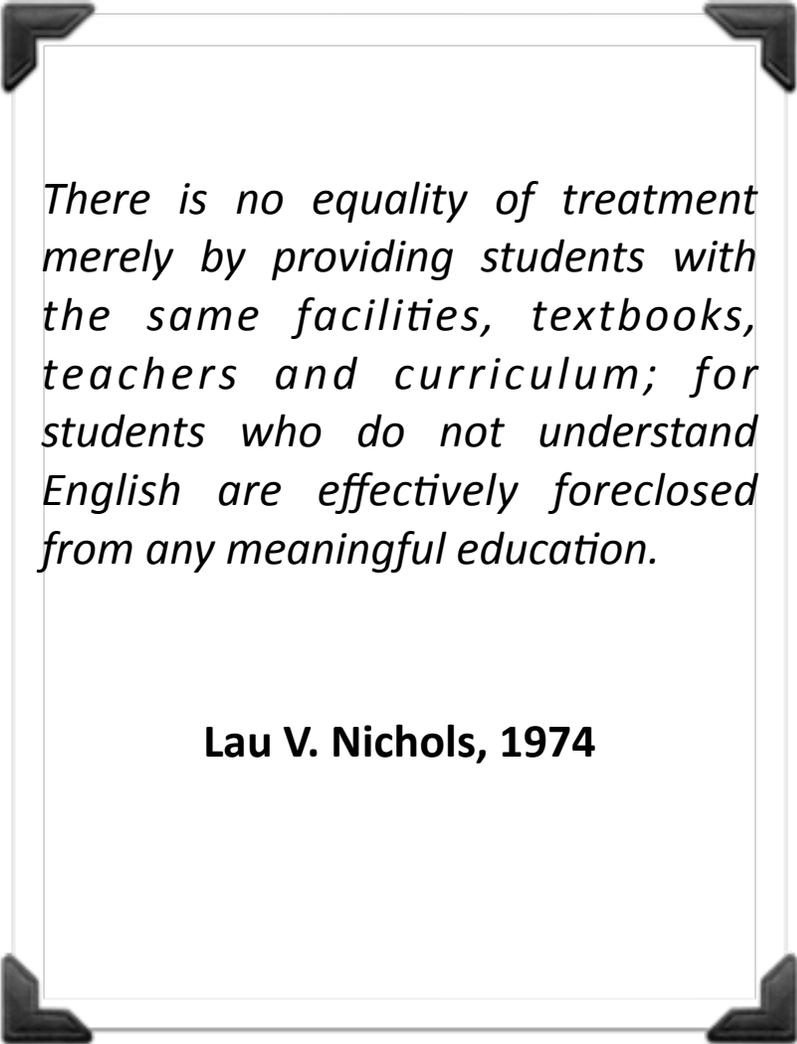


A Design for Excellence

Master Plan for English Language Learners





There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

Lau V. Nichols, 1974

EVERGREEN SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LANGUAGE LEARNERS

Board Approved: Fall 2011

Governing Board:

- Sylvia Alvarez
- Leila Welch
- Bonny Mace
- Balaji Venkatraman
- Jim Zito

Kathy Gomez, Superintendent

Denise Williams, Director - Director of Instruction

Publishing/Design Information:

Content Design: Denise Williams

Document Design: Randy Hollenkamp

Website: <http://www.eesd.org/ELD>

The district gratefully acknowledges material originally developed in Fresno USD, Hayward USD, New-port-Mesa USD, Desert Sands USD, and guidance materials from the California Department of Education.

3188 QUIMBY ROAD SAN JOSE, CA 95148

TEL 408.270.6800 **FAX** 408.274.3894 **WEB** WWW.EESD.ORG



Acknowledgements

The Evergreen School District Master Plan for English Learners was developed with the dedicated effort and collaboration of district teachers, administrators, support staff and parents. We greatly appreciate their guidance and support, we thank them for their time in reviewing and giving input for this plan. Our gratitude to Kathy Gomez for her support, to the District EL Coordinating Council, the ELD Specialist and Facilitators, the clerical staff of the English Language Department. We greatly appreciate Norm Gold and Karen Kendall for their expert advice on this document and the encouragement throughout the entire process.

ESD Cabinet Members

Denise Williams

Dan Deguara

Nelly Yang

Kathy Gomez

Gary Kishimoto

Ruth Stephens Radle

Carole Schmitt

Charles Crosby

Rick Navarro

ELD Department

Lucia Velez

Zari Flores

Connie Cornejo

Rhonda Cowdery

ELD Specialists/Support

Julie Clark

Maribeth Rodriguez

District English Learner Coordinating Council

Gary Kishimoto

Steve Sweeney

Dan Deguara

Dolores Garcia

Aaron Brengard

Brian Wheatley

Gina Juarez

Jessica Murray

Julie Clark

Maribeth Rodriguez

Ruby Yamada

Sarah Ciccarello

Tonya Trim

Ruth Stephens Radle

Table of Contents



| | |
|--|----------|
| Introduction | 6 |
| <i>Evaluation Goals and Questions</i> | 6 |
| From Our Superintendent | 8 |
| <i>Mission Statement</i> | 8 |
| <i>Vision Statement</i> | 8 |
| <i>Message</i> | 8 |
| Chapter One | 9 |
| <i>Initial Identification, Assessment and Program Placement</i> | 9 |
| Step 1: Registration including completion of Home Language Survey (HLS) | 9 |
| Step 2: English Language Proficiency Assessment | 10 |
| <i>CELDT Overview</i> | 10 |
| Step 3: Primary Language Assessment | 11 |
| Step 4: Parent Notification Results and Placement | 13 |
| Step 5: Placement in the ELD Program | 13 |
| <i>Transfer Students</i> | 14 |

| | |
|--|-----------|
| <i>Training for Staff and Administration on Initial Identification Placement & Parental Rights</i> | 14 |
| PARENT WAIVER PROCEDURES | 15 |
| Categorical Program Monitoring (CPM) | 17 |
| Categorical Program Monitoring (CPM) | 18 |
| Chapter Two | 19 |
| <i>Instructional Programs</i> | 19 |
| ELD Standards, ELD Program Goals | 19 |
| The Big Picture (Program Options) | 20 |
| Program Options for Delivery of Instruction | 21 |
| <i>Structured English Immersion/Sheltered English Immersion</i> | 21 |
| <i>English Mainstream (EM) Regular Classroom</i> | 22 |
| <i>Systematic and Explicit ELL Instruction:</i> | 23 |
| Time For ELD | 23 |
| <i>Components</i> | 24 |
| ELD Strategies | 25 |
| SDAIE - Special Designed Academic Instruction in English | 25 |
| Commitment to Special Education Services | 26 |
| Facilitators, Instructional Assistants, Specialists | 27 |
| <i>MAJOR DUTIES AND RESPONSIBILITIES</i> | 27 |
| CPM - Teaching and Learning | 28 |
| Chapter Three | 29 |
| <i>Student Progress</i> | 29 |
| Monitoring of Student Progress and Reclassification | 29 |
| <i>District Assessments</i> | 29 |
| <i>Use of Assessment data for Instructional Planning</i> | 30 |

| | |
|---|-----------|
| <i>Annual Review of Student Progress</i> | 30 |
| The Reclassification Process | 30 |
| <i>Monitoring and Follow-Up On Reclassified Students</i> | 33 |
| <i>Retention and Promotion of English Language Learners</i> | 33 |
| Legislative Restrictions on Alternative Programs | 33 |
| Assessments Given To English Language Learners | 35 |
| <i>Reclassification Celebration</i> | 36 |
| Categorical Program Monitoring(CPM) | 37 |
| Chapter Four | 39 |
| <i>Staffing and Professional Growth</i> | 39 |
| <i>Certificated</i> | 39 |
| <i>Professional Development</i> | 40 |
| <i>Classified</i> | 40 |
| Staff Configuration | 41 |
| District and Site Training | 41 |
| Testing Schedule | 41 |
| Categorical Program Monitoring(CPM) | 41 |
| Chapter Five | 42 |
| <i>Parent and Community Involvement</i> | 42 |
| ELAC Requirements: | 42 |
| Implementation of the Site ELAC | 43 |
| ELAC Roles and Responsibilities | 43 |
| The District English Learner Advisory Committee | 44 |
| Literacy Alive | 45 |
| Categorical Program Monitoring (CPM) | 48 |

| | |
|---|-----------|
| Chapter 6 | 50 |
| <i>Evaluation and Accountability</i> | 50 |
| Overview | 50 |
| ELL Committee (Critical team for ELL accountability) | 50 |
| Evaluation Design | 51 |
| Evaluating Program Effectiveness | 51 |
| Goal Expectations | 55 |
| Evaluation and Accountability: Roles and Responsibilities | 59 |
| Expected Benchmarks for SEI and Mainstream Programs | 62 |
| Categorical Program Monitoring(CPM) | 62 |
| Chapter 7 | 63 |
| <i>Funding and Resources</i> | 63 |
| ELD Funding and Resources | 63 |
| EIA (Economic Impact Aid) Funds | 64 |
| <i>Title 1 Part A</i> | 66 |
| <i>Title 1 Part C(Migrant)</i> | 66 |
| <i>Title III/LEP(Limited English Proficiency and Immigrant)</i> | 67 |
| ELAP(English Learner Acquisition Program/grades 4-8) | 67 |
| Additional ELL Support Programs | 68 |
| BTSA(ED code 44259(c)) | 68 |
| English Learner Acquisition Pilot Program Grant (2008-2010) | 68 |
| Before/After School Intervention/Enrichment Programs | 69 |
| CBET(see Parent Involvement section) | 69 |
| Categorical Program Monitoring(CPM) | 69 |
| Appendix | 71 |

| | |
|---|----|
| <i>Staff Configuration</i> | 71 |
| <i>Professional Development Plan</i> | 71 |
| <i>Testing/Contest Dates</i> | 71 |
| <i>EL Acquisition Development Pilot Program Summary</i> | 71 |
| <i>“Building a Professional Learning Community”</i> | 71 |
| <i>ELD Goals for Pilot Project</i> | 71 |
| <i>Pilot Project Team</i> | 71 |
| <i>CA Statewide Assessments: Students with Disabilities</i> | 71 |
| <i>ELLSA</i> | 71 |
| <i>Glossary</i> | 71 |



Reclassification Ceremony in Evergreen



Introduction

The Evergreen School District’s English Language Learner Master Plan is a result of collaboration and commitment to meeting and exceeding the needs of our ELL students. This plan works to ensure that our students receive an exemplary education. Faithful implementation of this plan will give ELLs a solid educational foundation.



Evergreen Students and Teachers

Evaluation Goals and Questions

1. Implementation: Fully implemented coherent and consistent program(scope & sequence)that demonstrates the utilization of adopted materials, including EL standards.
2. English Proficiency: Examine data that exemplifies how our English Learners perform in both oral and written tasks requiring academic language proficiency. ELLs will make steady annual progress in developing academic English language proficiency as efficiently and effectively as possible.
- 3.Academic Progress: Examine data that reflects the achievement of ELLs and steady progress.

4. Professional Development: The district's professional development plan includes on-going training for all staff who work with ELLs, including administrators, paraprofessionals, and counselors.
5. Parent Involvement: Parents of ELLs and RFEPs participate in their children's education.
6. Assessments: All stakeholders involved will become familiar with and maintain ELL benchmark assessments that will identify a student's progress in language proficiency.
7. Multicultural Proficiency: ELLs and RFEP will be given opportunities to experience multicultural activities.
8. Program Monitoring: District and site will monitor implementation of all ELL programs.



Evergreen Homestead

From Our Superintendent

Mission Statement

Evergreen Elementary School District provides all students a high quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility and a commitment to academic and civic excellence.

Vision Statement

Evergreen Elementary School District, in partnership with the community, will be recognized at the local, state and national level as a model for excellence in academics, arts and the sciences.

Message

Evergreen School District takes seriously its responsibility to educate all students at high levels. We are fortunate to have highly dedicated and expertly skilled teachers, administrators, and support staff. Together with parents we provide all our students with an excellent education. This Master Plan for English Language Learners details how we will go about doing that for our English Learners. With approximately 27% of our student population being English Learners, it is critical that we articulate how we will meet their needs. This Master Plan does just that. It is a guide to assist all schools in providing every English Learner with an instructional program that includes daily English language development, access to the core curriculum and promotion of multicultural proficiency. The Master Plan is the outcome of a concerted effort among all stakeholders involved to effectively serve our English Learners. Many thanks to the teachers, administrators, support staff, and parents for their dedication and collaboration in inspiring our students toward academic excellence.

Respectfully,

Kathy Gomez



Kathy Gomez

Chapter One

Initial Identification, Assessment and Program Placement



Children in Evergreen School District

STEP 1: REGISTRATION INCLUDING COMPLETION OF HOME LANGUAGE SURVEY (HLS)

Parents go to the school site in order to register for school. At the school, parents complete a Home Language Survey as required by state law. The parent is offered a Home Language Survey in their primary language. This survey is completed the first time the parent enrolls the child in the district. The original HLS supersedes all others.

When any of the first three questions is answered in a language other than English, the language is determined to be the primary language and the California English Language Development Test(CELDT) is necessary. The parent is given a copy of the CELDT brochure(in their primary language) which explains that the CELDT will be administered to the child. The Initial assessment is given within 30 calendar days of the students' enrollment. Students are tested annually until they are reclassified as English Language Proficient.

| Fluent English Proficient | Limited English Proficient |
|--|-----------------------------------|
| Student is placed in the regular school program. | Student is given ELD assistance. |

STEP 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

CELDT Overview

What is the CELDT?

CELDT is a state mandated test that school districts are required to administer to students whose home language is not English. The parent/guardian or adult student identifies their home language in the Language Survey section of the Student Enrollment Process. If any of the first three questions are answered with a language other than English, the CELDT test must be administered. The purpose of CELDT is to identify students who are English Learners in Kindergarten through grade 12, to monitor their progress in learning English, and to document their English proficiency.

Who must take the CELDT?

All students whose home language is not English must take the test within 30 calendar days after they are first enrolled in a California public school. The CELDT must be given once each year to English Learners until they score proficient in English.

Where is the home language identified?

The parent/guardian or adult student identifies their primary language in the Language Survey section of the Student Enrollment Application. If any of the following three questions are answered with a language other than English, the CELDT test must be administered.

1. What language did your child first learn to speak?
2. Which language does your child most frequently use at home?
3. Which language do you most frequently speak to your child?

What does the CELDT cover?

The CELDT covers listening and speaking skills for students in Kindergarten and grade 1. The test for students in grades 2 through 12 covers listening, speaking, reading, and writing skills. A blueprint of the exam is available online at the following link: <http://www.cde.ca.gov/ta/tg/el/documents/formdblueprint.pdf>

Who administers the CELDT?

A Test Examiner from your school will contact the parent/student and make arrangements to administer the test.

How are the CELDT results scored?

There are five levels of proficiency a student can achieve. They are:

- * Beginning
- * Early intermediate
- * Intermediate
- * Early advanced
- * Advanced

The report for each student provides:

- * A proficiency level for each section of the test
- * An overall English proficiency level

How are results of the CELDT used?

Initial test results for newly-enrolled students are used to help identify English Learners who need to develop their speaking, listening, reading, and writing skills in English. Annual CELDT results are used to assess the student's progress towards English proficiency.

STEP 3: PRIMARY LANGUAGE ASSESSMENT

Primary language assessments will be administered by personnel fluent in the primary language of the student. Testing will take place within 90 days of enrollment. Testing is done by site personnel whenever possible. If there is not a person on site, the ELD Assessment Specialist makes arrangements with the student(s) and the appropriate primary language examiner to administer the primary language assessment. If there is a group of new students (10 or more) who speak a particular language i.e. Tagalog, the ELD Assessment Specialist will find a person to administer the test. Please note: this test is administered once! Student cumulative folders are checked. If

they are coming from another district, information is reported from the cumulative folders on the DSP 12 and returned to the ELD Assessment Specialist to be added to SASI. The date the test was administered will be included.

- Kindergarten – 2 grades are tested in primary oral language only.
- Grades 3 – 8 grades are tested in primary oral language, reading and writing.

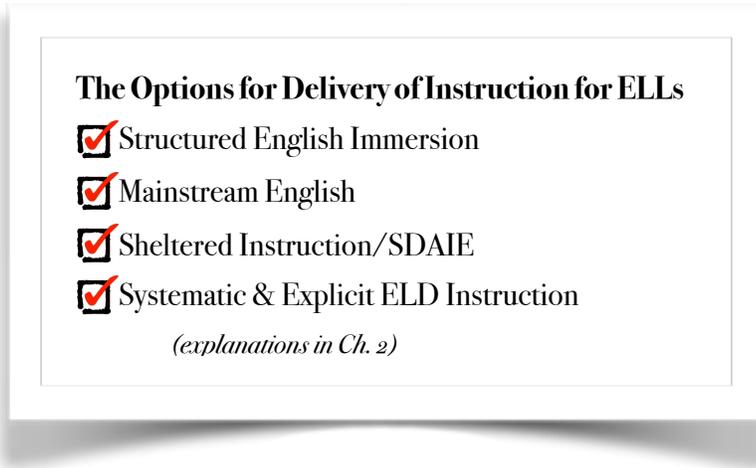
Assessments:

| | |
|-------------|---|
| Spanish: | Grades K – 1: Pre-LAS Español |
| | Grades 2 – 5: LAS I |
| | Grades 3 – 8: LAS II |
| Vietnamese: | Grades K – 1: VAOLP K |
| | Grades 2 – 5: VAOLP 1 |
| | Grades 3 – 8: VAOLP 2 |
| Other LI: | Elk Grove Dominant Language Survey (i.e. Cantonese, Mandarin, Punjabi, Hindi, Tagalog, etc.) |
| LI Reading: | District adopted informal reading assessment |
| LI Writing: | District adopted writing sample |

STEP 4: PARENT NOTIFICATION RESULTS AND PLACEMENT

Upon completion of initial testing, parents are notified of “preliminary scores” and placement for Initial assessments. Parents are notified of annual assessments once official scores are returned. The results of the Home Language Survey and the language assessments (and in the case of transfer students the results of a review of transcripts and previous program placement noted in the registration form)

are used to define the options open to students for program placement.



used to define the options open to students for program placement.

STEP 5: PLACEMENT IN THE ELD PROGRAM

EL 1 Beginner

Non English proficient student

Program includes ELD and L1 support if the student is fluent in his/her primary language.

EL 2 Early Intermediate and EL 3 Intermediate

Limited English Proficient Student

Program includes ELD, SDAIE and L1 support if needed.

EL 4 Early Advanced and EL 5 Advanced

Advanced Limited English Proficient Student

Placed in a regular classroom program with SDAIE and monitored by the ELD Specialist.

Reclassification

The EL student is reclassified to Fluent English Proficient (FEP) when district criteria are met. Student exits the ELD Program and is monitored for two years from the date the student was reclassified.

Transfer Students

When a student has a primary language other than English, the CELDT and EL history is requested from the previous district by the ELD Assessment Specialist.

Training for Staff and Administration on Initial Identification Placement & Parental Rights

The EL Department provides on-going training for administrators and staff on procedures relating to initial identification, placement, parental rights. These terms are addressed at ELAC, DELAC and specified training for teachers, ELL Specialists, paraeducators and administrators. In order to ensure consistency, the training gives special emphasis on sensitivity to parents, including how to make parents feel welcome and making sure that they are truly informed. They must have the opportunity to take an active role in the process of deciding on an appropriate program for their child.



Evergreen students

PARENT WAIVER PROCEDURES

The parent/guardian may request a waiver to allow his/her child to participate in an alternative program following local district waiver procedures. The final decision to grant or deny the request lies with the principal and educational staff who must apply the standard found at CPM, Title 5, section 11309(b)(4).

When the parent/guardian of an EL wishes to have his/her student placed in a program that is an alternative to SEI, or an English language mainstream classroom, a waiver is required.

The district has established procedures for granting parental exception waivers. These procedures were approved by the local governing board. (CPM, Title 5, section 11309; EC 310 and 311)

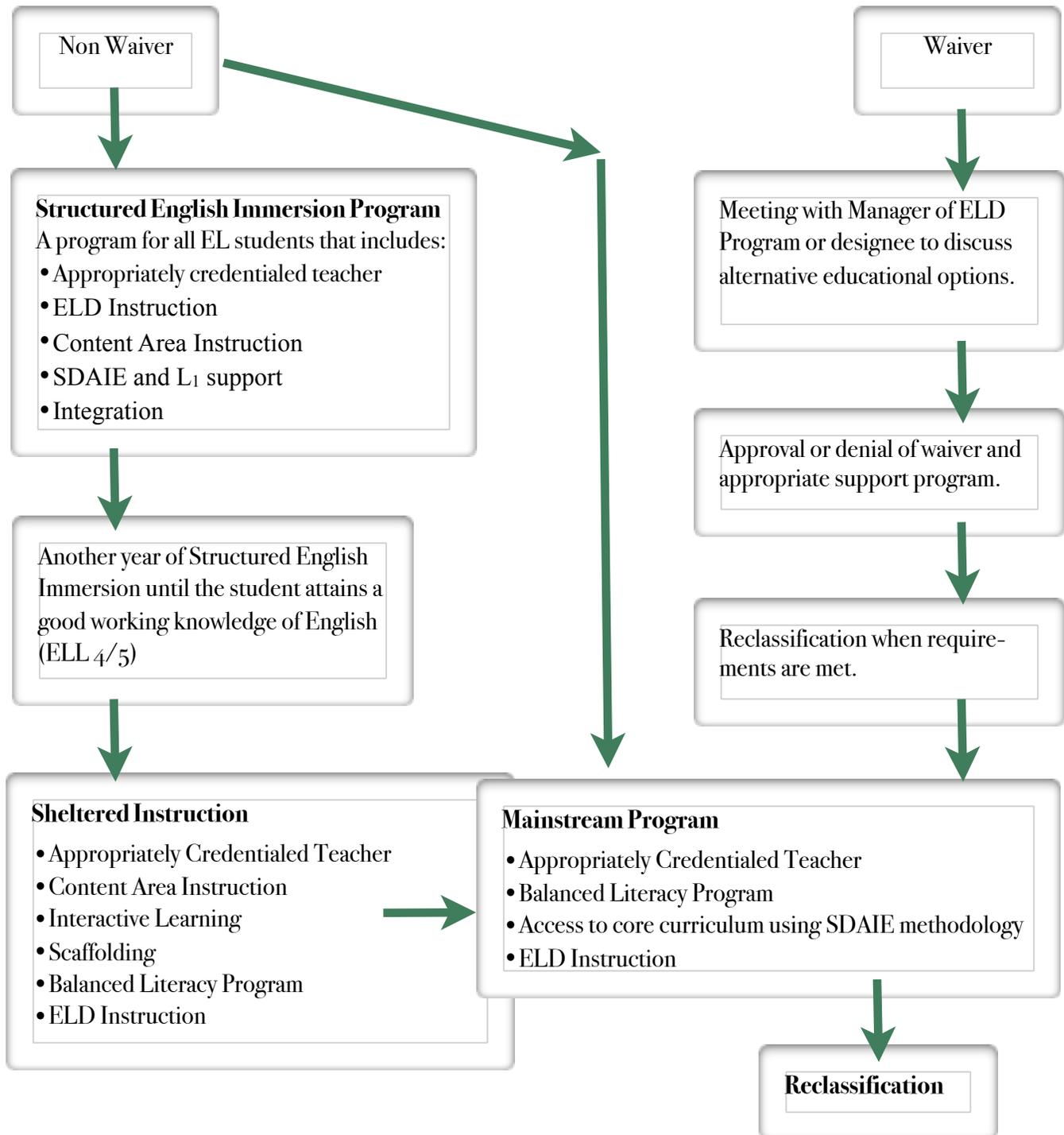
Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program . . . would not be better suited for the overall educational development of the pupil (CPM, Title 5, section 11309 [b][4]).

In cases where a parental exception waiver is denied, parents/guardians must be informed in writing of the reason(s) for denial and advised of any procedures that exist to appeal the decision to the local board of education or their right to appeal to a court. A parent may also request a SBE review of the district's waiver procedure.

Parents always have the right to address the district's board of education regarding any issues of concern. Parents may also file a formal complaint under the district's Uniform Complaint Procedures (CPM, Title 5, sections 11309 [d]).



Evergreen School District English Language Development Program for English Language Learners (ELLs)



CATEGORICAL PROGRAM MONITORING (CPM)

CPM EL 10, 11

State and Federal Requirements

VI-EL 10. All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

10.1 Based on LEA criteria of reasonable fluency, ELs are placed in structured English immersion (SEI) or in English language mainstream (ELM) program settings. ELs who do not meet the LEA criteria for participation in an ELM are placed in an ELM program if the parent or guardian so requests. (5 CCR 11301)

10.2 The LEA 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 305, 306, 310, and 311)

Note: The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency.

VI-EL 11. Parents and guardians of ELs 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.

11.1 LEA procedures for granting parental exception waivers include the following components:

1. Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion program, English language mainstream 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])

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

3. 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])

4. Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under EC Section 311(c) must be acted on either no later than ten 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. (5 CCR 11309[c] [4])

11.2 Parental exception waivers are granted unless the school principal and educational staff determines that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (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. (5 CCR 11309[d])

11.4 Each school in which 20 or more pupils of a given grade level have 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. (20 USC 6312[g][1][A]; EC 310, 311, and 48985; 5 CCR 11309[a])

Note: The IEP team determines placement of each special education student regardless of language proficiency.

CATEGORICAL PROGRAM MONITORING (CPM)

CPM EL 4

State and Federal Requirements

II-EL 4. The LEA properly identifies, assesses, and reports all students who have a primary language other than English.

4.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC 52164.1[a])

4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all of the publisher's instructions. (EC 52164.1[b]; 5 CCR 11307[a], 11511)

4.3 Within 90 calendar days of initial enrollment, each EL is assessed for primary language proficiency. (EC 52164.1[c])

4.4 Parents/guardians of ELs are notified of their child's initial English language and primary-language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results. (EC 52164.1[c]; 5 CCR 11511.5)

4.5 (For school districts receiving Title III funds) Within 30 calendar days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of ELs are notified of:

1. Their child's initial English language and primary language proficiency level
2. How such level was assessed
3. Their child's language designation
4. Descriptions of program options
5. Program placement
6. Exit criteria
7. For ELs with a disability [with an individualized education program (IEP)], how such program will meet the objectives of the IEP
8. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 USC 6312, 7012)

Chapter Two

Instructional Programs

ELD STANDARDS, ELD PROGRAM GOALS

The Evergreen School District's English Language Development Standards are based on the California Department of Education's high level English Language Development Standards. These standards are used to measure educational progress of Evergreen's English Language Learners (ELL) and to implement research based instructional strategies to help the students reach their highest level of academic potential, performance and success.

The goals of the Evergreen School District English Language Development (ELD) program are for each English Language Learner (ELL) to benefit from the full district curriculum and to ensure access to a thinking curriculum. To this end, it is necessary that English be learned quickly and thoroughly. The primary language of the students will be used whenever possible in an instructional and educationally supportive manner in order to sustain academic achievement while the students acquire English.

Through a balanced ELD Program, students are taught appropriately in a natural and meaningful setting calling upon the integration of many aspects of the child's world. This program also supports the development in the primary language for the child, which predetermines success in learning English.

To develop a rich and varied language foundation in English and the primary language and to develop proficiency in English as rapidly and as effectively as possible, ELLs will receive a program of instruction based on the state standards and will be offered the following program options:



Evergreen students

THE BIG PICTURE (PROGRAM OPTIONS)

DIFFERENTIATED INSTRUCTION in the English mainstream classroom

SEI

Structured English Immersion

- Educating language minority students in English.
- Based on principles & research in second language acquisition.
- Utilizes ELD & SDAIE approaches within an integrated Language Arts curriculum and thematic lesson design.

SDAIE

- Develop language in content areas.
- Grade level content is presented.
- Most appropriate for Intermediate and Advanced levels.
- LI may be used for clarification when necessary.

ELD

- Develop proficiency in English.
- Learning content knowledge may be by-product.
- Instructional content is based on students' English proficiency level.
 - Teach in English.
- Appropriate for Beginning, Intermediate and Advanced levels.

PROGRAM OPTIONS FOR DELIVERY OF INSTRUCTION

Evergreen School District offers three options for delivery of instruction to ELLs: Structured English Immersion, sheltered instruction, including SDAIE and Mainstream English, Systematic and Explicit English Instruction.

The Evergreen School District currently provides the following basic instructional services to students identified as English Learners:

Structured English Immersion or Sheltered (SEI): K-8 EL students who have been assessed on the CELDT and found to be at “less than reasonable levels of fluency in English” (CELDT levels 1 – 4) receive daily differentiated instruction in ELD and access to core content subjects through SDAIE instruction in the regular mainstream classroom.

Structured English Immersion/Sheltered English Immersion

1. Clearly defined language and content objectives:

Lesson plan objectives reflect high content and ELD standards.

Teachers consciously integrate English language development into content instruction, e.g., science, social studies, math.

Language objectives reflect a sequential pattern for language learning that builds on and reinforces students’ emerging knowledge of English. Example: Students record observations of science experiment using short phrases and pictures before using sentences and then paragraphs for lab report.

Key vocabulary is introduced, written, repeated and highlighted for students to see.

2. Supplementary materials:

Lessons are made clear and meaningful by using supplementary materials such as graphs, models, hands-on materials and visual aids.

Content of materials are adapted to students’ level of English proficiency.

Adapt texts and assignments through a variety of means to make the information accessible to EL students. Example: Dense text is graphically depicted, outlined or rewritten in more comprehensible language.

Passages are read aloud and paragraphed.

As students’ English proficiency improves, they work in pairs or in small groups to interact, discuss and understand content area text.

3. Scaffolding:

Begin instruction at a level that encourages student success and provides support to move students from their current level of understanding to higher levels of understanding.

Can be verbal prompting e.g., asking questions, elaborating on students' responses, providing students with an outline of materials.

Scaffolding is removed as students' progress and function independently.

4. Interaction:

Provide frequent opportunities for interaction and discussion between the teacher and students as well as students to students.

Provide sufficient wait time for students to respond.

Students are taught and given opportunities to practice skills for clarifying or negotiating meaning, confirming information, persuading and disagreeing.

5. Meaningful activities:

SI lessons provide students with hands-on experiences that correspond to the subject area and grade level curriculum. Example: In biology students learn to do experiments, applying and practicing the new content knowledge in a way they understand.

SI activities integrate lesson knowledge and concepts with extensive opportunities for reading, writing, listening and speaking.

English Mainstream (EM) Regular Classroom

K-8 students who have been assessed on the CELDT and are found to be at “reasonable levels of fluency in English” (CELDT levels 4 – 5) receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies are used in the EM program. Teachers who work with EL students in the EM program possess appropriate state authorizations. The Mainstream English Program is the district's regular instructional program for monolingual English and fluent English students. Language Arts and all core curriculums are presented in English at a pace expected for native English speakers. ELLs enrolled in Mainstream English classes receive ELD and additional appropriate support services and teacher resource support including: Vocabulary Development, Reading, Writing and primary language support until formal reclassification to fluent English proficient.

Systematic and Explicit ELL Instruction:

ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations.

TIME FOR ELD

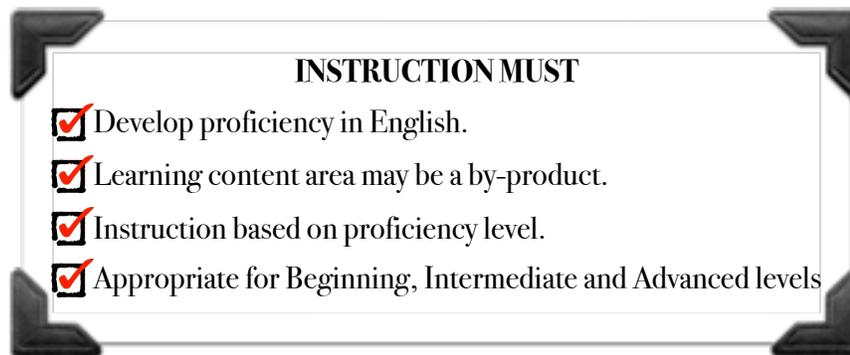
ELL instructional materials must address these levels of English language proficiency at appropriate grade levels.

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced

Statement: All students(K-8) who are qualifying students in the ELL program must be provided with at least 30 additional minutes of systematic, explicit, instruction to enhance the development of academic language and moving toward oral language proficiency. Depending on the grade level, student instruction can be exemplified through the following areas:

- phonemic awareness phonics
- oral reading fluency
- word recognition, spelling
- vocabulary/morphology
- grammar/usage
- sentence structure
- speaking/ writing

The above mentioned areas of instruction can be addressed while embedded in content area (Social Studies/Science) or through designated strategies. Implementation will begin in the fall/2007. This format and the designated materials will be utilized until the new Language Arts Series is implemented.



Components

FORMS & FUNCTIONS: Scope and sequence of language skills by level of English proficiency. This includes basic and general vocabulary, grammatical forms, and substantial practice for a wide range of functions.

FORMS: Grammatical features, word usage & Vocabulary. They are building blocks for discourse.

PARTS OF SPEECH: Verb tenses, subj. verb agreement, pronouns, conjunctions .

SENTENCE STRUCTURE: Complex, compound, embedded, tag questions and word order.

FUNCTIONS: Tasks or purposes and uses of language. We use language to accomplish something. Social/engaging in personal conversation, academic/relate information, compare & contrast, identify cause and effect, draw conclusion, summarize.

ELD STRATEGIES

- Total Physical Response (TPR)
- Cooperative Learning
- Guided Language Acquisition Design (GLAD)
- Sheltered Instruction (SI)
- Focused Approach To Frontloading
- Specially Designed Academic Instruction in English (SDAIE)
- Balanced Literacy Instruction:
 - Shared Reading
 - Guided Reading
 - Shared Writing
 - Guided Writing
 - Reader's/Writer's Workshop

SDAIE - SPECIAL DESIGNED ACADEMIC INSTRUCTION IN ENGLISH

SDAIE classes are those classes containing LEP students, taught by teachers using special techniques and strategies designed to assist LEP students in both language-acquisition and subject-matter content. SDAIE stands for Specially-Designed Academic-Instruction in English.

To understand the purpose of SDAIE (often referred to as "sheltered instruction"), the umbrella is a useful metaphor. After LEP students enter United States schools, they encounter many unfamiliar elements. As an umbrella shelters pedestrians in a rain-storm, so SDAIE/sheltered classes offer ELL students some protection from the storm of concepts, contexts, and language, thus giving them the opportunity to progress academically as they acquire English language proficiency.

COMMITMENT TO SPECIAL EDUCATION SERVICES

English Language Learners have access to Special Education services just as all other students in ESD. Careful review by the Student Study Team of all referrals takes place first which includes second language surveys, SST referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, parent interview as well. Instructional decisions related to the student’s language acquisition status must be described in the Individual Education Plan(IEP). When students qualify for Special Education, linguistically and developmentally appropriate goals and objectives are written based on the student’s needs. The IEP will include goals that address English Language development as well as goals that support access to the content areas through primary language instruction and or support. The IEP must document the provision of these services.



*Evergreen
Teachers*



FACILITATORS, INSTRUCTIONAL ASSISTANTS, SPECIALISTS

The Evergreen School District English Language Development Specialist Facilitators and Assistants are an integral aspect of the ELD Department. The teams at each site are so very passionate about their work and truly have developed the whole student at heart. The students who have the opportunity to visit with these instructors, receive highly differentiated lessons to enhance reading, writing, listening and speaking.

MAJOR DUTIES AND RESPONSIBILITIES

- Coordinates the administration of the CELDT and any other pertinent assessments at their sites.
- Provides direction and assistance at school sites for EL Instructional Assistants who are working with EL students, as needed.
- Provides information and technical assistance to building principals about the school's EL program for EL students as needed.
- Works collaboratively with Instructional Assistants in district program procedures and use of district materials.
- Coordinates the reclassification process at the site.
- Maintains current knowledge of regulations and procedures related to programs.
- Assists in supplying and coordinating curricular resources for use with EL students.
- Recommends to appropriate personnel or administrator any instructional materials, supplies or equipment appropriate for use with EL students.
- Seeks and uses new teaching techniques and materials appropriate for use with EL students.
- Provides services and performs other duties as appropriate to this position and as assigned by the Director of Categorical Programs.
- Maintains professional competence through participation in professional development provided and supported by the district and in other professional growth activities selected by the employee.
- Provides assistance at parent conferences with parents of EL students to explain program goals or individual progress, as needed.
- Participates on the IEP for specified students when needed.
- Assists in the identification and maintains the management program (pupil profile cards, placement testing, grouping and scheduling, etc.) for EL students at assigned schools.

Instructional Assistants provide support to the ELD Specialists and Facilitators in areas mentioned above.

State and Federal Requirements

VII-EL 12. Each English learner receives a program of instruction in English language development (ELD) 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 for ELs 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 LEA has developed and is implementing a plan for monitoring and overcoming any academic deficits ELs incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

(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)

Chapter Three

Student Progress

“If it’s not monitored, it’s considered optional. Our work is not optional” -Karen Kendall

MONITORING OF STUDENT PROGRESS AND RECLASSIFICATION

Student progress is monitored annually, based on a set of district-adopted assessments. The assessments in use are in the chart below. These assessments are used to determine English language proficiency, evaluate students’ language proficiency, and evaluate students’ language growth and academic performance. Formative assessments to monitor students’ ELD progress are given throughout the school year in listening/speaking, reading and writing.



Evergreen Students

District Assessments

The district assessments are the same as those used with EO and IFEP students in the mainstream program. These include the state mandated STAR tests (California Standards Tests) which are taken by all students regardless of their language classification. The EL program shall also provide positive reinforcement of the self-image, promote cross-cultural understanding, and provide equal opportunity for academic achievement (Ed. Code 52161).

Use of Assessment data for Instructional Planning

Teachers use the language arts and mathematics curriculum-embedded assessments to review student progress, planning modifications in instruction and classroom interventions as appropriate. CELDT data is used for instructional grouping in ELD at the elementary level, and placement in appropriate ELD courses at the middle school. Formative assessments in ELD are used by all teachers to identify areas of progress and of continuing need for all groups of students. Instruction is modified to meet the needs that are revealed after the data analysis.

Annual Review of Student Progress

Each fall, the ELL Director, ELL Specialist, facilitators and principal at each school site collect and review the STAR test results, the latest official CELDT scores, other assessment data, student grades and teachers' recommendations. On the basis of this collaboration, the ELL Facilitators will identify those students who are eligible for reclassification.

THE RECLASSIFICATION PROCESS

GUIDELINES FOR RECLASSIFICATION OF ENGLISH LEARNERS

The EL student is reclassified to Fluent English Proficient (FEP) when district criteria are met. Student exits the ELD Program and is monitored for two years from the date the student was reclassified (see chart p.31).



| CRITERIA | STANDARD |
|---|--|
| 1. Oral English-CELDT Listening & Speaking Reading & Writing <i>Basic Skills</i> | Overall score must be EL ₄ or EL ₅ Subtests EL ₃ or higher |
| 2. Reading (STAR)-----> Language (STAR)-----> Writing (STAR)-----> Math (STAR)-----> | Cut Score 325 or basic Cut Score 325 or basic Score of Basic or Higher on rubric Cut Score 325 or basic |
| 3. Student Achievement of Standards | Show curriculum mastery by meeting grade level standards in the core subjects. Report card grades. |
| 4. Student Oral Language Observation Matrix (SOLOM) | Columns 4 or 5 |
| 5. Parent Notification (Meeting, phone contact or conference) | |
| 6. Writing Sample | |

Assessment of English Language Proficiency

Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

The above reclassification levels are the same as the initial identification levels specified by the CDE.

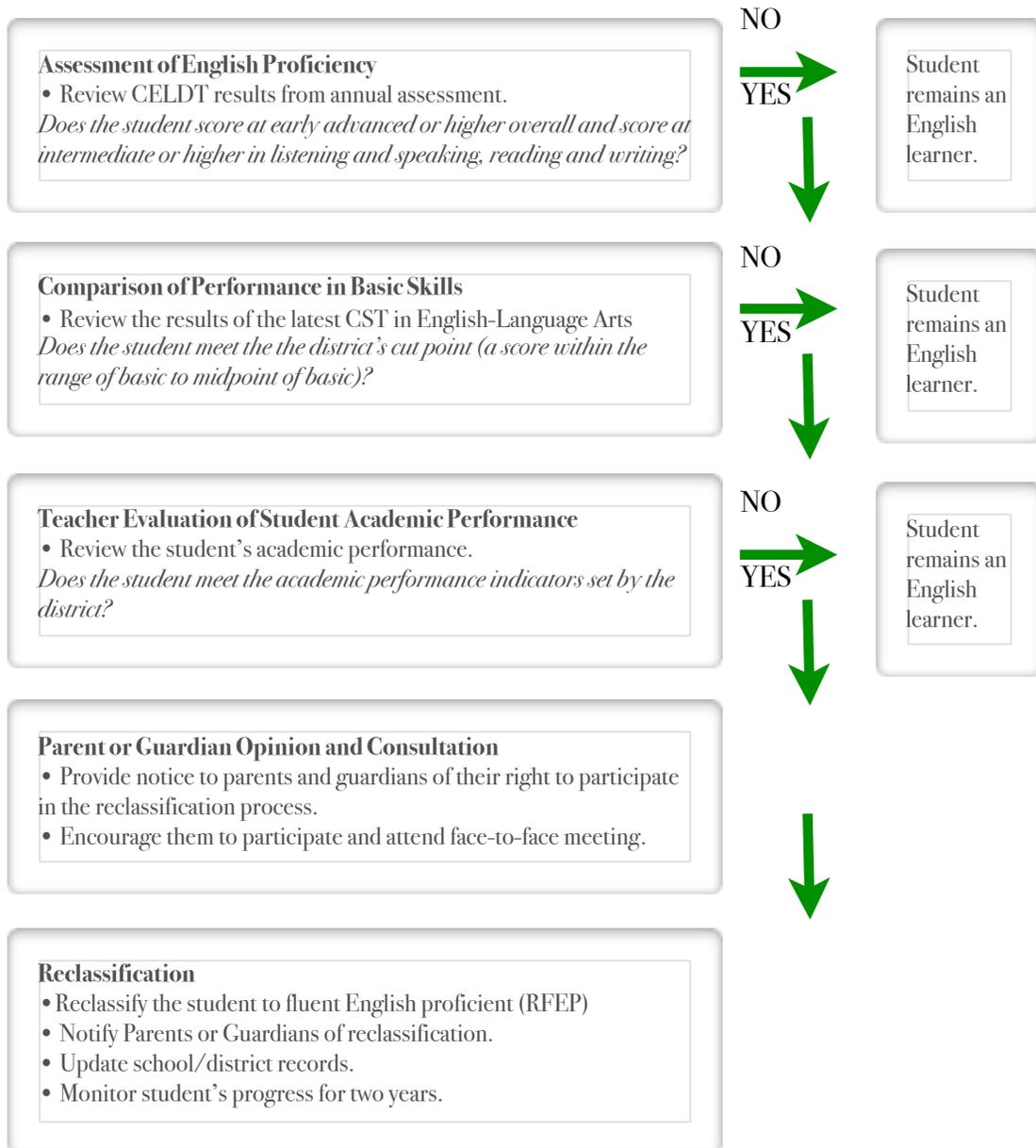
Teacher Evaluation

- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English-language proficiency do not preclude a student from reclassification.

Parent Notification/Consultation

- Meeting, phone contact, or conference. Signature must be on Reclassification Form
- Provide an opportunity for a face-to-face meeting with parents or guardians.

The chart below illustrates criteria used when evaluating a students' readiness for reclassification from EL to fluent English proficient (RFEP)



Monitoring and Follow-Up On Reclassified Students

Quarterly review for two years after reclassification. The progress of the students is monitored at the end of each grading period. ELL Specialist, Teacher and Principal review formative assessment results and other classroom performance.

Retention and Promotion of English Language Learners

The Governing Board of Evergreen 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 grade-level standards of expected student performance. To accomplish this goal, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Therefore, instruction must be differentiated.

English Learners with less than three years of English instruction will be retained if it is determined that the student is not making adequate progress due to factors other than language acquisition. The documented decision of the Student Study Team, including the classroom teacher, will provide documentation as to why the decision was determined. All documentation will be placed in the student's cumulative record.

LEGISLATIVE RESTRICTIONS ON

ALTER-PRO-
The English-proficiency instruments to assess proficiency of severe dis-



TIVE RESTRICTIONS ON NATIVE GRAMS

language assessment can be used English pro- students with abilities who

cannot take the CELDT even with test variations, accommodations, or modifications. No single alternate assessment instrument can effectively assess all of the required domains (i.e. listening, speaking, reading, and writing).

If the student has not taken the entire CELDT, the student report will indicate a beginning proficiency level for any section that was not administered. It is the responsibility of the IEP team to review the results of the alternate assessments and the CELDT to determine the student’s actual level of English-language proficiency. Results of alternate assessments are not submitted to the CDE.

EXAMPLES OF AVAILABLE ALTERNATE ASSESSMENTS

| Test Name | Purpose |
|--|--|
| Alternative Language | Measures receptive & expressive language |
| Proficiency Instrument (ALPI) | Proficiency(K-12) |
| Basic Inventory of Natural Language (BINL) | Measures oral language proficiency(K-12) |
| Student Oral Language Observation Matrix (SOLOM) | Unstandardized(teacher-rated oral language proficiency(K-12) |
| Student Oral Proficiency Rating | Measures oral language proficiency(K-6) |

ASSESSMENTS GIVEN TO ENGLISH LANGUAGE LEARNERS

The Evergreen School District uses standard assessments and procedures to gather information on language acquisition and academic progress for English learners. The following assessment matrix details the instrument, grade level and time frame for the assessment during the school year.

**PRI-
MARY
LAN-**



**GUAGE AS-
MENT**

SESS-

- LI assessment is performed for LEP students whenever possible.
- The assessment is performed within 90 days of identification of EL status.
- ELD specialists request testers from the district ELD secretary to test at their site.

(See Chapter 1 for more details.)

Reclassification Celebration

The “Reclassification Celebration” is the culminating spring event that acknowledges the students, their accomplishments and exiting the English Learner Program. All of the students and families are invited to this event. The Governing Board and Superintendent present students with their awards and then everyone enjoys a wonderful program and reception.

*An Amazing Performance by David Garabaldi in honor of
English Learners who were reclassified.*

CATEGORICAL PROGRAM MONITORING(CPM)

CPM EL 4

State and Federal Requirements

II-EL 4. The LEA properly identifies, assesses, and reports all students who have a primary language other than English.

4.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC 52164.1[a])

4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all of the publisher's instructions. (EC 52164.1[b]; 5 CCR 11307[a], 11511)

4.3 Within 90 calendar days of initial enrollment, each EL is assessed for primary language proficiency.

4.4 Parents/guardians of ELs are notified of their child's initial English language and primary-language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results. (EC 52164.1[c]; 5 CCR 11511.5)

4.5 (For school districts receiving Title III funds) Within 30 calendar days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of ELs are notified of:

1. Their child's initial English language and primary language proficiency level
2. How such level was assessed
3. Their child's language designation
4. Descriptions of program options
5. Program placement
6. Exit criteria
7. For ELs with a disability [with an individualized program will meet the objectives of the IEP
8. The expected rate of graduation from secondary school for children in secondary school (20 USC 6312, 7012)



CPM EL 4

4.6 (For school districts receiving Title III funds) Parents/guardians of ELs are informed annually, not later than 30 days after the beginning of the school year, of:

1. Their child's English proficiency level
2. How such level was assessed
3. The status of the child's academic achievement
4. Their child's language designation
5. Descriptions of program options
6. Program placement
7. Exit criteria
8. For ELs with a disability (on IEPs), how such program will meet the objectives of the IEP
9. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 USC 6312, 7012)

4.7 Each EL is annually assessed for English language development and academic progress.

4.8 All currently enrolled ELs are assessed for English language proficiency by administering the CELDT during the annual assessment window. (5 CCR 11511.1[b])

4.9 Each EL with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's IEP or 504 Plan. 4.9a

Parents/guardians of ELs are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (EC 52164.1[c]; 5 CCR 11511.5)

(20 USC 6312(g); EC 313 [a-c], 62002)C 52164.1[c] ; 5 CCR 11511.5)

Reclassification Ceremony in Evergreen

Chapter Four

Staffing and Professional Growth



Collaborative Staff Development in Evergreen

Evergreen School District provides rigorous and high quality staff development that is both dynamic and up-to-date. Our training's are designed to enhance the teacher's skill and understanding so that full benefit can be gleaned from our curriculum to improve instructional strategies and assessment for EL students.

Certificated

The district ensures that all teaching personnel whose assignment includes English Language Learner hold appropriate certification to provide necessary instructional services to ELLs. All teachers will be highly qualified.

Professional Development

The ELL Department is a part of the Instruction Development and collaborates to bring quality professional development to the district. The professional development plan includes training for all staff who work with ELLs, including administrators, instructional assistants, counselors, teachers, district personnel and office personnel. Training will address the following:

- Master Plan policies, procedures and guidelines
- ELL program design and options
- ELD, SDAIE and other specified areas of focus
- Parent outreach to ensure their informed consent and understanding of the program options for their child

The Evergreen School District Professional Development supports new teachers through induction as part of the BTSA Program that includes an ELD standard. All of the PD is planned taking into consideration all of our new teachers.

Our classroom teachers must teach Systematic and Explicit ELD, and SDAIE. Each year, each principal is informed regarding the need for adequate numbers of qualified teachers to fully implement the ELL programs at the school, as directed by this Master Plan. The teachers and the principal develop a schedule that will enable all students who have not been reclassified to participate in these classes and/or rotations.

Classified

- The need for paraprofessionals in the ELL program is determined by the amount of English Learners.
- The positions are advertised and filled by the best qualified individual. Most Instructional Assistants are also bi-lingual which provides support for students who are learning English when needed.
- Instructional Assistants assists with the full spectrum of language needs outside the classroom such as the following:
 - Parent-teacher conferences

- ELAC and DELAC meetings
- CELDT administration
- Primary language testing
- Oral and written translations

STAFF CONFIGURATION

DISTRICT AND SITE TRAINING

TESTING SCHEDULE

CATEGORICAL PROGRAM MONITORING(CPM)

CPM EL 8, 9

State and Federal Requirements

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

8.1 On documentation of a 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], 6826[c]; EC 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

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

- (a) Designed to improve the instruction and assessment of ELs (20 USC 6825[c][2][A])
 - (b) Designed to enhance the teacher’s ability to understand and use curricula, assessment measures, and instructional strategies for ELs (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][C])
 - (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher’s performance in the classroom (20 USC 6825[c][2][D])
- (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

Chapter Five

Parent and Community Involvement



Evergreen Parents, Teachers and Board Members

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

ELAC REQUIREMENTS:

Members are chosen by election. All parents/guardians of English Language Learners have an opportunity to vote. Members receive materials and training related to carrying out their legal responsibilities. The ELAC advises the principal and staff on mandated topics related to English Language Learners such as the following:

- Master Plan for English Learners
- Parent Needs Assessment
- Annual Language Census-R30
- School Attendance
- Review Identification and Assessment(CELDT Data) of English Learners
- Overview of Program Options for English Learners

- Reclassification Procedures

Members elect representatives to the District English Language Learner Advisory Committee (DELAC). The site administrator and ELL Director annually review the implementation of the ELAC in order to ensure that all requirements are met. All site ELAC documentation (calendar of ELAC dates, minutes and agendas) must be kept at the site and a copy must be sent to the director.

IMPLEMENTATION OF THE SITE ELAC

- The site principal is responsible for establishing the ELAC. The principal or a designee coordinates meetings and communication. The elected officers are trained to conduct and/or help facilitate the meetings.
- Elections are held by the end of September enabling the participants to be trained at the District Office by mid-October. Membership composition must reflect the percentage of English Language Learners in the school. Membership includes parents and possibly school staff. If a member must be replaced, the replacement serves for the remainder of the year.

ELAC ROLES AND RESPONSIBILITIES

- The ELL Department will provide training on establishment of ELAC to site administrators and site personnel in early September.
- The principal, parents, and ELL Specialist/Facilitator should collaborate to plan the meeting to meet the needs of the site parents. Each agenda should address a mandated topic.
- The principal plans the agenda with the ELAC chairperson prior to each meeting.
- Meeting dates are determined and publicized in English and other languages.
- Childcare should be provided if necessary.
- The ELAC may develop and adopt by-laws and elect officers.
- The ELAC elects the proportional amount of representation (one member per up to 200 ELLs at a site) to the District English Language Learner Advisory Committee. (DELAC)

THE DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

The District English Learner Advisory Committee (DELAC) was established to advise the district on a wide range of issues relating to the improvement of curriculum and instruction for the state's English learners. It is composed of elected parents from each site in the district.

The DELAC advises the Board of Trustees on at least the following:

- The monitoring of the district EL Master Plan considering all school site plans.
- A district wide needs assessment.
- The district program, goals and objectives for English Language Learners.
- Administration of the R30.
- District reclassification procedures.
- The plan to ensure compliance with applicable teacher or aide requirements.
- Written parent notification of initial school enrollment.

Other DELAC implementation provisions include:

- The DELAC meets at least 5 times a year.
- The DELAC operates according to state guidelines.
- The Director of Categorical Programs or designee serves as the district liason to the DELAC.
- The director assists with agenda preparation, meeting notices, arrangements for meetings, and all communications pertaining to DELAC.
- The DELAC will communicate their on-going advice to the Superintendent and the Board of Trustees, and will make an annual presentation to the Superintendent, Board of Trustees and the Board Member attendees.

- The DELAC chairperson can preside or help facilitate with the Director of Categorical Programs. The Director will preside in his or her absence.
- The district provides all DELAC members with appropriate training, materials, and information needed to carry out their responsibilities and duties.
- DELAC minutes will be kept in the district files.

LITERACY ALIVE

The goal of Literacy Alive is to provide free adult English instruction to parents of Title I children who scored far below basic on the California Star Test (CST). Parents will be offered a communicative approach to language through meaningful conversational exchanges within a carefully structured grammatical framework. Classes for adults will be held two days per week, two hours per day at Montgomery, KR Smith, Holly Oak, and LeyVa



schools. Free babysitting will be offered for children ranging in age from three to twelve years of age. Children must be toilet trained to attend. Parents will be encouraged to

en-

become involved through opportunities to attend: 1) school wide functions which include Back to School Nights, ELAC (English Language Acquisition Committee) meetings, Family Literacy

Night, Title I Mini Conferences, Migrant Program offerings, etc. and 2) District trainings i.e. “Step Up to Writing”, DELAC (District English Language Acquisition Committee) meetings

To help parents effectively assist their children toward educational success and advocate for their children within the schools and community, the school and district will do the following:

- Provide translations and interpretation of school information for all dominant languages whenever possible.
- When 15% or more of the school’s students are speakers of the same language, the school will provide written translations of school information whenever possible.
- Translations are made available for parent/teacher conferences, ELAC, DELAC, SST, suspension/expulsion and for any other pertinent communication and/or meetings.
- Parent meetings should be parent friendly, held at convenient times, with childcare, translations, and food if necessary.

Many district sponsored events are held during the year that promote parent involvement and parent/student collaboration.

- ELL Parent Nights
- Site family Nights
- Site Back To School Nights
- Family Authorship Workshops
- Barnes & Noble Events
- Milligan’s News District Book Fair
- Reclassification Celebration



ALAS Conference at SJSU

CATEGORICAL PROGRAM MONITORING (CPM)



State and Federal Requirements

I-EL 1. The LEA outreach to parents of English learners includes the following actions:

- (a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 USC 7012[e][2])
- (b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:
 - Attain English proficiency.
 - Achieve at high levels in core academic subjects.
 - Meet challenging state academic standards expected of all students. (20 USC 7012[e][1])
- (c) 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)

An LEA that has not made progress on annual measurable achievement objectives informs parents/guardians of English learners of such failure not later than 30 days after such failure occurs. (20 USC 6312[g][1][B][2], 7012[b])

I-EL 2. A school site with 21 or more ELs has a functioning EL Advisory Committee (ELAC) that meets the following requirements:

- (a) Parent members are elected by parents or guardians of ELs. (5 CCR 11308[b]; EC 62002.5)
- (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b])
- (c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b). (EC 52176[b][c], 64001[a], 5 CCR 11308[d])
- (d) The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA). (EC 64001[a])
- (e) The ELAC advises the principal and staff on the school's program for EL. (EC 52176[c])
- (f) The ELAC assists in the development of the school's: Needs assessment, Language Census Report (R30-LC), efforts to make parents aware of the importance of regular school attendance (EC 52176[c])
- (g) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR 11308[d])
- (h) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more EL parent advisory committees in the district. (5 CCR 11308[b])(EC 35147, 52176[a], 52168[b][4], 62002.5; 20 USC 6312[g][4], 7012)

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

- (a) The DELAC advises the school district governing board on all of the following tasks:
 - a. Development of a district master plan for educational programs and services for ELs that takes into consideration the Single Plan for Student Achievement (5 CCR 11308[c][1])
 - b. Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR 11308[c][2])
 - c. Establishment of district program, goals, and objectives for programs and services for ELs.
 - d. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308[c][4])
 - e. Administration of the annual Language Census Report (5 CCR 11308[c][5])
 - f. Review and comment on the school district's reclassification procedures (5 CCR 11308[c][6])
 - g. Review and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308[c][7])
- (b) The LEA provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5 CCR 11308[d]) (EC 35147, 52168[b][4], 52176[a], 62002.5; 20 USC 6312[g][4], 7012)

Chapter 6

Evaluation and Accountability

OVERVIEW

Accountability work is something that we all must do. This includes students, parents, administrators, teachers, counselors and paraprofessionals. Evaluation is a part of our daily work. The CPM requires that districts have an on-going monitoring process.

We are accountable for ensuring that ELL programs are optimally effective. All district personnel are expected to follow the procedures specified in the Master Plan.

Evergreen Students

ELL COMMITTEE (CRITICAL TEAM FOR ELL ACCOUNTABILITY)

The Director of Categorical Programs leads the Strategic Planning Committee. It was designed so that district stakeholders had a vehicle to plan and coordinate for exemplary programs for the success of our English Learners. The committee is comprised of district administrators, teachers, paraprofessionals and specialists. The committee meets once a month to discuss topics pertaining to the implementation of our programs for English Language Learners. The Planning Committee is an integral part of “The Master Plan”. When the committee was established, the goals and objectives were generated based on the needs of our English Learner population and program. We met for a year before any major implementations were put into practice. During this time, the data was analyzed, a Professional Learning Community was built, and many conversations occurred around best practices for English Learners. The information was shared with all stakeholders involved, enabling all to be well informed of practices and procedures of the English Language Learner Program. The goals and objectives of the ELL Committee are the foundation and structure for this Master Plan. The evaluation and accountability of the English Learner Program are embedded in these goals and objectives. This tool will be the on-going monitoring document utilized to maintain a quality program at all of our sites. This plan and the evaluation and accountability goals are based on the state and federal guidelines.

****Note: At the end of each chapter, the CPM regulations are listed to support and validate all of the chapter content.*

EVALUATION DESIGN

The district will conduct an annual evaluation of the program and services for English Language Learners. The programs described in earlier sections are structured around the eight goals. The evaluation activities will focus on the evaluation questions listed in this section. Each year these evaluation criteria will be reviewed and may be revised in response to program changes and changes in the needs of our English Learners.

EVALUATING PROGRAM EFFECTIVENESS

The district is still in the process of reviewing and structuring a solid benchmark program. The on-going assessments utilized now are varied. Examples are: Houghton Mifflin Assessments, High Point, RESULTS Assessments and Running Records. The current expected benchmarks are indicated on the chart at the end of this chapter.

Reclassification Ceremony in Evergreen

Evaluation Goals and Questions

| | |
|--|---|
| <p>1. Implementation</p> <p>Fully implemented coherent and consistent program (scope & sequence) that demonstrates the utilization of adopted materials, and suggests, instructional time structures.</p> | <p>1.1 Are ELL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal laws?</p> <p>1.2 To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a reference tool to meet the needs of ELLs and staff?</p> <p>1.3 Are ELLs at Middle Schools gaining access to academically rigorous core classes?</p> |
| <p>2. English Proficiency</p> <p>Examine data that exemplifies how our English Learners perform in both oral and written tasks requiring academic language proficiency. ELLs will make steady annual progress in developing academic English language proficiency as efficiently and effectively as possible.</p> | <p>2.1 Do ELLs meet the state's Title III (AMAO) Annual Measurement Achievement Objective I with regard to progress in learning English?</p> <p>2.2 Do ELLs meet the state's Title III AMAO 2 with regard to attaining English Language proficiency?</p> <p>2.3 Are there overall proficiency gains on all subtests on the CELDT for students 1-3 years in U.S. schools? Are there overall proficiency gains on all subtests on the CELDT for students 4-5 years in U.S. schools? Are there overall proficiency gains on all subtests on the CELDT for students more than 5 years in U.S. schools? What are the overall gains in the cohort group?</p> |
| <p>3. Academic Progress</p> <p>Examine data that reflects the achievement of ELLs and provide a structure enabling students to make steady progress.</p> | <p>3.1 Are increasing percentages of ELLs making steady academic progress on CST-ELA?</p> <p>3.2 Are increasing percentages of ELLs making steady academic progress on CST Math?</p> <p>3.3 Are increasing percentages of ELLs in our district 5 years or longer meeting all criteria required for reclassification?</p> <p>3.4 Do ELLs and RFEPs meet the state's Title I AYP target in English Language Arts?</p> <p>3.5 Do ELLs and RFEPs meet the state's Title I AYP target in Mathematics?</p> <p>3.6 Are ELLs that are not making steady academic progress being identified and appropriately served?</p> |

| Evaluation Goals and Questions | |
|---|--|
| <p>4. Professional Development:</p> <p>The district’s professional development plan includes training for all staff who work with ELLs, including administrators, paraprofessionals, and counselors.</p> | <p>4.1 What professional development opportunities were implemented?</p> <p>4.2 Who received the district’s professional development?</p> <p>4.3 How does this professional development support student achievement?</p> |
| <p>5. Parent Involvement:</p> <p>Parents of ELLs and RFEPs participate meaningfully in their children’s education.</p> | <p>5.1 Are parents of ELLs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, Family Nights and etc.)?</p> <p>5.2 Is the rate of parent engagement increasing?</p> <p>5.3 What training do your parents receive related to the responsibilities of the ELAC or DELAC?</p> |
| <p>6. Assessments:</p> <p>All stakeholders involved will become familiar with and maintain ELL benchmark assessments that will identify a student’s progress in language proficiency.</p> | <p>6.1 What benchmark assessments are being utilized to monitor student progress in their language proficiency and academic progress?</p> <p>6.2 How does the LEA use assessment results for student placement and to guide instruction?</p> <p>6.3 What modifications, if any have been made to the site/LEA programs for English Learners during the past year based on the results of district or site program evaluation?</p> <p>6.4 What is the criteria for students to be reclassified? Describe each item and its effectiveness?</p> |
| <p>7. Multicultural Proficiency:</p> <p>Teachers will foster multicultural proficiency for ELLs and RFEPs.</p> | <p>7.1 Are school sites reviewing data in terms of: ELL sub group, RFEP and other sub groups?</p> <p>7.2 Are school staff taking part in culturally relevant pedagogy?</p> <p>7.3 Are students being exposed to culturally responsive instructional practices?</p> |

| Evaluation Goals and Questions | |
|--|---|
| <p>8. Program Monitoring:</p> <p>District and site will monitor implementation of all ELL programs.</p> | <p>8.1 What are the DELAC policies and criteria?</p> <p>8.2 How are the site ELAC's meeting state criteria?</p> <p>8.3 What has the ELD specialists program added to the program?</p> <p>8.4 What is the structure of the CELDT program and why is it successful?</p> <p>8.5 How successful is the Migrant Program?</p> <p>8.6 What have the EL coaches added to the program?</p> <p>8.7 What is the service delivery model of the EL Aides and why is it successful?</p> |

GOAL EXPECTATIONS

Goal 1. Program Implementation: Every school in the district provides access to core curriculum and ELD through universal access and flexible grouping. Principals and ELL program Director will monitor.

Goal 2. English Proficiency: Students are expected to gain one language level annually until they reach the English proficiency level and then maintain the level until reclassified. (See also Chapter 3.)

AMAO 1 defines progress as follows:

** Students at Beginning, Early Intermediate, and Intermediate overall levels are expected to gain one level each year.*

- Students at Early Advanced or Advanced level are expected to maintain or improve.
- Students at English Proficient level are expected to maintain that level (overall & all sub-skills)

Academic ELD progress will be supported during the year by:

- DELCCO will continue to identify assessments, plan and identify additional resources.
- Reports cards, and progress reports and ELA bench marks.

AMAO II English Language proficiency attainment. ELLs expected to reach the English proficient level (AMAO II cohort) includes the following based on prior year CELDT scores.

- All Intermediate students
- Early Advanced and Advanced students who were not English proficient in the prior year.

AMAO III Meeting grade-level academic achievement standards in ELA and Math based on district AYP data imported from Title I, LEA, NCLB and AYP for ELL subgroup.

Goal 3. Steady Academic Progress: District will determine standards-based benchmark assessments in ELA, and Mathematics. CST performance data in English Language Arts and Mathematics will be analyzed each fall. District summary reports will be prepared. In addition, school level reports identifying students who have not made progress, will be prepared for each school site. The data will include profiles of performance by CELDT as well as disaggregations of data by school, grade level and language. CST data is reviewed at the district level in order to identify district wide priority areas for professional development. Reclassification data are collected throughout the spring semester. District staff and parents will review and analyze performance on criteria needed for reclassification for all ELLs. Students are assessed throughout the year and if they are not performing on grade level, they are identified in need of academic interventions.

Goal 4. Professional Development:

High-quality professional development should:

- improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable them to become highly qualified.
- be sustained, intensive, and standards-based in order to have a positive and lasting impact on classroom instruction;
- be scientifically-based research demonstrated to improve student academic achievement or substantially increase the knowledge and teaching skills of teachers.
- support the success of all learners.
- provide training for teachers in the use of technology

- promote the use of data and assessments to improve instruction.
- evaluate the effectiveness of professional development

Goal 5. Parent Involvement: Our district will work with the DELAC and all ELACs to develop exemplary parent groups. The committees will follow the guidelines of the state and will present their annual report to the Evergreen School District Board of Trustees. The district will also develop partnerships with the community.

Goal 6: Assessments: Classroom assessments can include a wide range of options – from recording anecdotal notes while observing a student to administering standardized tests. The options can be roughly divided into two categories – formative assessments and summative assessments.

Formative assessments are on-going assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.

Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency – after an instructional phase is complete. For example, in California, the CST is administered once a year – it is a summative assessment to determine each student’s ability at pre-determined points in time. Summative evaluations are used to determine student competencies and to identify instructional areas that need improvement.

An annual evaluation of instructional programs will be shared at a regular meeting of the school board.

Goal 7. Multicultural Programs: Multicultural programs will be implemented in the classroom, the school site, and the community to ensure academic success.

- A philosophy that values the diversity, richness, and vitality of ethnic and cultural diversity in shaping the lives of individuals, and groups in the class.



- A concerted effort and process that requires long term investments of time and effort as well as carefully planned and monitored actions for students.
- An educational system that is grounded in principles of equality, mutual respect, acceptance and understanding.

Goal 8. Monitoring Program Implementation: The primary goal of the monitoring and accountability systems are to ensure that every school in the district has optimally effective and compliant programs for ELLs. The monitoring will consist of ;

- Document Reviews
- District self-review: a third of all district schools will be reviewed each year. The reviews will result in status reports. The reviews will be led by the Director of Categorical Programs, Director of Instruction, Director of Pupil Services and the Director of Educational Services.
- Ongoing coaching and professional development support. The District will assign District Coaches and Site ELL program Facilitators. These individuals will support site, with the building of Professional Learning Communities, document reviews, assessment implementation and have conversations around implementation of ELL instructional practices.

This process establishes high expectations for all students, promotes full involvement of all stakeholders(administrators, teachers, and parents)in all phases of planning,implementation, and evaluation and ensures that high levels of coordination between district-level and site-level improvement does exist.

MEASURES FOR MONITORING GOAL #1:

- Site monitoring checklists
- Document review checklist(ELD, SDAIE, Multicultural)
- Other checklists to be developed

EVALUATION AND ACCOUNTABILITY: ROLES AND RESPONSIBILITIES

Student

- Attends school daily and works for high achievement
- Participates in school activities
- Communicates regularly with parents, teachers, and support staff
- Attends intervention programs if identified

Parent

- Monitors/promotes ELL's progress in academics, homework, attendance, behavior
- Supports ELLs in activities to promote student achievement
- Communicates regularly regarding student progress with student, teachers and school
- Attends parent conferences and school functions (i.e. Open House, Parent Conferences, Family Nights)
- Participates on school committees--ELAC, Site Council & etc.

Classroom Teacher

- Implements specific ELL programs as described in this Master Plan and provides instruction that meets state frameworks and district and state standards.
- Ensures delivery of appropriate English Language Development Instruction.
- Monitors ELLs progress. Reviews school/classroom data. Uses data to modify instruction. Reviews content, ELD standards and assessment procedures.
- Determines/implements differentiated strategies for English Learners and R-FEPS.
- Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals.
- Attends SSTs and/or IEPs when applicable, and informs parents of progress and strategies to support students in meeting standards.
- Supports the implementation of the Master Plan.

Counselor (Middle School)

- Monitors progress of ELLs toward meeting language proficiency, and academics.

- Assists with interpretation of student assessments, collaborates with teachers, District ELL Coaches, Writing Coaches, ELL Specialists, ELL Program Facilitators, Site Grade Level Leads in devising individual program modifications and interventions as needed.
- Supports the implementation of the Master Plan for ELLs.

Paraprofessionals

- Provides support in the core subjects
- Assist with student testing
- Supports implementation of the Master Plan

The District English Learner Advisory Committee(DELAC)

- Examines program evaluation findings on an annual basis and suggest recommendations for program improvement.
- Reviews the Annual Language Census report

Director of Categorical Programs

- Supports in implementing Master Plan, monitors implementation of Master Plan, Evaluation Plan, Monitoring Plan, reviews data and site ELL data.
- Monitors Director of Instruction, District Coaches, ELL Program Facilitators, Site Grade Level Leads, ELL Committee, materials selection used in the classroom delivery of ELD and core curriculum to English Learners.
- Develops work plan, supervises and works closely with ELL Specialists, Instructional Assistants, ELL Coaches, ELL Program Facilitators, and Site Grade Level Leads.
- Meets with principals and Cabinet Members to review site plans for English Learners.
- Works with ELL Coaches, ELL Program Facilitators, ELL Committee to prepare the ELL Annual Evaluation Report.
- Collaborate with the BTSA Coordinator about the needs of the new teachers in support of the classroom instruction for English Learners.

ELL Specialist and Assistants(see Chapter 2)

Site Administrator

- Monitors ELL instruction
- Is responsible for all procedures and legal requirements pertaining to ELLs at the school.
- Monitors placement of English Language Learners and oversees reclassification process.
- Reports periodically to district administrators on the progress and placement of English Learners.

Director & Coordinator of Fiscal Procedures

- Monitors budgets regarding ELLs

Directors

- Director of Instruction, Pupil Services, and Educational Services collaborate with the Director of Categorical Programs in regards to student achievement.

Director of Human Resources

- Recruits and monitors placement of ELL staff.
- Monitors credentials of all personnel working with English Learners.

Superintendent

- Evaluates district goals relative to the Strategic Plan, including implementation of the Master Plan, student achievement, professional development and evaluation and accountability.

Evergreen Class

EXPECTED BENCHMARKS FOR SEI AND MAINSTREAM PROGRAMS

| CELDT Level | Begin. | Early Int. | Intermed | Early Advanced | Ad- vanced | Reclass. |
|--|-----------------|-----------------|-------------|----------------|------------|------------|
| Timeline towards reclassification, based on CELDT level at time of initial enrollment year | 1st year | 2nd year | 3rd year | 4th year | 5th year | 6th year |
| | | 1st year | 2nd year | 3rd year | 4th year | 5th year |
| | | | 1st year | 2nd year | 3rd year | 4th year |
| | | | | 1st year | 2nd year | 3rd year |
| California ELA Standards Test | Far below basic | Far below basic | Below basic | Basic | Basic | Proficient |
| California Math Standards Test | Far below basic | Far below basic | Below basic | Basic | Basic | Proficient |

CATEGORICAL PROGRAM MONITORING(CPM)

CPM EL 6

State and Federal Requirements

EL 6. The LEA has established a process and criteria to determine the effectiveness of the programs provided to English Learners.

Chapter 7

Funding and Resources

ELD FUNDING AND RESOURCES

Funds are allocated following the funding mandates prescribed by the Education Code, state regulations and district policies. EIA-LEP and other categorical funds are used to supplement the core educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external auditors.



Evergreen Principal and Students

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

1. The district Strategic Planning Cohort of Administrators, Board Members, Cabinet Members, Community Members, Parents and Teachers brainstorm goals and objectives. They are then categorized and prioritized and placed on the implementation calendar. The committee results are approved by the board and presented to the greater community. This plan is to meet the needs of all students.
2. In regards to the English Language Learner Program, The Director of Categorical Programs allocates funds based on the Consolidated Application after having collaborated with the Cabinet. The Consolidated Application is presented to the Board of Trustees for approval.

3. The principal coordinates development of the school level plan and prioritization of needs based on data. The principal meets with the School Site Council and ELAC groups before the school plan and budget is approved by the Board of Trustees. The principal assures that parents and staff are informed about funding and the site plan.
4. Site and District Advisory Committees take the following roles in monitoring the budgets:
 - The School Site Council provides input regarding school plan development/revision and approves the school plan.
 - ELAC members advise and give input on the school plan and school budget.
 - DELAC gives input on the district level plan.
5. The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, transportation, library, Special Education, food health and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that ELLs have access to the core curriculum. The base program also includes District adopted ELD program materials.

EIA (ECONOMIC IMPACT AID) FUNDS

EIA funds are used to supplement the base program. They are integrated with other supplemental funding sources. These funds are used for supplemental services such as:

- Employment of supplemental teachers
- Paraprofessionals
- Purchase of supplemental teaching materials
- In-service training for teachers & paraprofessionals to develop instructional skills
- Support for parent involvement activities



- Parent training
- Translation services
- Other reasonable expenses related to the program

Services provided through EIA/LEP funds are designed to ensure that ELLs develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have developed in other areas of the core curriculum as a result of language barriers. Allocations are used for the schools who are identified with the most need based on the Consolidated Application.

Title 1 Part A

School wide programs under Title 1 permit a school to use funds from Title 1 to raise achievement for all students and improve the entire educational program of the school. School wide funds can be used to support their programs in a flexible manner. Targeted Assisted Schools(TAS) have to support the students who have been identified to participate in the Title 1 program. All of the reform strategies must increase the amount and quality of learning and help provide a high- quality curriculum for the students according to the comprehensive plan to help students meet the state’s challenging standards.

Title 1 Part C(Migrant)

The No Child Left Behind Act of 2001 (NCLB) reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). The purpose of reauthorized ESEA is to close the achievement gap, so that no child is left behind, by providing all children the opportunity to obtain a high-quality education that will enable them to meet the challenging State academic achievement standards.

The Migrant Education Program (MEP) is authorized by Part C of Title I of the ESEA. The MEP provides formula grants to State Educational Agencies (SEAs) to establish or improve education programs for migrant children. These grants assist States in improving educational opportunities for migrant children to help them succeed in the regular school program, meet the challenging

State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school.

Program Opportunities include the following for students and/or

- Leadership conferences for parents



State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school.

Program Opportunities include the following for students and/or

- Leadership conferences for parents

- Health Institutes
- Technology classes
- Family Institutes and Mini conferences
- Additional instructional materials
- Summer School Programs
- Science Camps
- College & University visits
- Visiting consultants on various topics
- Extended Day Classes
- Preschool Program

Title III/LEP(Limited English Proficiency and Immigrant)

The federal Title III program provides funds for supplementary programs and services for English Language Learners. Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows ELLs to meet and exceed district and state standards.

Programs must provide staff development opportunities to school staff assigned to the ELLs. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related ELL program activities.

ELAP(ENGLISH LEARNER ACQUISITION PROGRAM/GRADES 4-8)

According to California Education Code (EC) Section 404(d) and Section 404(d)(3), the LEA “shall certify that it will...provide supplemental instructional support.” EC Section 404(e) states that, “funding allocated pursuant to this chapter shall supplement existing resources supporting language acquisition...” Decisions regarding the use of ELAP funds should be based on the student data of ELs in grades four through eight. Language and academic needs of the students

should drive decisions about expenditures and activities to best address those needs. The best use of funds will depend on the needs of each LEA and its individual school sites.

Allocations are used for the schools who are identified with the most need. Funds must be used to supplement regular school programs that support English language acquisition for ELs in grades four through eight. Funds may be used to provide intersession, before and after school, or summer school instruction. They may also be used for newcomer centers, tutors, mentors, special materials, or any other supplemental activity that meets the objectives of ELAP.

ADDITIONAL ELL SUPPORT PROGRAMS

Before/After School Intervention/Enrichment: These programs are embedded in the site programs and have been determined based on School Plans and school needs.

BTSA(ED CODE 44259(C))

Specified teachers participate in the BTSA program for induction, in order to obtain their Professional Clear Credential. It also provides professional development for new teachers in all curricular areas. The English Learner Department and BTSA collaborate and work closely to obtain and maintain the most highly qualified teachers for our English Learners.

ENGLISH LEARNER ACQUISITION PILOT PROGRAM GRANT (2008-2010)

This pilot project will identify the best practices around the state to help us close California's pernicious achievement gap between higher-achieving students and English learners."

Jack O'Connell, State Superintendent of Public Instruction

The Pilot Project was established in 2006 by Assembly Bill 2117. Originally, California Education Code Section 420 authorized the Pilot Project to be conducted over a three-year period and provided funding to identify existing best practices regarding topics such as curriculum, instruction and staff development for teaching English language learners, and promoting English language and academic English acquisition and development.

(see Appendix for program goals, objectives, and details)

BEFORE/AFTER SCHOOL INTERVENTION/ENRICHMENT PROGRAMS

Site administrators are responsible for providing appropriate interventions at their sites for English Learners. The data is analyzed and the appropriate parent groups are responsible for collaboration on the completion of the School Plan and to monitor.

The specified interventions are written into the SPSA. (Single Plan of Student Achievement)

CBET(SEE PARENT INVOLVEMENT SECTION)

CATEGORICAL PROGRAM MONITORING(CPM)

CPM EL 5

State and Federal Requirements

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 aid funds. (20 USC 1703[f]; *Castañeda 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])

Thank you to the Evergreen Schools and Community for this collaborative effort. This Master Plan will continue to guide us in providing an exemplary program for English Learners.

Whatever It takes...Our Kids Are Worth It!!

Denise Williams - Director of Categorical Programs

Appendix

Staff Configuration

Professional Development Plan

Testing/Contest Dates

EL Acquisition Development Pilot Program Summary

“Building a Professional Learning Community”

ELD Goals for Pilot Project

Pilot Project Team

CA Statewide Assessments: Students with Disabilities

ELLSA

Glossary

Evergreen Student and Teacher