

# **Pajaro Valley Unified School District**

## **English Learner Programs Evaluation**

# **Final Report**

February 14, 2007



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language • learning • equity

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## Executive Summary

Norm Gold Associates was asked to conduct an evaluation of English learner (EL) programs in the Pajaro Valley Unified School District (the district). The district enrolls over 8,700 ELLs (45 percent of total enrollment). About 65 percent of the district's 19,329 students have a home language other than English (ELs plus fluent English proficient, FEP, students).

This study, conducted between August 2006 and January 2007, used general program evaluation methods to develop information that could be used to identify assets and needs for improvement of EL services in the Pajaro Valley Unified School District (district). This was not a program impact evaluation or comparison of program types or schools. In collaboration with district staff, we reviewed documents, interviewed parents, teachers, administrators and board members, and conducted structured visits to a sample of 13 elementary, middle and high schools. Details on the scope and methodology of the study are found in the body of the report.

This evaluation was undertaken at a time when the district was undergoing a great deal of scrutiny as a result of state and federal accountability activity. The findings and recommendations of this study are made with the understanding that the district is currently responding to its Program Improvement (PI) status, and to the PI status of several schools, with a number of actions that are designed to improve academic outcomes for all students.<sup>1</sup>

The report begins with an executive summary of findings and recommendations. The summary is followed by background information, a description of procedures used, a more detailed explanation of each of the findings, and specific recommendations for improvement. The report concludes with recommendations for three phases of follow-up work. Additional data, selected references and resources are provided in the Appendix.

## Findings

### Assets

The district has major assets regarding EL programs and services. These include the many teachers and administrators who have substantial English learner training and experience. We found that many in the district have established strong language and cultural connections with the English learner community and their families. There have also been a number of effective efforts to engage in parent outreach and education, including family literacy work, Parent Outreach Network, the DELAC, and Migrant Parent Advisory Council.

The district has a long tradition of support for English learners, and – over the years – staff have developed a number of publications and initiatives that have provided important guidance to the schools. We found that several schools are doing more systematic EL work and seem to be getting somewhat better results with English learners.

### Needs

In spite of all these assets, we found that, with a few exceptions, the district's EL programs are not well understood and that staff in the different zones and in the various schools interpret requirements and research-supported best practices in ways that vary substantially. There are no commonly understood program designs or standards for Structured English Immersion, English

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<sup>1</sup> A substantial part of the improvement effort is seeking to conform instructional practice to the Essential Program Components in the California Department of Education Academic Program Survey (APS. See CDE, 2005). See description and detail in the Appendix.

learner mainstream programs, or Alternative Bilingual Programs. Programs vary widely in their implementation.

We found that the essential components of high quality EL programs<sup>2</sup> are not in place or consistently implemented. And the district does not currently have an optimal alignment of resources (staff, guidance documents, instructional materials, etc.) for the most effective implementation of EL programs.

## Specific Findings and Recommendations

We identified six major areas of need, and make recommendations in response to each of these. We include some additional recommendations in a seventh category. A total of 33 recommendations are listed in this Executive Summary. The body of the report provides additional details on each of these findings and recommendations.

### Finding 1.0

#### **English and academic outcomes lag behind the state and comparable districts.**

Pajaro Valley USD has been meeting the NCLB Title III English language growth and proficiency measures on the CELDT. However, the district failed to meet NCLB academic targets. When compared with the state, and with several comparable districts, performance of ELs in PV USD lags notably.

**Recommendation 1.1** The district can achieve improvements in student outcomes by implementing more cohesive, coherent EL programs in response to the other recommendations in this report.

### Finding 2.0

#### **There is a need for improvement in district decision-making and management.**

We found that the district has difficulties in reaching, recording and reporting decisions, and in monitoring follow-through once decisions are reached. Few administrative decisions are recorded in a systematic way, leading to a variety of interpretations based only on oral communication. These difficulties have hampered the aims of the district to implement optimal programs for ELs.

Decision-making, communication and related management issues are of such system-wide importance, that we recommend addressing them with great urgency. Without improvements in this arena, any responses to the subsequent recommendations are unlikely to make a positive impact.

#### **We recommend that the district:**

- 2.1 Engage outside assistance to increase understanding of the use of standard procedures for reaching, recording and reporting major decisions.
- 2.2 Adopt standard procedures to reach, record and report decisions.
- 2.3 Adopt standard procedures for supportive and timely monitoring of major assignments and agreements.
- 2.4 Institute more formal procedures for meetings and decision-making. Establish a system for tracking and monitoring assignments made on action items.

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<sup>2</sup> These essential components are derived from research as well as state and federal law and guidelines such as CDE's Academic Program Survey (APS). See Appendix and N.Gold, Successful Bilingual Schools, 2006, pp. 10-11. [http://normgoldassociates.com/docs/articles/SBS\\_Report\\_FINAL.pdf](http://normgoldassociates.com/docs/articles/SBS_Report_FINAL.pdf)

**Finding 3.0****District-wide coordination, direction and accountability have been lacking.**

We found that the district lacks clear direction for EL programs and services, and does not have designated staff capacity to provide coordination and direction for these programs. Many individuals do have great understanding and capacity in EL programs, but they have not had direction or coordination in recent years. The lack of an up-to-date and widely disseminated operational guide to EL programs (an EL master plan) makes it impossible for the district to hold staff accountable.

**We recommend that the district:**

- 3.1 Designate a director of EL Services (See details in main report).
- 3.2 Constitute a core EL work group at the district level.
- 3.3 Constitute an EL Coordinating Council.
- 3.4 Consolidate and rename site EL specialist positions (currently the Bilingual Resource Teachers, BRTs, and ELD site leads).
- 3.5 Produce an updated and operational EL Master Plan.
- 3.6 Define EL programs in the master plan, and use multiple media and formats to communicate these program designs.
- 3.7 Provide a minimum of six hours professional development on the new EL Master Plan for all stakeholders.
- 3.8 Monitor all EL programs and services. Use a collaborative model for this monitoring that makes use of district and partner-school staff, and is coordinated with the zone assistant superintendents.
- 3.9 Establish a calendar for more frequent assessments, and for specific EL evaluation and accountability reporting on both program implementation and student outcomes.

**Finding 4.0****English language development instruction is inconsistent and unfocused.**

We found that the single most obvious need of ELs is inconsistently addressed throughout the elementary, middle and high schools of the district. While all ELs need much more than language instruction, they do need to develop their proficiency in English. We found lack of coordination in course titles, content, materials and standards for ELD in the middle and high schools. Few elementary schools are allocating sufficient time, or are dedicating a focused effort toward helping ELs move up the proficiency scale by teaching to the specific level of language need of the students. There is inconsistent use of standards-based ELD materials, or (in some schools) no use of such materials.

**We recommend that the district:**

- 4.1 Strengthen and coordinate ELD instruction by completing and disseminating the district ELD instructional plan drafted in November and December 2006. Eventually make this plan a component of a new EL master plan (see below).
- 4.2 As part of that plan, designate and purchase core ELD instructional materials for the elementary schools, using appropriate combinations of site and district resources. Designate interim materials and procedures to be used at middle and high schools (See 4.5, below).
- 4.3 Ensure that all teachers and administrators are trained on the district ELD plan, and the use of designated materials.
- 4.4 Ensure that there is daily leveled ELD instruction at all elementary schools. Provide support and coaching for schools to set up effective teaming for this instruction.
- 4.5 Convene a task force of ELD specialists and middle and high school teachers to work with an outside facilitator to standardize ELD course titles, descriptions, syllabi, instructional materials and assessments to be used by all middle and high schools in the district.

**Finding 5.0****EL programs are incomplete and poorly implemented; they do not extend beyond ELD and academic skills.**

We found that EL programs are mostly understood as consisting of an ELD component, but ELD instruction is poorly implemented (see Finding 4, above). There is some attention to ensuring access to academic core instruction (either by use of SDAIE methodology, or instruction in Spanish). This second component is not consistently implemented, especially in schools with smaller numbers of ELs. It is also weak in the middle and high schools, where large numbers of students are in classes conducted with minimal sheltering of instruction, and almost no support in their primary language.<sup>3</sup> The cultural proficiency component is not understood or addressed in most of the district's schools.<sup>4</sup>

**We recommend that the district:**

- 5.1 Ensure that EL programs provide for reaching cultural proficiency as well as ELD and academic goals.
- 5.2 Ensure that all EL programs aim to result in students who are prepared for success in post-secondary education and careers, and are equipped to be productive members of their home and larger communities.
- 5.3 Make use of inclusive terminology that refers to "EL programs" as the umbrella term for all EL services, rather than referring to "ELD staff," and "ELD programs." The ELD component is one very important feature of all EL programs, but effective programs require a much more comprehensive set of features.

**Finding 6.0****Systematic professional development is needed in several areas.**

We found that the district and its schools have employed a large array of professional development approaches in recent years. Some have consisted of single workshops or trainings; others have been longer-term, sustained professional development initiatives, designed to improve the practice of teachers and administrators who implement EL programs. Lacking, however, is a systematic plan, or a focus to this professional development. In order to focus the district's efforts, it is essential that the district strategically select, from among all the possible professional development options, those few that are consistent with the district's vision, and that will have the greatest likelihood of leading to optimal implementation of EL programs and services.

**We recommend that the district:**

- 6.1 Use a collaborative approach to develop a three to five year plan for PD for teachers, para-educators, counselors and administrators, and others, covering all key areas of EL services.
- 6.2 Include in that plan, professional development for ELD, and for support in English and the primary language for access to grade-level academic instruction, for cultural proficiency, for overall implementation of EL services, and for parent and community engagement, etc. This plan should be based on the new EL master plan and LEA Plan.
- 6.3 Designate both core and supplemental professional development initiatives for each area. Establish phases and cohorts for proceeding purposefully through the designated professional development.
- 6.4 Support this PD plan with district and site funding, as appropriate.
- 6.5 Disseminate this plan widely, and hold district and school personnel accountable for following the plan.

<sup>3</sup> That support could come from teachers, paraprofessionals or instructional materials.

<sup>4</sup> *Cultural proficiency is a way of being that enables both individuals and organizations to respond effectively to people who differ from them.* (Lindsey, Robbins and Terrell, 2003; p. 5).

**Finding 7.0****Additional needs.**

We found several additional issues that need attention. These include the following:

- a. There is a lack of easily-accessible information on staffing and limited coordination on EL-specific staff placements,
- b. There is only limited support for basing instructional improvement efforts on evidence and data about student performance,
- c. Some staff have a misperception that some schools – particularly in the north zone -- need not be included in the district's unified plan for serving ELs,
- d. There is a lack of clarity and agreement about the goals of, and methods to be used in, the district's two bilingual options,
- e. There is some lack of clarity on availability and use of categorical funds,
- f. We noted evidence that schools could improve services for the youngest ELs during the kindergarten year.

**We recommend that the district:**

- 7.1 Improve the compilation of staffing data and increase coordination for the hiring, training and retention of qualified EL staff.
- 7.2 Support longitudinal data analysis at the school and district levels.
- 7.3 Ensure that north zone schools are included in EL programs and services.
- 7.4 Settle goals of the district's bilingual education programs
- 7.5 Review categorical budgets, expenditures and balances
- 7.6 Consider use of all-day kindergarten for ELs

# English Learner Programs Evaluation

## Background

### The District

The Pajaro Valley Unified School District enrolled 19,329 students in 2005-06. English learner (EL) enrollment grew substantially from 8,366 in 1995 to a peak of 9,116 in 2003 (a growth of 9 percent), but then declined to a total of 8,738 in 2006 (a decline of 4 percent). ELs are enrolled in substantial numbers at most of the district's 33 schools (including continuation and charter schools), with 23 schools enrolling at least 80 ELs. The vast majority (98.4 percent) of ELs speak Spanish as a home language.

Most ELs (46 percent) are enrolled Structured English Immersion programs. Another 1/3<sup>rd</sup> are enrolled in some form of bilingual instruction; and the remaining 21 percent are in mainstream or other settings.

The district has some diversity among its teachers and administrators. However, there is a substantial difference between the backgrounds of staff and students. See Table 1, below.

**Table 1**

**Demographics of Pajaro Valley USD, 2005-06  
Students, Teachers, Administrators**

	Total	Am Ind %	Asian %	Pac Is %	Fil %	Hispan %	Af Amer %	White/ Other %
<b>Students</b>	19,329	0.2	1.0	0.1	1.1	77.1	0.6	19.8
<b>Teachers</b>	934	0	2.9	0.1	0.4	16.8	0.1	79.6
<b>Administrators</b>	97	0	1.0	0	1.0	21.6	0	75.3

Source: CDE: DataQuest. The racial/ethnic categories are those used by CDE.

Overall, many students in the district currently do not perform well on many academic measures. They score lower on standardized tests than students in the rest of the state, and ELs as a group are among the lowest performing subgroups when tested in English. In the last three years, several of the district's schools have shown some improvements when compared with similar

schools on the API. In 2005, a total of 18 out of 25 schools posted decile ranks of 4 or better, when compared with similar schools throughout the state. Ten schools posted similar schools' ranks of 7 or better.

The district's work with ELs has been guided by previous work, including a master plan (PV USD, 2002), ELD/ELA Quintessential Standards, K-5, An Instructional Framework and Sequence for Standards-Based ELD Instruction (2003). From about 2001 to 2003, district staff examined a number of professional development providers, including LitConn, GLAD training, etc. They did background research, and made recommendations and proposed funding and time requirements for comprehensive ELD and SDAIE training. However, a district-wide training effort was not considered feasible at that time.

There have also been several developmental efforts in recent years. A 2003-04 PVUSD ELL Task Force and the 2004-05 PVUSD Alternative Program Committee, and a task force working on the Strategic Development Plan all worked to develop recommendations for EL program design that are considered refinements of the 2002 master plan. However, these were not recorded and reported out or widely disseminated in ways that could impact practice at the schools.

Recently, the district has updated information on EL services in the Local Education Agency Plan (LEAP, rev. September 2006). A number of district-level administrators reported that the LEAP supersedes the previous EL master plan. However, many staff at school sites are unaware of the LEAP or have heard little of it.

## Scope of Work and Methodology

The PVUSD board and superintendent wish to optimize the effectiveness of programs for ELs. This evaluation assessed the key organizational, staffing, and instructional components known to contribute to effective programs for English language learners.<sup>5</sup> The goal is to ensure that the district operates programs for English language learners that are consistent with state and federal law, and that provide for optimal development of academic competence and language proficiency.

**Goals of the evaluation.** This evaluation of English learner programs, in collaboration with efforts of district and site personnel, was intended to result in:

- A. Better understanding of the strengths and weaknesses of the current programs for English learners,
- B. Recommendations for improvements in the major elements of structure and instruction for English learners, leading to,
- C. Improvements in academic, language and multicultural proficiencies<sup>6</sup> for all English learners.

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<sup>5</sup> These essential components are derived from research as well as state and federal law and guidelines such as the state's Academic Program Survey (APS). For a summary of research on the effective schools literature, see: N.Gold, Successful Bilingual Schools, 2006, pp. 10-11. [Download from: http://normgoldassociates.com/docs/articles/SBS\\_Report\\_FINAL.pdf](http://normgoldassociates.com/docs/articles/SBS_Report_FINAL.pdf)

<sup>6</sup> Cultural proficiency is not widely-acknowledged, and is rarely included in district or school goals. It is an important ingredient for students' success within and beyond their home community. See a definition of *cultural proficiency* and additional references in the Appendix.

The evaluation was conducted between August and December 2006. It was based on interviews with parents, board members, key district office administrators, and with principals, staff, and teachers.<sup>7</sup> We also examined selected district program documents, as well as state and local program and accountability and fiscal data. Together with district staff, we conducted brief observations in over 110 classrooms at 13 school sites.

**The evaluation design** included an examination of the consistency of implementation of the essential components of high quality EL programs, and the development of recommendations for improvement, including ways the district could better align resources (staff, guidance documents, instructional materials, etc.) for the most effective implementation of these programs.

**Administrator and other interviews.** Together with district administrators, we interviewed over 20 administrators and teachers at 13 schools, and conducted an additional 31 confidential interviews with individuals, including board members, administrators, teachers, and counselors. For a complete listing, see details in the Appendix, Tables A and B.

**Parent interviews.** We held three focus group meetings with parents (October 26 with the Migrant Parent Advisory Council Officers, and November 8 with DELAC leadership, and November 28 with all DELAC site representatives). These were attended by a total of approximately 40 parents whose children are enrolled in EL programs in the district's elementary, middle and high schools.

Those meetings were conducted in Spanish. These interviews confirmed that parents shared a view of overall program strengths, and also confirmed a number of program needs, which are detailed along with the report of needs and recommendations, below.

**Site Visits.** Together with district staff, we conducted interviews and brief observations in over 110 classrooms at 13 school sites between October and December 2006. See Appendix, Table A for a list of the schools visited, and their characteristics. We selected these sites from among all district schools, ensuring that we visited schools with both large and small enrollments of ELs, schools with higher and lower socio-economic status,<sup>8</sup> and schools operating some form of bilingual instruction as well as sites providing instruction only in English. We included a sample of elementary, middle and high schools from the three zones of the district.

## Findings and Recommendations

The findings and recommendations are a result of reflection on: 1) Interviews with parents, teachers, administrators, 2) Classroom visits, 3) Review of documents, including district memoranda and policies, and, specifically, the district's Master Plan for the Education of English Learners (2002). Each of the main findings are discussed and followed by specific recommendations for improvement. Those are followed by a few additional recommendations that may assist the district in refining programs for ELs. The recommendations are intended to help the district design and implement improved and long-lasting systems for operating more effective English learner programs.

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<sup>7</sup> See Appendix, Table A.

<sup>8</sup> SES was based on numbers receiving Free or Reduced Price Meals.

## Assets

**The district has many assets regarding EL programs.** These include the many teachers and administrators who have substantial English learner training and experience. We found that many in the district have established strong language and cultural connections with the English learner community and their families. There have been a number of effective efforts to engage in parent outreach and education, including family literacy work, Parent Outreach Network, the DELAC, and Migrant Parent Advisory Council.

The district has a long tradition of support for English learners, and – over the years – staff have developed a number of publications and initiatives that have provided important guidance to the schools. We found that several schools are doing more systematic EL work --- such as providing leveled ELD instruction – and seem to be getting somewhat better results with English learners.

## Needs

We found that the essential components of high quality EL programs<sup>9</sup> are not in place or consistently implemented. And the district does not currently have an optimal alignment of resources (staff, guidance documents, instructional materials, etc.) for the most effective implementation of EL programs. To remedy this, the district will need to make substantial improvements and modifications in order to have the likelihood of implementing programs for ELs that are optimally effective.

While the district does have many district staff and large numbers of teachers with basic qualifications for teaching ELs, they are not engaged in a systematic delivery of instruction for ELs to ensure that the highest quality EL programs are implemented consistently. Resources are not configured to provide optimal leadership and management of EL programs. Presented below are six major findings; Additional recommendations are included in a seventh category. All findings are accompanied by specific recommendations for improvement.

The district reports that a smaller proportion of ELs are reclassified as RFEP, and it achieves lower scores on the ELD progress and ELD proficiency measures (AMAOs 1 and 2). The Academic Performance Index (API) calculated for the EL subgroup is substantially below that of the comparison districts, and fewer ELs reach the AYP standards for scoring proficient or advanced in ELA or mathematics. A review of CELDT progress and proficiency data shows that ELs in all three zones in the district are showing similar patterns of achievement.

### Finding 1.0

#### **English and academic outcomes lag behind the state and comparable districts.**

The district's ELs perform below ELs in the state on measures of progress and proficiency in acquisition of the English language, and in standards-based assessments of literacy and mathematics. Likewise, they lag behind the performance of ELs in several comparable districts. This has been known for some time in the district, and there are concerted efforts on the part of teachers and administrators to work on student achievement overall. This lag in the performance of ELs was one of the reasons for initiating the current evaluation. Like most districts in the state, Pajaro Valley USD has been meeting the NCLB Title III English language growth and

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<sup>9</sup> These essential components are derived from research as well as state and federal law and guidelines such as the Academic Program Survey (APS). SEE: N.Gold, *Successful Bilingual Schools*, 2006, pp. 10-11. [http://normgoldassociates.com/docs/articles/SBS\\_Report\\_FINAL.pdf](http://normgoldassociates.com/docs/articles/SBS_Report_FINAL.pdf) (PDF, 1.7MB) See also, Appendix.

proficiency measures (AMAO 1 and AMAO 2) on the CELDT, but the district failed to meet NCLB academic targets (AMAO 3).

*The Pájaro Valley Unified School District met AMAO 1 (annual growth on CELDT) and AMAO 2 (percent of English Learners (ELs) who score in the English proficient range on the CELDT) in 2003-04, 2004-05 and 2005-06. Over the three-year period, the scores showed improvement.*

*However, the district failed to meet AMAO 3 in any of the past three years. On the ELA-CST, the results were below the targets in all three years. In Mathematics, the district met the target in 2003-04, but did not meet it in 2004-05 or 2005-06.<sup>10</sup>*

We selected three districts for comparison, in order to place in perspective English learners' progress and proficiency in language and academics. Table 2 provides an overview with selected data for 2005-06. The three comparison districts have approximately similar overall of enrollments and numbers of ELs, and these are overwhelmingly Spanish-speakers. Like Pajaro Valley, the Desert Sands, Newport-Mesa, and Vista school districts all have zones with more affluent, Anglo-majority schools and other schools with majorities of students who are Latino, Spanish speakers of relatively lower income.

The districts selected share some, but not all, important characteristics with PVUSD; it is not possible to precisely identify school districts with identical features.<sup>11</sup> In terms of outcomes, the district reports a smaller proportion of ELs are reclassified as RFEP, and has lower scores on AMAO 1 (ELD progress) and AMAO 2 (ELD proficiency). The API calculated for the EL subgroup is substantially below that of the comparison districts, and fewer ELs reach the AYP standards for scoring proficient or advanced in ELA or mathematics.

We also looked at outcomes for English learners in a community with even greater challenges than Pajaro Valley. Calexico USD is on the border with Mexico in Imperial County (Enrollment 9,595, ELs = 6,879; 100% free and reduced lunch, 71% EL enrollment, and PEI = 2.1). ELs in the PV USD lag behind ELs in Calexico on the API and AYP for both ELA and mathematics. The district was somewhat ahead of Calexico on AMAO 1 and 2.

<sup>10</sup> PV USD, Title III Addendum, January 2007, p. 1.

<sup>11</sup> In comparison with these districts, PV USD does face some additional challenges: a greater proportion of its students are ELs, and a greater proportion are in poverty (Free and reduced lunch: PV USD 63%, compared to 47% Desert Sands, 40% Newport-Mesa, 44% Vista), and an overall lower district-wide Parent Education Index (2.3, compared to Desert Sands: 2.53, Newport-Mesa: 3.1; Vista: 2.7).

**Table 2:**  
**Pajaro Valley USD: Outcomes lag state and similar districts - 2005-06**

District	Reclassification (Number reclassified / prior year ELs)	AMAO 1* English Progress	AMAO 2 * CELDT "Proficient"	Current API (gain from prior year)	AYP (% proficient+) ELA**	AYP (% proficient+) Math**
<b>Pajaro Valley</b> ENR: 19,329 ELs: 8,338 (45.2%)	588 (6.7%)	60.0	40.2	All: 654 (+4) EL: 576 (-2)	14.1	21.1
<b>Desert Sands</b> ENR: 27,564 ELs: 7,427 (26.9%)	739 (9.6%)	61.0	39.7	All: 721 (+19) EL: 640 (+26)	23.9	33.2
<b>Newport-Mesa</b> ENR: 22,122 ELs: 5,408 (24.4%)	480 (8.3%)	66.1	41.2	All: 778 (+18) EL: 649 (+4)	24.5	31.0
<b>Vista</b> ENR: 26,207 ELs: 6,745 (25.7%)	604 (9.0%)	60.4	41.8	All: 730 (+18) EL: 613 (+16)	18.7	30.0
<b>California</b> ENR: 6,312,436 ELs: 1,570,424 (24.9%)	152,911 (9.6%)	Target = 52.0 %	Target = 31.43 %	All: 720 EL: 640	24.8	34.8

## Notes:

\*There is no published state average for AMAO 1 or AMAO 2.

\*\* The ELA/ CST target: for grades 2-10 in 2005-06 was 23.0 percent Proficient or Advanced  
 The Math/ CST target was 23.7 percent

SOURCE: DataQuest, CDE. January 24, 2007

Contrary to local perception, analysis of CELDT progress and proficiency data by zone (north, central and south) showed that ELs in all three zones are doing quite similarly, and are lagging behind EL outcomes in the state and in comparable districts. See Table 2 (above), and Table 3, below.

**Table 3:**  
**Title III Accountability Results by PVUSD Zone**

	<b>AMAO 1*</b> <b><u>ELD progress on CELDT</u></b>	<b>AMAO 2*</b> <b><u>ELs reaching 'proficient' on CELDT</u></b>
North Zone	222 / 352 = 63.07 %	59 / 155 = 38.06 %
Central Zone	1,843 / 3,108 = 59.30 %	610 / 1,543 = 39.53 %
South Zone	1,955 / 3,209 = 60.92 %	588 / 1,438 = 40.89 %
<b>District overall</b>	<b>4,307 / 7,180 = 60.00 %</b>	<b>1,345 / 3,348 = 40.2 %</b>

\* number meeting criteria / base number in subgroup

We also examined AYP data for CST-ELA and CST-Math (2006), and found that ELs in all three zones failed to meet the state targets and scored substantially below ELs in the comparison districts for both content areas, K-12. ELs in the North zone did somewhat better on the ELA, but have little advantage over those in the Central and South zones on Mathematics. See Tables 4 and 5, below.<sup>12</sup>

**Table 4:**  
**ELs Scoring Proficient or Advanced in English Language Arts, Spring 2006**

	<u>Number Tested</u>	<u>Number Prf+Adv</u>	<u>Percent Prf+Adv</u>	<u>State Target</u>
North Zone	476	101	21.2%	23.0%
Central Zone	3,936	591	15.0%	
South Zone	3,779	539	14.3%	

**Table 5:**  
**ELs Scoring Proficient or Advanced in Mathematics, Spring 2006**

	<u>Number Tested</u>	<u>Number Prf+Adv</u>	<u>Percent Prf+Adv</u>	<u>State Target</u>
North Zone	459	96	20.9%	23.7%
Central Zone	3,886	705	18.1%	
South Zone	3,721	631	17.0%	

**Recommendation 1.1** The district can achieve improvements in student outcomes by implementing more cohesive, coherent EL programs in response to the other recommendations in this report.

<sup>12</sup> Analysis prepared by Chatfield & Associates, January 2007, from CDE data.

## **Finding 2.0**

### **There is a need for improvement in district decision-making and management.**

We found that the district has difficulties in reaching, recording and reporting decisions, and in monitoring follow-through once decisions are reached. Few administrative decisions are recorded in a systematic way, leading to a variety of interpretations based only on oral communication. These difficulties have hampered the aims of the district to implement optimal programs for ELs.

Respondents from all groups we interviewed (current and former administrators, parents, principals, and board members) confirmed that decision-making is a significant problem in the district. These difficulties are reflected in the lack of consistency of programs found throughout the district. These, and related management issues appear to hinder the ability of the district to provide consistent guidance to schools on the operations of all programs, and it is of such system-wide importance, that we recommend addressing this with great urgency. Without improvements in this arena, none of the subsequent recommendations are likely to make an impact.

### **Recommendations for decision-making and management.**

#### **Recommendation 2.1 - Engage outside assistance to increase understanding of the use of standard procedures for reaching, recording and reporting major decisions.**

We recommend that district administrators set aside time and resources to develop greater knowledge of systems in place in other settings and to work on decision-making and communications issues. An external consultant should be identified to bring new information and an objective voice to the table. Upon request, we will assist the district in locating agencies and resources that can help provide this assistance.<sup>13</sup>

**Recommendation 2.2 - Adopt standard procedures to reach, record and report decisions.** The aim should be to develop a system that works well for PVUSD. This can be done without casting blame for past inadequacies; rather, the district should consider this an opportunity to develop an optimal system for the future. This should be a near-term project, as improvements in these procedures will likely help the district move ahead on a number of fronts.

**Recommendation 2.3 - Adopt standard procedures for supportive and timely monitoring<sup>14</sup>** of major assignments and agreements. Standard monitoring procedures can be useful at all levels. In some cases, these can be tied to formal work plans that have identified due-dates and deliverables. In other cases, they may be as simple as periodic e-mail updates on key projects and task areas. Coupled with more transparent standardized decision-making and reporting, a system of monthly and quarterly monitoring of major tasks and projects will help getting things done.

<sup>13</sup> Some examples of useful material are: Allen, D., *Getting Things Done*, offers guidance on getting control of all the work we have to do, and setting up systems to get things done (2001). Jim Collins, in *Good to Great*, provides examples of, "...disciplined people who engage in disciplined thought and who then take disciplined action." This is one of the keys to effective organizations (2001, p. 127).

<sup>14</sup> Monitor has gotten a bad name, usually connected with the connotation of surveillance or "riding herd" on someone. However technical instruments that are called "monitors" are pieces of *electronic equipment that keep track of the operation of a system continuously and warn of trouble*. That's exactly what most organizations need: devices (paper or electronic) that are tied to a clock or calendar, and that allow for people to check on the completion of tasks and the healthy operation of the system. Monitoring ensures that we get advance warnings before trouble arises.

**Recommendation 2.4 - Institute more formal procedures for all meetings**, including agendas with explicit objectives (noting items for information/coordination, for action/decision, etc.). Designate recorders. Quickly and concisely distribute minutes of action items, describing agreements reached, actions taken, individual(s) responsible, timelines and format for monitoring and decision-making. Establish a system for tracking and monitoring assignments made on action items.

While some administrative meetings might have somewhat less formality, there is a finite amount of time we all have to get work done. Every meeting that has an agenda, purpose, clear objectives, and way to record agreements and next steps contributes to the confidence of the work group that the meeting has been a good investment of time, and that it contributes to getting the work done. Organizations that always work in such a disciplined manner, develop strength, trust and more effective team work.

### **Finding 3.0**

#### **District-wide coordination, direction and accountability have been lacking.**

We found that the district lacks clear direction for EL programs and services, and does not have designated staff capacity to provide coordination and direction for these programs. Many individuals do have great understanding and capacity in EL programs, but they have not had direction or coordination in recent years. They are not organized to provide leadership and coordination at either the district or school site levels. The lack of an up-to-date and widely disseminated operational guide to EL programs (an EL master plan) makes it impossible for the district to hold staff accountable.

District office and site leadership and staff were unanimous in reporting a lack of district-wide coordination and direction for EL programs. This lack of coordination was borne out by site interviews and observations of practice. Each school has developed its own version of programs for ELs. There is no common definition for bilingual, SEI or mainstream English programs. At the middle and high school levels there are differences in course titles, materials, content and pacing for ELD. There is inconsistent implementation of instruction in the primary language, in SDAIE, etc. There is substantial program variation across the three zones. Some schools lack materials in Spanish, or fully bilingual teachers to implement programs needing these. With the exception of external reviews (CCR, *Comité Monitoring* by CDE), the district has not conducted systematic monitoring of EL services in recent years.

#### **Recommendations for coordination, direction and accountability**

##### **Recommendation 3.1 - Designate a director of EL services.**

Given the importance of focusing efforts for over 8,000 ELs, it is important that someone be designated as the district director of EL services. The director should participate with other directors in leadership decisions of the district. This person should have experience and expertise in EL programs, should manage the core EL work group (see recommendation 3.2, below), and should speak with the authority of the district about EL services.

The director of EL services and the EL work group will provide support to others (the cabinet, the EL coordinating council (see 3.3, below), site principals, and the site EL facilitators (see 3.4, below). The district should, of course, select the optimal arrangement for its own management and operations. It may be feasible to designate someone with current leadership responsibility in the district to carry this responsibility,

along with others, or the district may wish to designate a director of a separate English Learner Services Department.

This recommendation for designation of a director of EL services is tightly coupled with the recommendation to constitute a core EL work group, recommendation 3.2, and with the recommendation to constitute an EL Coordinating Council, recommendation 3.3. It is important to coordinate the district's work with ELs in every way with all other curriculum and instruction and improvement initiatives in the district.

**Recommendation 3.2 - Constitute a core EL work group at the district level.**

This work group should be comprised of the director (see recommendation 3.1, above) and five (5) full-time-equivalent (FTE) certificated specialists (teachers on special assignment). Many districts of comparable size and total EL enrollment have constituted an EL Services Department for this purpose (see, for example, Newport-Mesa USD, Hayward USD).

The district already has a number of people in various assignments who might be considered for these positions. The core work group could be made up of more than the recommended five FTE positions. For example, the district might identify seven, eight or more individuals, who might have part of their time assigned to EL services, and part to other program or content areas.

These individuals should work under a duty statement or job description that describes how they will have access to schools (working directly with principals and with site EL facilitators), and how they and the director of EL services will work with the Zone Assistant Superintendents to ensure that sites are both supported and monitored in the provision of district EL services.

To ensure coordination with other services and departments, the director and also resource teachers assigned to the core EL work group should have regular liaison assignments to counterparts in key district offices and departments such as those responsible for: Reading First, GATE, Extended Learning, Adult Education, Research and Evaluation, Personnel, Special Education, and Migrant Education.

Core district EL staff should have expertise and extensive experience with ELs and should have knowledge of research on effective EL practices, and of the requirements of state and federal law in this area. They should have at least a CLAD, and preferably a BCLAD authorization. The district should seek to attract some individuals to the core work team from among the ranks of teachers who have 8-10 years or more of effective experience teaching ELs, including some who have very recent experience. Ideally, the team will have differentiated assignments, including some staff with more expertise in middle and high schools, and some in elementary schools. Others might have more of a focus on math and science, others in literacy. A diverse staff will include some with specific expertise in ELD instruction, others in primary language instruction in various types of bilingual settings, and still others skilled in working on cultural proficiency.

Once identified and designated or recruited, this core EL work group should be supported with professional development in three areas:

- a. team-building,
- b. skills needed for effective coaching and support of school staffs, and,
- c. continued refinement of content knowledge related to EL services.

**Recommendation - 3.3 Constitute an EL Coordinating Council.**

The district should establish an EL Coordinating Council comprised of top district administrators and representatives from schools at all levels. This council should meet at least monthly. Several district superintendents have done this by holding a meeting in conjunction with one of the district's regular meetings of directors, and including other key administrators.<sup>15</sup> The Hayward USD superintendent sets aside up to three hours once or twice a month for the work of the council. The EL core work group or department provides staff support.

Here is an example of the organization and purpose of an EL Coordinating Council:

*The EL Coordinating Council will meet at least monthly to discuss topics pertaining to the development and implementation of the district's Master Plan for ELs. It will also serve as a clearinghouse for strategies, ideas, and suggestions for the improvement of EL programs. It will provide a forum to evaluate how effectively the practices, resources and personnel are being used to meet the needs of English learners.*

*The Council will make recommendations for reporting on the performance of ELs, and will contribute to the review of the Evaluation Plan, and the Annual Evaluation Report on EL programs. The Council will participate in deliberations about any needed EL program modifications, and will ensure the necessary communication and articulation to reach excellence in the district's goals for all ELs.<sup>1</sup>*

For additional details, consider the purpose and composition of the EL Coordinating Council in the Newport-Mesa Master Plan for English Learners.<sup>16</sup>

**Recommendation 3.4 - Consolidate and rename site EL specialist positions.**

Principals have first line, overall responsibility to ensure that EL programs are effectively implemented. To do this, and to respond to the complexities of EL programs, they typically require support from a certificated facilitator or specialist. For the district to move ahead to optimal implementation of EL programs, such facilitation is essential.

We recommend that re-configured EL specialist positions be designated at each site, and that they be called the site "English learner facilitators," to convey that they have responsibility to support the full range of EL services: language, academics and cultural proficiency, and to signal that they facilitate EL services for students, as well as support for staff and families of ELs. These facilitators need to focus on more than ELD or bilingual program support.

Most sites now have one or two individuals designated as a Bilingual Resource Teacher (BRT) and an ELD Site Leader. These individuals have been very valuable in support of EL services at the schools, but their roles and responsibilities are often not clear. In some cases they are called on to spend a great deal of time on clerical duties, and are not able to play more of a leadership or coaching role to improve program implementation and instruction.

<sup>15</sup> See the Newport-Mesa EL Master Plan, pg 132.

<sup>16</sup> See also the Hayward Master Plan for English Language Learners, 2006, at: [www.haywardell.org](http://www.haywardell.org), p. 102.

Ideally, the EL facilitators will be the overall site experts for EL programs. Their job description should specify how they are supervised by the principal, with support and additional oversight provided by the district EL director. See Hayward's description of site facilitators as an example of some of their responsibilities.<sup>ii</sup> In addition, they should have a role in coaching and support of instruction, and support the principal in monitoring compliance issues.

The job description should be written so that the site EL facilitators have clearly delineated roles, in support of both teachers and the principals, and as part of the district team. Optimally EL facilitators will have a BCLAD, but at least a CLAD, and 3-5 years' experience of direct work with ELs. Principals should confer with the district director for EL services prior to appointing individuals to these positions to ensure that they meet the minimum qualifications.

Each site should have a part-time or full-time position proportionate to enrollment of ELs at the school. The district should consider institutionalizing some direct district support (GF, Title III, EIA) for those sites with relatively fewer ELs, to make sure that consistent site EL support is available at all schools.

The facilitators should be seen as part of both the school site and the district team. They, in partnership with the district core EL staff, share responsibility for supporting coherent and consistent implementation of the district's EL programs.

To do this work at the schools, it is helpful for the EL facilitators to have regular weekly meeting times with principals. They should have specific time on the agenda in meetings with teachers (staff meetings, departmental meetings), and with counselors. And they should meet monthly with their counterparts and the district core EL team.

### **Recommendation 3.5 - Produce an updated and operational EL Master Plan.**

The district does not have an up-to-date English learner master plan. The last complete version is five years old (2002). Some aspects of the previous master plan have been replaced by material in the LEA Plan, most recently revised in September 2006. Teachers and resource staff are generally unaware of the old master plan or the LEA Plan. Site administrators have received the LEA Plan, but many are not clear as to the role it has in guiding district EL programs.

There is currently no document that serves as an operational guide to all aspects of EL programs and services. Such a document should cover the district goals for EL programs, how ELs are identified and placed, the district's specific instructional programs for ELs, standards and procedures for reclassification, monitoring of program implementation and student progress, parent and community involvement, staffing and professional development, use of district and categorical funds, etc.

A detailed critique of the 2002 Master Plan is beyond the scope of this project. We recommend that the district initiate a project to revise and develop a new master plan that will be presented to the local governing board for adoption. This project may require seven to nine months. It should be directed by the district director for EL services, and make use of a task force of key stakeholders. It would be helpful to seek an external facilitator for this task force.

It is important to distinguish the purpose of an EL master plan from the other planning documents developed by the district. For example, the LEA Plan, the Title III Addendum, the APS responses, and the ELSSA<sup>17</sup> all have audiences external to the district and are not designed to provide comprehensive operational guidance to administrators, counselors and teachers on how to implement EL services and programs.

The purpose of the Master Plan for ELs is to provide this operational guide for EL programs. It should direct the work of all district and school staff toward explicit goals of coherent and consistent implementation of effective EL programs, and toward ensuring that all ELs reach explicit language, academic and cultural proficiency goals. The master plan should be tailored to the specific needs of the Pajaro Valley Unified School District, its students and community. When completed, this master plan will serve as the road map for all PVUSD staff and community engaged in supporting the education for ELs. It will provide the basis for the district to develop consistently-implemented EL programs, and to hold all accountable for this implementation. All district personnel should be expected to follow the procedures specified in the master plan.

We recommend that it be published in both print and electronic versions, (in both English and Spanish) and posted on the district's website. The master plan should be reviewed annually, and should be revised every three to four years.

**Recommendation 3.6 - Define EL programs in the master plan,** and use multiple media and formats to communicate these program designs.

It is important, as part of the master plan, to include clear definitions of all EL programs. The district should develop separate descriptions for elementary, middle schools and high schools for:

- a. Structured English Immersion
- b. English language mainstream program
- c. Bilingual programs

Each program type should specify the goals of the program, the students who are typically served by this program, key program components, staffing requirements, and additional support options for students in the program. Additional material should be developed to provide guidance on instructional materials and on how program features will operate, such as the relative emphasis on ELD, academic content instruction to be provided in a sheltered mode, or by means of the primary language, time and formats for ELD instruction, etc. Once defined, the district should communicate the program descriptions to all staff via Master Plan training, and to parents and community members, using both English and Spanish and a variety of approaches. Consider using all of these media:

- a. Brochure
- b. Video/ DVD
- c. Radio, TV, local press
- d. Parent meetings
- e. Internet

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<sup>17</sup> See glossary.

**Recommendation 3.7 - Provide a minimum of six hours professional development** on the new EL master plan for all stakeholders.

The production and publication of the master plan is only a first step along the road to consistent and coherent implementation of EL programs. The district will need to provide direct professional development on the EL Master Plan for all administrators and teachers. Differentiated professional development will be needed for other stakeholders as well, including counselors, clerks, office managers, para-educators, etc.

Only with this direct, face-to-face training, can the district be ensured that staff get the message about the guiding role played by the new master plan. Without this investment, it is unlikely that the key elements of the district's EL programs will be heard or understood by district personnel. This professional development should make use of best practices in professional development (Joyce and Showers, 2002), including demonstration, practice, coaching and follow-up, where feasible. Only then, is it likely that programs will be consistently implemented.

**Recommendation 3.8 - Monitor all EL programs and services.** The district should promote use of a collaborative model for monitoring that engages district and partner-school staff, and is coordinated with the zone assistant superintendents. The district core EL work group specialists will play an important role in supporting this monitoring.

Several districts have successfully used such collaborative reviews (Newport-Mesa USD, Santa Ana USD (LACOE, *EL Accountability Handbook*, H. Bryan and E. Jimenez, 2005), and Desert Sands USD. Note the description of annual document reviews, and in depth reviews to be conducted on a four-year cycle in the Hayward ELL Master Plan (2006).<sup>18</sup> PVUSD has previously distributed a principal's assurances checklist. This should be revised and re-issued. It should form the basis for quarterly monitoring of all schools that is conducted jointly by the zone assistant superintendents with the support of the district director of EL services and the core EL work group.

**Recommendation 3.9 - Establish a calendar for more frequent assessments,** and for specific **EL evaluation and accountability reporting** on both program implementation and student outcomes.

To ensure accountability for program implementation and for results, the district should determine and publish an annual assessment, monitoring and reporting calendar. The calendar should note the timelines for frequent (trimester or quarterly) assessments, and for specific evaluation and accountability reporting.

In order to monitor implementation, the calendar should identify selected weeks of the year when annual document reviews and in depth reviews will take place. It should specify a rotation of schools to be reviewed in depth each year. We recommend developing a collaborative model for monitoring that includes district and site staff and Zone Assistant Superintendents,

Among the details to consider including in this calendar are timelines and procedures for:

- a. Formative assessment measures, K-12 to assess ELD, including speaking, listening, reading and writing. Many, but not all, district elementary schools use

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<sup>18</sup> See: [www.haywardell.org](http://www.haywardell.org) pp. 92-93.

the ADEPT for assessment of listening and speaking in English. There are no systematic formative assessments of English reading and writing, and no comparable assessments are used in the middle and high schools.

The district should consider adopting uniform standards and instruments for formative assessments. Some approaches to consider include: the use of ELD portfolio profiles (See: Newport-Mesa USD, Alhambra USD), or the Los Angeles County Office of Education ELDR. <sup>19</sup> There are also several commercial assessments that have versions in both English and Spanish for selected grades. These should be examined to determine if they are cost-effective for needed benchmark assessments. <sup>20</sup>

- b. Schedule systematic assessments of outcomes for all goals of the master plan (language, academics, and cultural proficiency).
- c. Schedule annual reporting to the ELL Coordinating Council, to the cabinet and board on progress in meeting EL goals. District leadership should monitor at least twice a year, and report annually to the cabinet and board.

#### **Finding 4.0**

##### **English language development instruction is inconsistent and unfocused.**

We found that ELD, the single most obvious need of ELs, is inconsistently addressed throughout the elementary, middle and high schools of the district. While all ELs need much more than language instruction, they do need to develop their proficiency in English. Evidence reported in Tables 2, and 3 above, indicates that ELs in all three zones are performing below the state averages and below comparable districts on most measures of ELD progress and proficiency as well as on the CST-ELA assessments. A much more focused approach to ELD is required at all schools.

Few elementary schools are allocating sufficient time, or are dedicating a focused effort toward helping ELs move up the proficiency scale by teaching to the specific level of language need of the students. There is inconsistent use of standards-based ELD materials, or (in some schools) no use of such materials. Some supplemental ELD materials purchased in spring 2006 had still not been put into use in classrooms by November.

We found lack of coordination in course titles, content, materials and the use of standards for ELD in the middle and high schools. Lacking district guidance, some teachers have developed their own extensive courses and content, but they are working in isolation, and students in their classes cannot expect consistent follow-up when moving on to another teacher, or to classes in other schools in the district.

#### **Recommendations to improve English language development instruction**

**Recommendation 4.1 - Provide direction for strengthening and coordination of ELD instruction by completing and disseminating the district ELD instructional plan** drafted in November and December 2006. Eventually make this plan a component of a

<sup>19</sup> Contact Dr. Margarita Gonzalez at LA COE, (562) 922-8865.

<sup>20</sup> We do not recommend specific commercial products. However, the district might review LAS Links at: [http://www.ctb.com/products/product\\_summary.jsp?FOLDER%3C%3Efolder\\_id=1408474395292399](http://www.ctb.com/products/product_summary.jsp?FOLDER%3C%3Efolder_id=1408474395292399) or the IDEA assessments at: <http://www.ballard-tighe.com/assess/grid.html>

new EL master plan (see below). The purpose of this plan should be to provide interim guidance to all schools regarding time allocations, designated core materials and procedures to be used for ELD instruction.

**Recommendation 4.2** - As part of the district ELD plan, **designate and then support and monitor purchasing of core ELD instructional materials for the elementary schools**, using appropriate combinations of site and district resources. Designate interim materials and procedures to be used at middle and high schools. The secondary schools will need additional time to bring together a task force to develop a more comprehensive and systematic plan for ELD for these levels (See 4.5, below).

**Recommendation 4.3** - **Ensure that all teachers and administrators are trained on the district ELD plan, and on the use of designated materials.** Employ a combination of training on overall ELD methodology, and specific training for all teachers on the designated materials. Include training on ELD benchmark assessments. See assessment recommendation 3.9(a), above, and the professional development recommendations for finding 6.0, below.

**Recommendation 4.4** - **Ensure that there is daily leveled ELD instruction at all elementary schools.** Provide support and coaching for schools to set up effective teaming for this instruction. In all elementary schools, a leveled approach to teaching ELD should be the standard approach for providing ELD instruction. Consider exceptions only in rare circumstances, and only if approved by the director of EL services and appropriate zone assistant superintendent.

**Recommendation 4.5** - **Convene a task force of ELD specialists and middle and high school teachers to work with an outside facilitator to standardize ELD course titles, descriptions, syllabi, instructional materials and assessments** to be used by all middle and high schools in the district. Consider approaches to ELD course development used by the Sacramento City USD and Hayward USD. Provide funding for this effort to begin as soon as possible, and to be completed in no more than twelve months.

## **Finding 5.0**

### **EL programs are incomplete and poorly implemented; they do not extend beyond ELD and academic skills.**

We found that EL programs are mostly understood as consisting of an ELD component, but that ELD is poorly implemented (see Finding 4, above). There is some attention to ensuring access to academic core instruction (either by use of SDAIE methodology, or instruction in Spanish). This second component is inconsistently implemented, notably in schools with smaller numbers of ELs, and also in the middle and high schools, where large numbers of students are in classes conducted with minimal sheltering of instruction. In those settings there is almost no teacher, paraprofessional or instructional material support in the students' primary language.

**Cultural proficiency**<sup>21</sup> has not been a goal or feature of the district's programs. In interviews with administrators and teachers, and in school visits, we noted very limited understanding of this component. *Cultural Proficiency is a way of being that enables both individuals and organizations to respond effectively to people who differ from them.* (Lindsey, Robbins and Terrell, 2003; p. 5). Building cultural proficiency means providing tools to students so that they can make the most effective use of their academic content knowledge and their proficiency in the

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<sup>21</sup> See glossary.

English language as they move into the wider, English-speaking society. It also provides them with tools and understandings so that they can continue to engage effectively in their home and family environments, benefiting from the warmth, guidance and discipline of family and community. And it provides them with similar ability to respond effectively to diverse peoples throughout our world, and to benefit from interactions with them.

Even at a surface level, we saw few representations of Latino, Mexican or Hispanic contributions to literature, mathematics, science or the arts in the classroom visits. Neither were there representations from Asian, African or other cultural sources. There is substantial evidence and a large body of literature that supports the inclusion of cultural proficiency, culturally responsive teaching, and other aspects of affirming diversity in programs for ELs and others (CSDE, 1986; Nieto, 1996; Tikunoff and Ward, 1991).

### **Recommendations to improve and expand programs beyond ELD and academics.**

**Recommendation 5.1** - Ensure that **EL programs provide for reaching cultural proficiency as well as ELD and academic goals.** Developing background and a plan of action for this component should be an assignment for the director of EL services and the core EL work group, as well as for the task force charged with development of the new district EL master plan.

**Recommendation 5.2** - Ensure that all EL programs **aim to result in students who are prepared for success in post-secondary education and careers, and are equipped to be productive members of their home and larger communities.** This will require expansion and refinement of core instruction and interventions beyond ELD and academics to ensure that students sense a connectedness with the goals of school and further education. It may require greater engagement with parents and community, expanded home-school visits, expanded counseling at both elementary and secondary levels, and more focused use of advisory periods in secondary schools. It will require a systematic, long-term professional development effort for administrators and teachers (See finding 6.0, below).

**Recommendation 5.3** Make use of **more inclusive terminology that refers to “EL programs” as the umbrella term for all EL services,** rather than referring to “ELD staff,” and “ELD programs,” etc. ELD is only one very important feature of all EL programs; effective programs require a more comprehensive set of features.

### **Finding 6.0**

#### **Systematic professional development is needed in several areas.**

We found that the district and its schools have employed a large array of professional development approaches in recent years. Some have consisted of single workshops or trainings; others have been longer-term, sustained professional development initiatives, designed to improve the practice of teachers and administrators who implement EL programs. Lacking, however, is a systematic plan, or a focus to this professional development.

More systematic professional development will help the district develop a coherent vision of EL services. For example, it is needed to help clarify the distinction between training to guide ELD instruction, and training meant to help improve sheltering of academic content (SDAIE). Recent emphasis on GLAD training has helped in this regard, but administrators, teachers and others

need to see the road-map, and understand the big picture of EL services, as they are asked to participate in specific training events.

## **Recommendations for systematic professional development**

**Recommendation 6.1 - Use a collaborative approach to develop a three to five year plan for professional development for teachers, para-educators, counselors and administrators, and others, covering all key areas of EL services.**

In order to make more effective the district's EL programs, it is essential that the district strategically select, from among all the possible professional development options, those few that are consistent with the district's vision, and that will have the greatest likelihood of leading to optimal implementation of EL programs and services.<sup>22</sup>

In previous recommendations (3.7, 4.3, 5.2) we specified certain areas for professional development: the master plan, ELD, cultural proficiency. These and other areas should be mapped out, and scheduled for phases of implementation over the next several years. A preliminary draft should be prepared by the director of EL services with the district core EL work group. The plan should then be reviewed by site EL facilitators, and then brought to the EL Coordinating Council for review, modification and approval.

**Recommendation 6.2 - The professional development plan should be based on a revised EL master plan and on the LEA Plan.** Include in that plan, professional development for ELD, and for support in English and the primary language for access to grade-level academic instruction, for cultural proficiency, for overall implementation of EL services, and for parent and community engagement, etc.

A component of the professional development should specifically focus on improving Spanish Language Arts and other content instruction in those schools providing bilingual instruction. There should be provision for fostering continued growth in Spanish academic proficiency for teachers, as well as continued development of their expertise in the methodology of bilingual instruction. A major emphasis should be on standards: both the ELD standards (CDE, 1999) and the *Estándares de lecto-escritura en español*. (Lavadenz, *et. al.*, 2001) should be made widely available.

To ensure expanded engagement with parents, provide better and more consistent descriptions of programs and services, and thorough descriptions of parental options and waiver rights. Train parents and staff to help support parents in their roles on ELACs, for support of learning objectives, and on how to be educational advocates for their children. At the district office and a number of sites, there is a need to train staff on how to improve engagement with parents and community.

**Recommendation 6.3 - Designate both core and supplemental professional development initiatives for each area.** Establish phases and cohorts for proceeding purposefully through the designated professional development to ensure that all district personnel participate.

All professional development should use up-to-date, research-based approaches that include demonstration, coaching, practice, and follow-up (Joyce and Showers, 2002).

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<sup>22</sup> For a variety of resources, see Figure 1, p. 34.

This intensive, long-term training and coaching program should include all teachers, counselors and instructional assistants, as well as clerical staff as appropriate.

The district should consider using both internal expertise and also explore outside resources for training, including continued work with Project GLAD, the SIOP Institute, LitConn (comprehensive teacher and administrator trainings), TeachFirst (a resource for on-line video demonstration lessons), etc. See Resources and References in the Appendix.

**Recommendation 6.4 - Support this PD** plan with district and site funding, as appropriate.

**Recommendation 6.5 - Disseminate this plan widely**, and hold district and school personnel accountable for following the plan.

## **Finding 7.0**

### **Additional needs.**

We found several additional issues that need attention. These include the following:

- a. There is a lack of easily-accessible information on staffing and limited coordination on EL-specific staff placements. We were not able to obtain teacher data linked to their EL authorizations, and to the numbers of ELs enrolled in their classes.
- b. There is only limited support for basing instructional improvement efforts on evidence and data about student performance. The district provides an annual Data Source Book, and periodic reports of student performance. Teachers and administrators report that they have little funded time to review this material, or to take action in support of individual students based on up-to-date data on student performance.
- c. Some staff have a misperception that some schools – particularly in the north zone -- need not be included in the district's unified plan for serving ELs. The data indicate that, while ELs in the north zone perform somewhat better on the CST-ELA, they also fail to meet AYP in either ELA or math, and lag behind EL performance at the state level and in comparable districts. ELs in the north zone also lag behind those in the central and south zones on the Title III AMAO measure of English proficiency.

We found -- through interviews and site visits -- that the north zone elementary schools lacked structure and materials for provision of ELD instruction. They do provide some content support. But these schools are not grouping ELs – for at least part of the school day – for ELD, nor in ways that would make more likely the delivery of SDAIE or primary language-supported content instruction.

d. There is a lack of clarity and agreement about the goals of, and methods to be used in, the district's two bilingual options. Through district, community and site interviews we determined that there remains a lack of clarity about the district's bilingual programs. This should be addressed in the development of the master plan.

e. There is some lack of clarity on availability and use of categorical funds. We were able to review budget and expenditure data for key categorical funds for 2005-06. Interviews and data on carryover indicate that it would be useful to conduct a thorough review to ensure optimal use of these resources.

f. We noted evidence that schools could improve services for the youngest ELs during the kindergarten year. Data on English progress and interviews suggest the difficulty of including all needed features in a half-day kindergarten program. The challenges of rigorous academic demands for ELA, mathematics, and ELD leave little time for a comprehensive kindergarten program, including cultural proficiency and other features.

**Recommendation 7.1 - Improve the compilation of staffing data and increase coordination for the hiring, training and retention of qualified EL staff.**

We advise careful attention to the placement and qualifications of teachers for ELs. Data should be retrievable and monitored on placement of CLADs, BCLADs, and comparable authorizations. This data should be compiled to show the placement of teachers with EL authorizations and their current enrollments of ELs.

While it is no longer a requirement that the district annually submit to CDE a Plan to Remedy the Shortage of EL Staff, both state and federal oversight agencies (U.S. OCR and CDE) require that districts carefully monitor staff placement and have an active plan to recruit, train and retain qualified EL teachers. The Williams Settlement (2004) provides specific penalties whenever teachers (including teachers for ELs) are mis-assigned. We have provided staff with templates for tables that can be used to identify any gaps in staffing, and to monitor qualifications of teachers for ELs.

We further recommend that specific staffing decisions be made with a collaborative process involving the Human Resources Department, the principal, and the district EL director. Planning to fill staff needs should begin shortly after the beginning of each calendar year and should include a review of EL enrollments, along with achievement, CELDT, and other data, so that vacancies and anticipated staff needs for the coming school year can be filled systematically with qualified EL staff.

We recommend that similar district-site teamwork be used for filling site English learner facilitator assignments (The new resource teacher positions, to be created by re-designing and combining the roles of BRTs and ELD site leads. See recommendation 3.3)

Other approaches to consider for strengthening EL staffing in the district include further development of career ladder programs for PVUSD students and for para-educators to seek and obtain credentials. The district should also identify where qualified BCLADs are not currently using bilingual skills for bilingual assignments, and provide incentives for them to take on bilingual classes. These incentives should include:

- Establish a professional development and support strand specifically for bilingual teachers to ensure that they have the latest guidance on program design and implementation, that they are aware of all resources in English and Spanish to conduct their classes, and that they continue to build their advanced professional proficiency in Spanish.

**Recommendation 7.2 - Support longitudinal data analysis**

Staff at the district and school sites need coaching and funded time dedicated to the periodic review of individual and group data on the progress of ELs in all areas, so that results of assessments can be taken into account in refining and revising programs for these students. Deep data digs in grade level or subject matter teams can be very rewarding. There are excellent resources to guide some of this work (Langer, Colton and Goff, 2003; Olsen et al., 1999; Reeves, 2004).

The district should seek to continue building a greater evaluation capability. School site staff would benefit from periodic guidance on how to understand and interpret data. To do this reflection, and to become a truly data-driven system, the district needs additional staff and funded time at the district and school levels.

We recommend that district staff go beyond current compilation of data in the annual Data Source Book to conducting selected analyses. Develop concise, standardized reporting formats for key data to be provided to the schools.

Additional steps may be needed to ensure that EduSoft can store and help display and summarize EL data (CELDT, ADEPT, and future progress on ELD standards).

**Recommendation 7.3 - Ensure that north zone schools are included in EL programs and services.**

The North Zone schools need to be explicitly included in district-wide EL programs and professional development. Should there be a funding issue, due to relatively less funding generated by lower numbers of ELs at some schools, we recommend that the district explore all funding alternatives (including using appropriate district discretion with Title III or EIA funds) to ensure that these schools have greater inclusion of administrators and teachers in all PVUSD EL initiatives.

There is also a need for additional bilingual staff (classified as well as certificated) to ensure greater engagement with Spanish-speaking parents and community as well as greater access to grade-level core curriculum for ELs.

**Recommendation 7.4 - Settle goals of the district's bilingual education programs**

While there has been much discussion in recent years, and there have been agreements reached at some levels, the goals and methods to be used in bilingual education in the district are still not settled. There are distinct programs described in the 2002 master plan, and two types of bilingual program set forth in the 2006 *LEA Plan*. The district needs to reach (or ratify), record and report decisions regarding the overall goals of these programs by including such decisions in the new master plan. Any options for program type or goals should be spelled out there.

**Recommendation 7.5 - Review categorical budgets, expenditures and balances**

The district should carefully review the last three years' budgets, expenditures and balances for key categorical funds. Appoint a committee to review these and reflect on relative priorities for expenditures as a way of guiding funding decisions for 2007-08 and beyond. Include at least: Title I, Title II, Title III (Immigrant and LEP), ELAP, and EIA-LEP. This task will greatly enhance the district's strategic use of these resources in a coherent and coordinated way. This task should be coordinated with the development of the strategic plan for professional development (recommendation 6.1), and planning for improvements in ELD (recommendation 4.1).

**Recommendation 7.6 - Consider use of all day Kindergarten for ELs**

Where feasible, all day kindergarten classes can have numerous advantages: They allow for more complete coverage of the rigorous kindergarten curriculum, provide for greater exposure to language development (either English in SEI or both English and Spanish in bilingual settings). The all day program can result in a stronger foundation for future schooling, greater opportunities for going beyond language and academics and working on cultural proficiency, and more comprehensive education, including art, music, social and physical development.

## Conclusions and Next Steps

We determined that the district currently is not consistently implementing the essential components of high quality EL programs, and that the district does not have the necessary alignment of resources for the most effective implementation of EL programs.

While the district does have many district staff and large numbers of teachers with basic qualifications for teaching ELs, they are not engaged in a systematic deliver of instruction for ELs to ensure that the highest quality EL programs are implemented consistently. Resources are not configured to provide optimal leadership and management of EL programs.

Upon review of the findings and recommendations of this report, leadership of PVUSD should examine how they fit into other reform and improvement efforts in the district. We recommend that a detailed plan of action be developed to respond to those recommendations that fit most closely with other aspects of strategic planning, including the District Alternative Governance (DAG) initiatives for Program Improvement schools, and also broader district strategic plans.

Below are suggestions for three phases of work that illustrate how some of the specific actions recommended above can be carried out.

### Suggested Phases of Implementation:

*(This is not meant to be an exhaustive task-timeline. These are examples. Each task would need to be assigned to lead district staff, specifying benchmark dates and deliverables).*

#### Phase 1: February – May, 2007

- a. Identify source(s) of PD for restructuring of selected district office procedures to enhance formal decision-making, communication, and management.
- b. Designate core staff and district director for leadership of the district's EL work.
- c. Constitute EL Coordinating Council. Hold monthly meetings.
- d. Re-write duty statements for *Site EL Facilitators*. Plan for restructuring duties and assignments of former BRTs and ELD site leaders. Consider funding/ and staff support (classified) for clerical aspects currently done by BRTs/ ELD site leaders.
- e. Determine approach and timeline for producing a new EL Master Plan (Consider using an outside writer, convening a task force and focus groups, define membership of task force, etc.).
- f. Designate lead staff and appoint task force to support development of a new EL Master Plan.
- g. Develop preliminary plan for PD on a new EL Master Plan (PD to take place after board adoption, in spring 2008). Identify PD approaches and funding.
- h. Adopt a specific plan for ELD instruction that includes: instructional materials, assessments, timelines, and procedures.
- i. Designate a task force and seek an external provider to develop standardized ELD courses for middle and high schools.
- j. Hold discussions with DELAC, Migrant Education Parent Advisory Council, and others on how to increase engagement with parents and community.

**Phase 2 - May – December 2007**

- a. Continue PD and restructuring district office procedures to enhance formal decision-making and communication.
- b. Develop, edit, revise and finalize a new EL Master Plan. Prepare for submission for local board adoption.
- c. As part of master plan development, determine specific goals for implementation and outcomes, design data collection instruments and timelines for monitoring and reporting on those goals.
- d. Incorporate the plan for ELD instruction into the master plan.
- e. Include explicit academic achievement, cultural proficiency, and overall EL programs implementation goals in the master plan.
- f. Select a limited number of core PD initiatives to form the core support for reaching the goals of EL programs.<sup>23</sup>
- g. Develop and adopt a three to five year plan for core district PD initiatives. Identify goals, content, materials and PD providers. Consider both internal and external PD providers.
- h. (Fall 2007) Monitor all sites on use of ELD materials and ensure that each EL receives appropriate ELD instruction.
- i. Monitor all sites on provision of appropriate classes/ programs in the elementary schools, and courses (middle and high schools).
- j. Develop and begin to implement PD for site and district staff to enhance parent engagement and communication.

**Phase 3 - January – December 2008**

- a. Local board adopts EL Master Plan (January – February).
- b. Provide six or more hours PD for all stakeholders on master plan content (February – April). Differentiate PD for counselors, office staff, para educators, etc.
- c. Begin cycle of monitoring all master plan goals.
- d. Continue phased-in PD on ELD, SDAIE, L1 instruction, cultural proficiency, etc.

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<sup>23</sup> See Appendix, Figure 1

## **APPENDIX**

### **Tables**

- A. EL Evaluation Site Visits
- B. Interviews Conducted.  
August 2006 – January 2007

### **Figure**

- 1. Key approaches for English learners to ensure optimal ELD, Access to Core Curriculum and Cultural Proficiency

### **Glossary**

**Table A:**  
**Pajaro Valley USD EL Evaluation Site Visits (2005-06 Data)**

Site	Zone	2006 API Ranks*	EL Progs**	Enroll- ment	Number & percent ELs	Staff Interviewed	Date Visited
1 Ann Soldo Elementary	S	2 – 7	S, B	626	414 (66.1%)	Prin. Sharon Peterson	Oct 24
2 Bradley Elementary	N	8 – 6	S	560	109 (19.5%)	Prin. Kathy Arola Jennifer Fish, BRT	Oct 24
3 E.A. Hall Middle	S	1 – 5	S	685	347 (50.7%)	Prin. Artemisa Cortez Sandra Gutierrez, BRT	Nov 8
4 Freedom Elementary	C	2 – 8	B, S	576	425 (73.8%)	Prin. Jean Gottlob	Nov 28
5 Hall District Elementary	S	3 – 9	B, S	557	410 (73.6%)	Int. Prin. Guillermo Ramos	Oct 26
6 Landmark Elementary	C	1 – 3	S, B	557	377 (67.7%)	Prin. Jennifer Wildman	Dec 6
7 Ohlone Elementary	S	1 – 2	B, S	473	354 (74.8%)	Prin. Gloria Miranda Rosemary Hernandez, AP	Dec 6
8 Pajaro Middle	S	1 – 6	S	518	268 (51.7%)	Interim Principal Jacqueline Defendis	Nov 29
9 Pajaro Valley High	C	1 – 1	M, S, (B)	1,094	437 (39.9%)	Prin. Francisco Rodriguez Tom Hiltz	Oct 27
10 Rolling Hills Middle	C	1 – 5	S	593	298 (50.3%)	Prin. Rick Ito	Nov 9
11 Starlight Elementary	C	1 – 3	B, S	580	423 (72.9%)	Prin. Erin Haley Steffen Lovell	Oct 26
12 Valencia Elementary	N	8 – 9	S	533	75 (14.1%)	Prin. Dianna Higgenbotham	Oct 20
13 Watsonville HS	S	2 – 7	M, (B), S	2,486	964 (38.8%)	Prin. Murray Schekman	Dec 5
Totals				9,838	4,901 (49.8%)		
District Total				19,329	8,738 (45.2%)		

\* State wide rank and similar schools rank.

\*\* S = Structured English Immersion, B = Bilingual, M = EL Mainstream

**Table B:**  
**Interviews Conducted. August 2006 – January 2007**

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<ol style="list-style-type: none"> <li>1. Luis Alejo, Atty., CRLA, community advocate October 20</li> <li>2. Dorma Baker, Asst. Supt., Human Resources September 27</li> <li>3. Eileen Brown, Coordinator, Prof/Comm. Dev. August 18</li> <li>4. Lynn Clausen, ELD Specialist August 17</li> <li>5. Rhea DeHart, (former) Board Trustee August 17</li> <li>6. Terry Eastman, Director of Curriculum and Assessment August 16</li> <li>7. Vicky Eduviges Caballero, DELAC officer September 26</li> <li>8. Pola Espinoza Migrant Academ. Coord. &amp; MEES Director August 18</li> <li>9. Denise Gomez, Bilingual Program Specialist August 18</li> <li>10. Sharon Gray – (former) School Board President August 18</li> <li>11. Bob Harper, Director of Adult Education August 18</li> <li>12. Catherine Hatch, Asst. Supt. Central. Zone September 27</li> <li>13. Cathy Idoine September 26</li> <li>14. Michael Jones, Principal, Alianza Elementary January 25</li> <li>15. Doug Keegan, Board Trustee (now President) September 26</li> </ol>	<ol style="list-style-type: none"> <li>16. Carol Lankford, Director, Special Education August 17</li> <li>17. Richard Lentz, former director of categorical programs (Fall 1996 to June 2003) August 31</li> <li>18. Laura Joy Lamkin, Coordinator Reading First October 3 &amp; 5</li> <li>19. Dr. Mary Anne Mays, Former Superintendent September 27</li> <li>20. Terry McHenry, Interim Superintendent August 2006, January 2007</li> <li>21. Sylvia Méndez, Director, Fed. and State Prgms. August 2006 – January 2007</li> <li>22. Ellen Moir Director, New Teacher Ctr, UCSC October 3</li> <li>23. Sandra Nichols, Board Trustee August 17</li> <li>24. Ylda Noguera, Asst. Supt. So. Zone September 27</li> <li>25. Debbie Puente, ELD Coordinator December 5</li> <li>26. Faris Sabbah Director, Migrant Education August 18</li> <li>27. Joe Trautwein, Director, Extended Learning August 17</li> <li>28. Ruby Vasquez, Parent Educator/ Trainer August 17</li> <li>29. Evelyn Volpa, Board Trustee September 26</li> <li>30. Janet Welch (former) Asst. Director, S&amp;F pgms. August 29</li> <li>31. Gary Woods, Asst. Supt. No. Zone September 26</li> </ol>
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**Parent Meetings:**

**#1: Migrant Parent Advisory Council Officers  
October 26, 2006**

1. Socorro Bermúdez
2. Aarón Garcia
3. Silvino Moran
4. María Torres
5. Martín Estrada
6. Jesus Magaña
7. Francisco Naranjo
8. Rosario Rosales

**#2: DELAC Leadership - Nov 8, 2006**

9. Altagracia Becerra
10. Vicky Eduviges Caballero
11. Erlinda Guerrero
12. Martin Lopez
13. Lionel Morales

**#3: DELAC – Nov 28**

Representatives from most schools attended  
(20+).

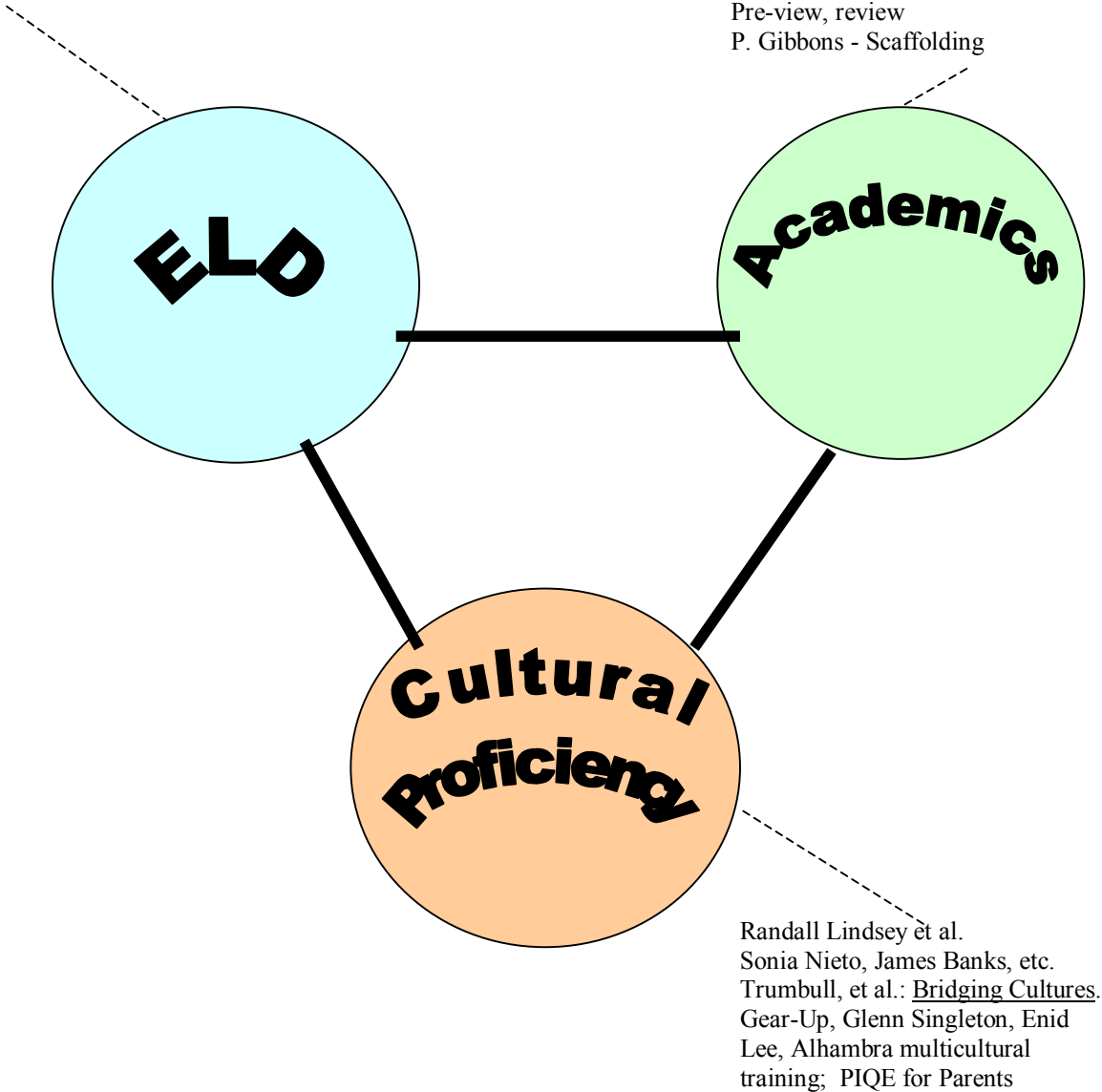
**Figure 1**  
**Key Approaches for English Learner Programs**

**ELD, Access to Core Curriculum and Cultural Proficiency**<sup>24</sup>

**Examples of Resources and Professional Development**

Focused Approach  
Front-loading  
Systematic ELD, Dutro  
Total Physical Response (TPR)

Sheltered Instruction  
GLAD, Front-Loading  
SIOP, SALT, EPC-Math,  
Cooperative Learning  
Pre-view, review  
P. Gibbons - Scaffolding



<sup>24</sup> The ELD and Academic Achievement components can overlap in a number of ways. For example, cooperative learning can certainly contribute to ELD, but its main aim is to make more accessible grade level content.

## Glossary

**API** – Academic Performance Index. California accountability system

**AYP** - Annual Yearly Progress, Federal accountability system

**APS - Academic Program Survey**

*The Academic Program Survey (APS) is a tool designed to help a school determine how well it is implementing the nine components considered to be crucial to an effective academic program*

Downloaded 1-30-07 from: <http://www.cde.ca.gov/ta/ac/ti/seppiattach2.asp>

*The Academic Program Survey (APS) is a tool designed to help a school determine how well it is implementing the nine components considered to be crucial to an effective academic program. The nine Essential Program Components (EPCs) include:*

- *Instructional program (use of State Board of Education [SBE]-adopted and standards-aligned instructional materials, including intervention materials) and high school access to standards-aligned core courses (9-12)*
- *Instructional time (adherence to recommended instructional minutes for reading/language arts and mathematics [K-8])*
- *Principals' instructional training (principals' AB 75 training on SBE-adopted instructional materials)*
- *Sufficiency of credentialed teachers and teacher professional development, e.g., access to AB 466 training on SBE-adopted instructional materials*
- *Student academic achievement monitoring system (use of data to monitor student progress on curriculum-embedded assessments and modify instruction)*
- *Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches)*
- *Teacher collaboration by grade level (K-8) and department (9-12)*
- *Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses*
- *Fiscal support*

**CELDT-** California English Language Development Test.

**Cultural Proficiency**

*Cultural Proficiency is a way of being that enables both individuals and organizations to respond effectively to people who differ from them. Cultural competence is behavior that is aligned with standards that move an organization or an individual toward culturally proficient interactions (Lindsey, Robbins and Terrell, 2003; p. 5).*

*Cultural Proficiency is a way of being that enables people to successfully engage in new environments. (p. 13)*

**EL** - English learner

**ELA** - English language arts

**ELSSA** - English Learner Subgroup Self Assessment

The English Learner Subgroup Self Assessment (ELSSA) document is designed to serve as a technical assistance tool for local educational agencies (LEAs) in analyzing and

addressing program services as part of the process of preparing their LEA Plan Addendum (CDE, 2005).

**High quality EL programs include elements of effective schools and also:**

- a. Research-based methods, materials, and qualified staff dedicated to teaching of the English language,
- b. Appropriate methods and materials in English, or in English and the primary language of the ELs, used by qualified staff to ensure access to the core curriculum,
- c. An emphasis on developing cultural proficiency among parents, students and school district staff,
- d. A component of parent and community engagement that builds a strong partnership between home and school, and,
- e. Monitoring and accountability for implementation of all these components, for progress in English, in academics and cultural proficiency of individual students, and for the overall successful accomplishment of the program goals.<sup>25</sup>

## Acknowledgements

Many thanks to parents of English learners, to Superintendent Terry McHenry, and all the current and former administrators, community members, principals, and staffs who responded to requests for information and suggestions. Thanks to Michael Chatfield and Chris López-Chatfield, for data analysis, and for their reflections on this study. Rosa Barajas provided much needed support.

I especially appreciated the opportunity to visit schools and classrooms with the Sylvia Méndez, Catherine Hatch, Ylda Noguera, Gary Woods. Their collaboration and insights were invaluable in helping bring together the facts and perspectives so necessary to completion of this study.

Norm Gold  
Sacramento  
February 2007

<sup>25</sup> See August and Hakuta, 1998; Carter and Chatfield (1986); Cloud et al., 2000; Freeman, 1998; Lindholm-Leary, 2001; Lindsey, Robbins and Terrell, 2003; Merickel, et al., 2003; Olsen et al., 1999; Parrish, et al., 2006 (especially Ch. 4), Reyes et al., 1999; Slavin and Cheung, 2003; Tikunoff and Ward, 1991.

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### **Selected Training Resources**

David Allan, Getting Things Done  
[www.davidco.com](http://www.davidco.com)

LitConn [http://litconn.com/lc\\_dev/prodevfenl.htm](http://litconn.com/lc_dev/prodevfenl.htm)

PIQE <http://www.piqe.org/>  
Office (858) 483-4499, FAX (858) 483-4646

Project GLAD <http://www.projectglad.com/>

SIOP <http://www.siopinstitute.net/index.html>

Teach First <http://www.teachfirst.com/teachfirst/>

### **Selected English Learner Master Plans**

Desert Sands USD, June, 2003  
<http://www.dsusd.k12.ca.us/ds1/edservices/el/>

Hayward USD, 2006  
[www.HaywardELL.org](http://www.HaywardELL.org)

Newport-Mesa USD (July 2002, Rev. 2003)  
<http://www.nmusd.us/depts/el/master-plan.pdf>

### **End Notes**

<sup>i</sup> The Newport-Mesa USD EL Coordinating Council has the following purpose and membership:

The English Learner Coordinating Council (ELCC) will meet monthly to discuss topics pertaining to the implementation of our *Master Plan for English Learners*. The team will also serve as a clearinghouse for strategies, ideas, and suggestions for our EL programs as well as a focus group for collaborative problem-solving. Per the *2002-2003 State Program for English Learners*, this Council will provide a forum to evaluate and determine that practices, resources, and personnel are being used effectively to

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implement the district's program(s) for English Learners. The Council will make recommendations for reporting the performance of English Learners and contribute to the review of the Evaluation Plan and subsequent preparation of the annual Evaluation Report. It will make recommendations to the Superintendent for any needed English Learner program modifications. Importantly, the Council will ensure communication and integration as we continue to bring **clarity, consistency, compliance, and continuing improvement** to our *Master Plan for English Learners*.

**EL Coordinating Council Members:**

- Superintendent
- Assistant Superintendent, Elementary Education
- Assistant Superintendent, Secondary Education
- Assistant Superintendent, Human Resources
- Director, English Learners' Programs
- Director, Elementary Education
- Director, Assessment and Secondary Curriculum
- Director, Literacy Instruction
- Director, Educational Technology
- Director, Human Resources
- Director, Classified Personnel
- Director, Instruction and Leadership Development
- Director, Information Technology
- Director, Early Childhood Education
- Director, Special Education
- Director, Student Services and Adult Education
- Lead School Community Facilitator
- Coordinator of Public Information and Special Projects
- GATE Coordinator
- N-MFT President
- CSEA President
- Elementary, Middle School Site Administrator Representative
- Secondary & Adult Education Site Administrator Representative

SEE: Newport-Mesa USD, 2003, pages 40 and 123. <http://www.nmusd.us/depts/el/master-plan.pdf>

<sup>ii</sup> **Site ELL Specialist** (From Hayward, 2006, p. 104)

- Supports site administrator by implementing and monitoring process and procedures for identifying, testing, placing, and documenting ELLs, including primary language assessment and reclassification.
- Monitors the accuracy of ELs' data in the district computer system, including numbers of waivers applied for and approved.
- Informs staff of progress of identified students toward reclassification.
- Serves as a resource for the Student Study Team and Academic Support Team.
- Provides input on staff development opportunities and needs for teachers of EL students.
- Assists with data collection and surveys.