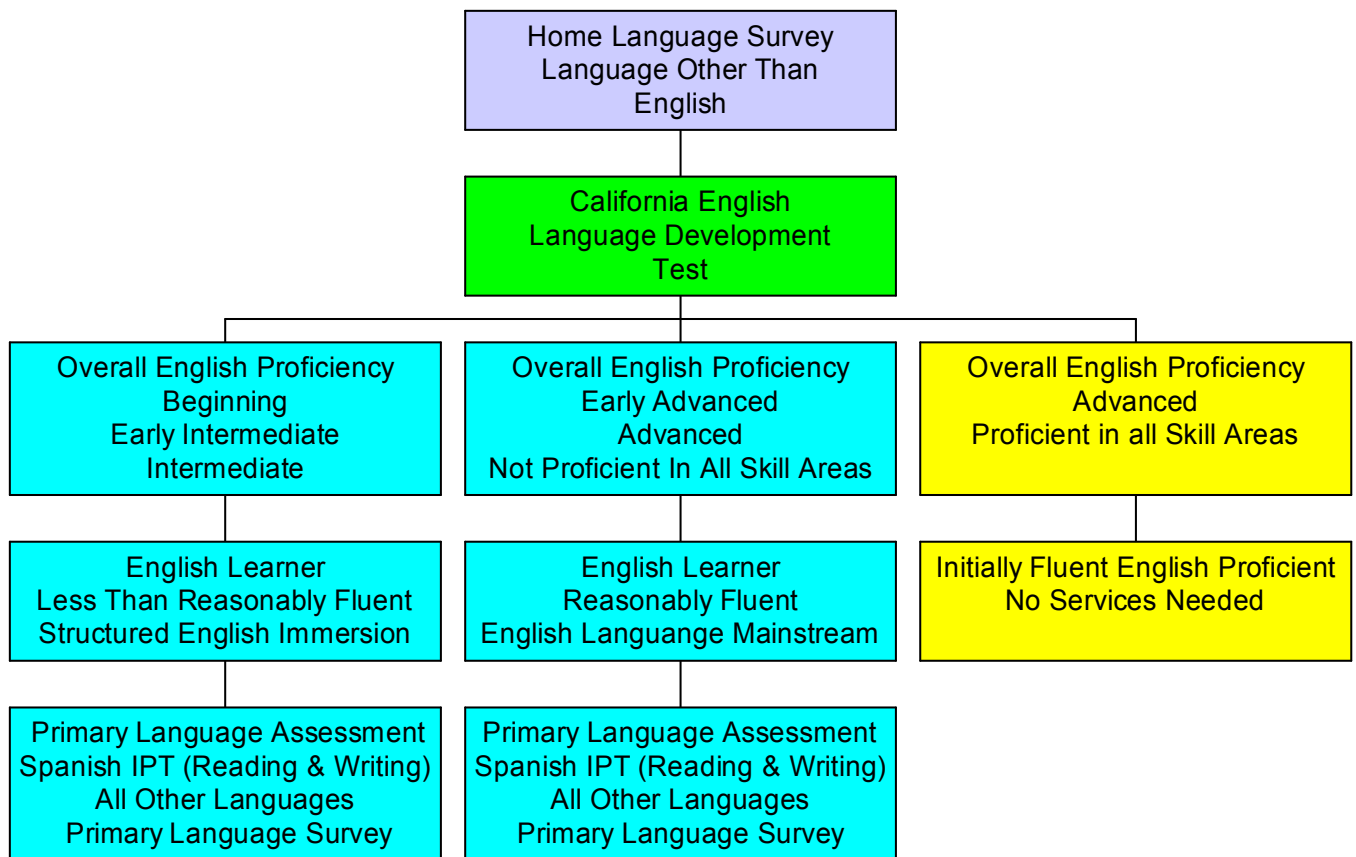
Note: The Individualized Education Program (IEP) team determines placement of each special education student, regardless of language proficiency.

Placement of Students

Once a student has been identified as an English Learner the parent receives a parent handbook describing programs available and parent waivers. All ELs will be placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. An English-language classroom is taught at least 70% in English.

English Learners with less than reasonable fluency in English will be placed in structured English immersion for a period not normally intended to exceed one year. English Learners with reasonable fluency in English will be placed in an English-language mainstream classroom.

The following chart is used by the district to determine the placement of English Learners



Parent Request For Placement In Mainstream Program

Basic Information

Parents may have a child moved to an English language mainstream program at any time. The district has developed a special request form for parents who wish to place a child in a regular mainstream program rather than a Structured English Immersion (SEI) program model. The form may be requested from the principal of the school and must be granted. However, if in the professional opinion of the principal the transfer is deemed ill advised, then a comment should be written on the form and a copy placed in the student’s cumulative file.

It is important to note that granting the request does not necessarily mean the student will be moved to another classroom. It is possible that a student would remain in a designated classroom, but not receive the structure immersion mode of instruction. It is also important to see that the parent has received a copy of the *School Programs for English Learners: PARENT HANDBOOK*.

VI-EL 11. Parents and guardians of English Learners are informed of the placement of their children in an English-language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program. (20 USC 6312[g][1][A]; EC 48985; 5 CCR 11309[a]) 11.1 District procedures for granting parental exception waivers include the following components:

a. parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion program, alternative programs, all educational opportunities available to the pupil, and the educational materials to be used in the different options (5 CCR 11309[b] [1]).

b. parents guardians are informed that a pupil under age ten must be placed for not less that 30 calendar days in an English-language classroom the first year of enrollment in a California school (5 CCR 11309[b][2]).

c. parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation (5 CCR 11309[b][3]).

d. parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under *Education Code* Section 311 (c) must be acted on either no later than 10 calendar days after the expiration of the 30-day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later (EC 310, 311; 5 CCR 1130[c]).

11.2 Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under *Education Code* Section 311 (c) must be acted on either no later than 10 calendar days after the expiration of the 30-day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later (EC 310, 311; 5 CCR 11309[b][4])

11.3 If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court. (EC 310, 3112; 5CCR 11309[d])

11.4 Each school in which 20 or more pupils of a given grade level has been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered. (EC310)

Parental Exception Waivers

Parents/guardians of EL who would benefit from instruction in the primary language may request alternative education classes for their student. This request is in the form of a waiver and allows the student to be placed in alternative education classes in which he/she may receive content area instruction (science, social studies, mathematics) in the primary language as well as English language development.

Guidelines for Waiver of English Learners

There are three circumstances under which a waiver may be requested:

1.Children Who Already Know English

Their English language skills are to be measured by standardized tests of English vocabulary, comprehension, reading, and writing. The student must score at or above the state-average grade level, or above the 5th grade whichever is lower.

2.Children Who Are 10 Years or Older

The principal and the staff must be in agreement that an alternate program would be better suited to the student's rapid acquisition of Basic English language skills.

3.Children With Special Needs

Under this waiver, English Learners may be placed in the Spanish Immersion program of the district.

The principal must act upon all requests for waivers within 20 instructional days of submission to the school principal, except for waiver requests based on "student special needs, which may not be acted upon before the end of the 30-day placement in an English language classroom.

Parent must be informed in writing of the status of their request for a waiver. If a waiver is denied, the parent/guardian must be informed in writing of the reasons for denial.

If a waiver is granted, the student may be transferred to classes where he or she is taught English and other subjects through "bilingual education techniques or other generally recognized educational methodologies permitted by law".

The district has established a procedure for granting parental exception waivers. This procedure includes:

- ✓ A full written description of the district's SEI program, any district alternative courses of study and all district educational opportunities will be provided upon request. This description addresses the educational materials that will be used in the different options.
- ✓ A notification that every English Learner must be initially placed in an English language classroom for not less than 30 calendar days. (This is a one-time requirement.)
- ✓ A notification that the waiver requires the district superintendent's approval.
- ✓ Approval of all parental exception waivers unless the school principal and educational staff determine that a school's alternative program is not better for the student.
- ✓ Action on all parental exception waivers within 20 instructional days of submission to the school principal, except for waiver requests based on "student special needs," which may not be acted upon before the end of the 30-day placement in an English language classroom.
- ✓ Explanation, in writing, of the reason(s) for denial of a waiver request and of appeal procedures.

Each application for a waiver will be considered on its individual merits. Any parent who applies for a waiver can request that the State Board of Education review the district's guidelines or procedures.

Alternative Program Spanish Immersion

EL from Beginning to Advanced level of English proficiency can participate in a Spanish Immersion (SI) magnet program at César Chávez (K-6) and Marguerite Montgomery (K-3) Elementary schools. Selected classes are available in Spanish at Emerson Jr. High. By request of the district, the State Superintendent of Public Schools has granted a waiver to allow English Learners to enter the program. In the Spanish Immersion 90/10 Model, teachers at the schools hold special credentials to teach EL in a bilingual program model. Native English speakers and English Learners are integrated in the same classroom where the majority of instruction is conducted in Spanish. The curriculum of the Spanish Immersion Program parallels that of the English classrooms of the district. ELs receive a formal program of ELD during the instructional day.

Researchers at UC Davis found that DJUSD Spanish immersion programs have fully credentialed, very talented bilingual teachers. The Spanish immersion model is also one of the only instructional models in which EL students are able to engage in equal status interactions with students who have great stores of social and cultural capital. This program could provide greater support to the Spanish-speaking English Learners in the district. In order to increase the ratio of I-FEP, R-FEP and English Learners who are native Spanish speaker to English Only students we must communicate with parents about the benefits of the program and provide transportation. If transportation is unavailable the district should consider providing the program at an alternative site where more Spanish speaking families reside.

(UCD recommendation 8)

Waiver Appeal Process

The parent/guardian may appeal a waiver that has been denied. The parent/guardian must send a written request to the principal explaining why he/she believes that the waiver should be approved. Upon receipt of the written request, the principal shall determine if there is sufficient reason to grant the waiver within two days. If the principal determines that the waiver shall be denied, the parent/guardian may appeal in writing to the Associate Superintendent of Curriculum and Instruction. Associate Superintendent of Curriculum and Instruction may request a meeting with the parent/guardian and will notify the parent/guardian of the acceptance/denial of the waiver.

PART VII: TEACHING AND LEARNING

VII-EL 12. Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6825[c][1][A]; EC 300, 305, 306, 310; 5 CCR 11302[a]; *Castañeda v. Pickard* [5th Cir.1981] 648 F.2d 989, 1009-1011).

VII-EL 13. Academic instruction or English Learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

13.1 The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English Learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.
(20 USC 1703[f], 6312[c][1][M], 6825[c][1][B]; EC 306, 310; 5 CCR 11302[b]; *Castañeda v. Pickard* [5th Cir.1981] 648 F.2d 989, 1009-1011).

Instructional Programs

Each EL receives a program of instruction in English language development in order to develop proficiency in English as rapidly and effectively as possible.

In order to provide equal opportunity for academic achievement in the district's content and performance standards for their respective grade level in core curricular areas and to prevent any substantive academic deficits, each EL whose diagnosis makes it necessary receives specially designed academic instruction in English. The State and Federal regulations require that an intervention plan must be implemented to assist English Learners while they are acquiring English. **Additional in-classroom and out-of-classroom assistance should be provided for EL students to support their academic English.** Additional time can be provided with before and/or after school programs and possibly full day Kindergarten class.

(UCD recommendation 2)

Note: EL students receiving special education services must continue to make substantial progress toward achievement of their individualized education program's academic goals.

Schools implement an instructional approach in accordance with legal requirements. School sites choose one or more approaches which best meet the needs of the student population as outlined below:

Elementary Programs

Structured English Immersion Classroom

The EL at Beginning, Early Intermediate or Intermediate levels of English proficiency is placed in a classroom with an appropriate credentialed teacher. The majority of the classroom students are native English speakers and English is used as the language of instruction for the vast majority of the day. **At these beginning levels, English will progress more rapidly if given more opportunities to use English in “safe” and supportive environments for part of the day and to work in a setting that is focused on their particular language and academic needs. Classrooms should be organized to allow EL students to be grouped by English proficiency levels.**

(UCD recommendation 7)

The teacher uses “sheltered instruction” to make subjects comprehensible to the student. Examples of sheltered instruction include: speaking more slowly, using gestures, pictures, and model to convey meaning, simplifying sentences, and repeating sentences as needed for clarification. Primary language instruction or support may be offered as available.

During part of the instructional day a small group of ELs may go to a designated classroom or center to receive formal instruction in ELD. The classroom teacher, EL resource teacher, or EL para-educator in rotation with credentialed teachers use a formal ELD curriculum at the appropriate level of proficiency to ensure that the student learns the academic vocabulary needed to be a successful learner.

English Language Mainstream Classroom

EL at Early Advanced and Advanced levels of English proficiency, or by parent request, are placed with an appropriately credentialed teacher. The majority of the classroom students are native English speakers and English is used as the language of instruction. ELD and SDAIE (grades 4-6) are provided by the classroom teacher. Small group ELD may be provided as needed.

☛ Responsibility for placement into an instructional program lies with the EL staff and site principal. Responsibility for placement into the Spanish Immersion program lies with the principals of Spanish Immersion, who may be required to coordinate efforts with the student’s home school principal.

Secondary Programs

English Language Development (ELD)

ELD is an English class in which instruction is specifically designed to teach students whose primary language is not English and whose English proficiency is at the Beginning, Early Intermediate, or Intermediate level (CELDT 1-4). Instruction is also designed to accelerate the student's proficiency with English so that he/she may make a smooth transition into the regular program and take classes leading toward future pathways.

Teachers of ELD classes are specially credentialed to provide this instruction which involves instructional techniques which include: speaking more slowly, using gestures, using pictures and models to convey meaning, simplifying sentences, and repeating or rephrasing sentences to clarify meaning. A formal and specialized ELD curriculum is used to teach this subject.

ELD Science/Social Studies

These classes are designed for English Learners whose English proficiency is at the Beginning and Early Intermediate level. The instruction is designed to accelerate the student's proficiency of academic English using content area curriculum.

Sheltered English Class

A sheltered English class is a transitional English class designed for English Learners who have completed the course requirements of the ELD class and whose English proficiency is at the Intermediate, Early Advanced, or Advanced level. Instead of using a specially written ELD text, the curriculum parallels that of the regular grade-level English class offered in the basic program of the district. As is the case with the ELD class, instructors contextualize the curriculum to facilitate understanding and mastery.

ELD Support

The support class is designed to help early advanced and advanced EL students in specific content areas there is a focus on development of academic language, the writing process, and vocabulary development.

Sheltered Content-Area Instruction

These classes are designed for students whose English proficiency is at the Intermediate to Early Advanced level and who need support in content area classes, which are required for graduation. Sheltered instruction may be provided in subjects such as: math, science, and history. This multi-disciplinary approach to the curriculum will help EL bridge the gap to the mainstream curriculum. Instructional techniques may include: contextualizing language to convey meaning, active student participation that reinforces concepts being taught, hierarchical presentation of concepts so that lessons are presented in a sequential order that parallel the way students learn a second language, and recycling concepts through multiple activities.

Primary Language Support

Support in the primary language is offered as appropriate and as available. Use of the primary language accelerates learning by providing students with a conceptual understanding of the curriculum. A BCLAD teacher or bilingual para-educator can give primary language support.

Assisting Students in Recouping Academic Deficits

The District-developed intervention plan must be implemented to assist English Learners to recoup academic deficits incurred while learning English. Schools must utilize a variety of extended learning opportunities to provide additional support. Extended learning opportunities may include one or more of the following: before school/intercession programs, extended day activities, and/or intensified strategies that facilitate student mastery of the district grade level standards. **It is clear that these students need more time to learn English and to be brought up to grade level in academics. These students need academic tutorial time, additional English instruction time, opportunities to learn informally about U.S. culture, such as music, art, and material culture. This time should be used not only for remedial work, but also for reinforcement of learning through different instructional modes, and should include public and community resources such as local colleges and universities, theatre groups, and musical offerings.**

(UCD recommendation 9)

☞ It is the responsibility of the school principal or Vice Principal to: 1) Talk with the parent and explain the program, 2) Make sure the parent has a copy of the EL Parent Handbook and understands all options, and 3) Sign the request, make comments, and see that the request is placed in the student's cumulative file.

District benchmarks have been established to determine adequate student progress toward achieving English language proficiency and content standards. The ‘catch-up benchmarks’ are described in the following matrix.

Davis Joint Unified School District
Program for English Learners
“Catch-Up” Benchmarks for English Learners

CELDT Levels	Beginning	Early Inter.	Intermediate		Early Ad.	Advanced / R-FEP
	ESL=4	ESL=5	ESL=6		ESL=7	ESL=8
Timeline toward reclassification based on language level at time of first enrollment	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
		1 st year	2 nd year	3 rd year	4 th year	5 th year
			1 st year	2 nd year	3 rd year	4 th year
					1 st year	2 nd year
						1 st year
California Standards Test (CST): English Language Arts	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic	Basic
California Standards Test (CST): Math	Far Below Basic	Below Basic	Below Basic	Basic	Basic	Proficient
Interventions if not meeting target	<ul style="list-style-type: none"> ➤ ELD Summer school ➤ After-school tutoring ➤ Additional aide time ➤ Backup classes (high school) ➤ Add available and appropriate interventions used for all low-achieving non-ELs at each site 			<ul style="list-style-type: none"> ➤ After-school tutoring ➤ Additional aide time ➤ CAHSEE ELA Review (High School) ➤ Backup classes (high school) ➤ Advanced ELD Literacy elective (secondary) ➤ Add available and appropriate interventions used for all low-achieving non-ELs at each site 		

This “Catch-Up” plan reflects the progress of the average EL. Time in program and/or language level may be longer or shorter depending on individual student needs and academic background.

Students not meeting the district timeline should be participating in intervention programs and monitored for other academic needs or challenges.

Site teams made up of the classroom teacher, EL staff, Reading Specialist, and other site personnel as needed (i.e. RSP, Speech Therapist, Principal, etc.) meet biannually (October and February) to review all EL students’ data, assessments, and classroom progress. Any students who are not making reasonable progress are identified. An intervention plan targeting area(s) of concern is made for each identified student. The team also looks for school-wide and/or grade level trends in order to identify areas for program improvement and/or modifications. The team fills out the district “EL Student Intervention Plan” form (see table above). After these forms are completed, the District EL Coordinator meets with each site principal (November and March) to review intervention plans and to determine, if necessary, any additional curriculum materials and/or staffing needs.

ELEMENTARY

INSTRUCTIONAL PLACEMENT FOR ENGLISH LEARNERS

ENGLISH PROFICIENCY LEVEL		
Student is EL	Student is EL	Student is FEP
Less than reasonable fluency: Beginning Early Intermediate Intermediate	Reasonable Fluency: Early Advanced Advanced	
Structured English Immersion (SEI): <ul style="list-style-type: none"> • Designated Classroom • Small Group ELD • ELD • Primary Language support as needed and available. 	English Language Mainstream Classroom (ELMC): <ul style="list-style-type: none"> • ELD • SDAIE (4-6) • Small group ELD as needed 	English Mainstream Classroom
English Language Mainstream Classroom (PREL) If parent requests <ul style="list-style-type: none"> • Appropriate services must continue to be provided. 	Alternate Program (With approved parental waiver) <ul style="list-style-type: none"> • Spanish Immersion Program (SI) 	Alternate Program (With approved parental waiver) <ul style="list-style-type: none"> • Spanish Immersion Program (SI)
Alternate Program (With approved parental waiver) <ul style="list-style-type: none"> • Spanish Immersion Program (SI) 		

NOTE: Structured English Immersion and “Sheltered English Immersion” are used interchangeably in the statute (EC 300-340).

SECONDARY

INSTRUCTIONAL PLACEMENT FOR ENGLISH LEARNERS

ENGLISH PROFICIENCY LEVEL		
Student is EL	Student is EL	Student is FEP
Less than reasonable fluency: Beginning Early Intermediate Intermediate	Reasonable Fluency: Early Advanced Advanced	
Structured English Immersion (SEI): <ul style="list-style-type: none"> • Appropriate level ELD class • Appropriate sheltered class/assistance with required content-area courses • Primary language support as needed 	English Language Mainstream Classroom (ELMC): <ul style="list-style-type: none"> • Appropriate level Sheltered English class • Appropriate level Sheltered English class/assistance with required content-area courses • Primary language support as needed 	English Mainstream Classroom <ul style="list-style-type: none"> • ELs who continue to exhibit the need for assistance should be placed in appropriate classes, as are all other students with the same needs.
English Language Mainstream Classroom (PREL) (If parent request) <ul style="list-style-type: none"> • Appropriate services must continue to be provided. 		

Placement as per judgment of the site EL staff.

NOTE: Structured English Immersion and “Sheltered English Immersion” are used interchangeably in the statute (EC 300-340).

☛ **Responsibility for placement into one (or a combination of the model lies with the PRINCIPAL in concert with EL Resource Teachers and EL Coordinators at the site. When placing students, the CELDT score and all relevant assessment data should be taken into account.**