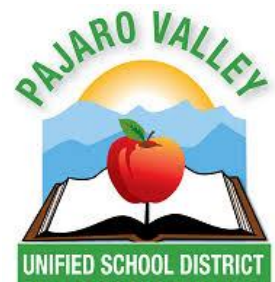


Pájaro Valley Unified School District

Master Plan for English Learner Success

May 22, 2019



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Acknowledgements

The Pájaro Valley Unified School District *Master Plan for English Learner Success* was developed with the dedicated effort and collaboration of district teachers, administrators, support staff, students, and parents. These individuals worked to represent the hopes and aspirations of various stakeholder groups in an effort to improve the outcomes for every student we are privileged to serve.

We greatly appreciate their guidance and support, and thank them for their time in learning, sharing, writing, and reviewing this plan. We especially acknowledge the commitment and leadership of Superintendent Dr. Michelle Rodriguez, Assistant Superintendent Lisa Aguerria Lewis, and the former and current Director of Equity and English Learners Services, Dr. Jean Gottlob and Michael Berman, for envisioning a bold new plan and supporting the time and effort to invest in the visioning and writing process.

Our gratitude to everyone who dedicated their time and efforts to observe students' learning opportunities in schools throughout the district and synthesized their insights into strategic improvement areas that informed and guided the development of the *Master Plan for English Learner Success*.

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School Site Visits

We thank all of the following PVUSD school communities for opening their doors to help us understand what EL students were experiencing in classrooms and schools as well as to gather input and feedback for the *Master Plan for English Learner Success*.

Ohlone Elementary
Starlight Elementary
H. A. Hyde Elementary
Bradley Elementary

E.A. Hall Middle School
Lakeview Middle School
Pajaro Middle School

Watsonville High School

WestEd Partners

We thank our WestEd partners, Annette Gregg and Adam Keim, for their support in facilitating the process and developing our Pájaro Valley USD's *Master Plan for English Learner Success*.

Message from the Superintendent

The students in the Pájaro Valley Unified School District (PVUSD) have proven themselves to be an extraordinary group of learners. This is especially true of our English learner students who are filled with hope, passion, and trust in our educational system. As the largest school district in Santa Cruz County with over 68% of our students current or reclassified English learners, PVUSD has the privilege and responsibility of ensuring that English learners have access to relevant 21st Century education that empowers them to build upon their cultural and linguistic assets to become multiliterate and prepare them for the global society. PVUSD's mission is to ensure that all students have the conceptual understandings, disciplinary-specific language uses, and analytical practices needed to be college and career ready. Our Target for Student Success focuses on four key components to accomplish that mission including: personalized learning, meaningful relationships, data-informed instruction, and access to grade-level standards.

In PVUSD, equity is one of our shared core values and is the center of all that we do. For our English learners, this means access to exceptional opportunities that are afforded to other students both outside and inside our system. Some programs and services will continue to be in the form of new initiatives and curriculums while others will reinforce and value existing best practices. We demand excellence from ourselves because our supportive community has entrusted us with their children. Our educators work tirelessly to make sure the needs of English learners are met; their experience, expertise, and understanding of the specific needs of English learners are our priority. Our goal is to support them in providing the best first instruction for our students through ongoing responsive and high-quality professional development and coaching.

It is with gratitude and appreciation that we thank the teachers, administrators, support staff, and community members for their efforts and commitment to participate in the process and development of this *Master Plan for English Learner Success*. We will be disciplined in our strong focus on English learners. Our focus will reinforce our identity as a district who believes in the power and value of multiliteracy.

Sincerely,

Dr. Michelle Rodriguez

Superintendent of Schools

Message from the Directors of Equity and English Learner Services

On July 12, 2017, the California State Board of Education unanimously adopted a new policy for meeting the needs of English learners: the California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap). This policy supersedes the 1998 English learner policy which was based on Proposition 227.

This new policy, along with Global California 2030, provides a visionary statement that California values the languages, cultures, and experiences of all its students and families. It explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and the educational outcomes for all. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, and parent/community involvement. Its purpose is to promote local capacity building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence, that speaks to the strengths and needs of the diverse populations of English learners.

The CA EL Roadmap establishes four guiding principles¹:

Principle #1: Assets-Oriented and Needs-Responsive Schools

Principle #2: Intellectual Quality of Instruction and Meaningful Access

Principle #3: System Conditions that Support Effectiveness

Principle #4: Alignment and Articulation Within and Across Systems

Principles one and two encompass how we value all students and respond to their strengths and needs and how we provide the highest levels of access and expectations to support all students in achieving their greatest potential. Principles three and four establish the structural systems to ensure that all our efforts within the district, and beyond, are aligned with the intent to achieve the goals established in the first two principles.

PVUSD's *Master Plan for English Learner Success* is our district's acknowledgement, response to, and implementation of the visionary leadership mentioned above. It is the product of an arduous process involving a dedicated team of teachers, administrators, parents, and community members. The publication of this document is merely the first step in accomplishing the vision and goals within.

This document is our district's blueprint in which we adopt and affirm priorities one and two of California's English Learner Roadmap as our driving principles. It also establishes our intent to provide the necessary systems alignment to support our educators, involve the PVUSD community, and more effectively ensure success for all English learners.

¹ The California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (Vision, Mission, and Four Principles) is included in Appendix C.

This is an audacious plan that will take a lot of work to accomplish and will require a collective and collaborative approach on behalf of all PUVSD employees. But we, the members of the EL Master Plan Team, believe that the success of our English learner students is a fundamental issue of equity that must be addressed, and we have worked diligently to create a plan that will move *all* students in our district forward.

Thank you to everyone who contributed to the creation of this document and to those that will use it as a guide to accomplish the vision and goals established in support of all English learners.

Dr. Jean Gottlob and Michael Berman

Past and Current Directors of Equity and English Learner Services

Pájaro Valley Unified School District

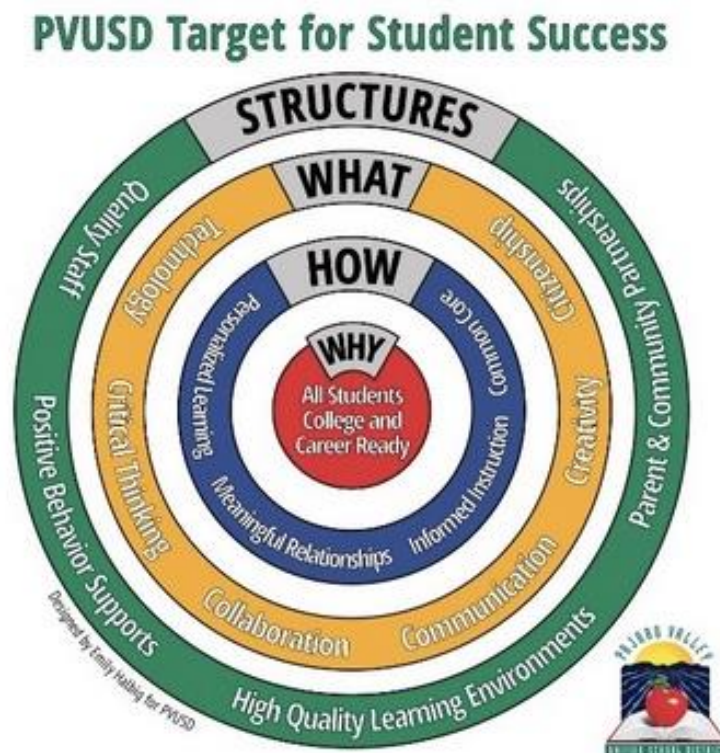
Introduction

Pájaro Valley Unified School District (PVUSD) covers a 150 square mile, predominantly rural and agricultural area that includes the communities of Watsonville and Aptos in Santa Cruz County, and Pájaro in the Northern tip of Monterey County. The district serves over 20,400 students at 16 elementary schools, 6 middle schools, 3 high schools, 5 charter schools, 17 children's centers, a continuation high school, an adult education school, and two alternative schools. The majority (68%) of our students are or were at one time English learners (ELs). These students come with rich and varied experiences, enormous strengths, and immense potential, and the Pájaro Valley Unified School District is committed to helping them realize their success in school and beyond.

This *Master Plan for English Learner Success* lays out a comprehensive vision for EL success that embodies the aspirations of the district's parents, students, educators, and community members. It articulates the evidence-based principles of effective English learner instruction, describes the approach to ensuring ELs' language development, and clearly lays out the enhanced Instructional Models to be implemented districtwide. Of critical importance, this *Master Plan for English Learner Success* responds directly and fully to findings from a systematic review of current educational policies and practices.

The *Master Plan for English Learner Success* supports PVUSD's Target for Student Success, which articulates the district's goal for all students and their plan to achieve that goal.

Figure 1. PVUSD Target for Student Success



Pájaro Valley USD's Vision for English Learners

To ensure success for all English learners in Pájaro Valley Unified School District, and to guide shifts and changes to current practice reflected in this plan, the EL Master Plan Team developed the following Vision for ELs that embodies the aspirations of ELs, families, educators, and community members.

PVUSD honors and develops the cultural and linguistic assets of all students by providing rigorous and equitable academic opportunities enabling all English learners to graduate with multiple post-secondary options.

The PVUSD Vision for ELs articulates ambitious goals for all of our English learners. In it, the district envisions a future where all students entering PVUSD as ELs will graduate as college- and career-ready, productive, and global-minded citizens. This vision has been used to guide the development of the *Master Plan for English Learner Success* and will continue to provide the foundation for continuous improvement as PVUSD implements this plan over the next several years. The California English Language Development Standards, and the six *Key Principles for EL Instruction* ([Understanding Language, Stanford University, 2013](#)) informed the development and refinement of the other three components for change: Pájaro Valley USD's Language Development Approach (LDA), Instructional Program Models, and Core Educator Capacities.

Overview of the *Master Plan for English Learner Success*

The *Master Plan for English Learner Success* provides a roadmap for implementation that includes a robust Theory of Action; a set of Key Components; and an Oversight Structure that must be implemented to improve learning outcomes for English learners. The **Theory of Action** defines how the district will prioritize and carry out the changes needed to improve educational quality for ELs. The **Key Components** identify the critical elements that must be in place throughout the district and address core responsibilities of district educators and leaders to improve quality instruction, language development, academic achievement, and graduation rates for ELs. The **Oversight Structure** outlines the milestones, evaluation metrics, and staff responsible for overseeing successful implementation of the plan.

Figure 2. Master Plan for English Learner Success Structure



Theory of Action

A theory of action outlines the actionable steps that can be taken in order to lead to a desired change. Pájaro Valley Unified School District is committed to improving outcomes for all students who are learning English and ensuring that all students reach their full potential, graduating from PVUSD schools ready to enter college and/or careers that will allow them to contribute fully to a global society. To do this, the district is ready to commit to engaging in systemic improvement efforts to support all educators in ways that will strengthen teaching and learning and ensure that safe, respectful learning environments exist for all PVUSD students and their families.

Pájaro Valley USD stakeholders worked together to analyze current district practices and determine areas of strength and areas of growth that will most efficiently increase academic outcomes for English learner students. It is based on building systemic coherence and calls for all PVUSD staff to take ownership of the future of English learners.

The PVUSD Theory of Action identifies six Strategic Goals and the High-Leverage Strategies that support each Strategic Goal so that the plan for strengthening teaching and learning for ELs is clear, coherent, and powerful. High-Leverage Strategies provide specific steps that focus district efforts to achieve lasting improvements quickly and efficiently. Table 1 below outlines PVUSD’s Theory of Action that will help to realize the Vision for ELs.

Table 1. Theory of Action of the *Master Plan for English Learner Success*

If we...	Strategic Goal 1: Improve the systemic coherence of instructional, curricular, and assessment practices for English learners
by...	<ul style="list-style-type: none"> • Adopting PVUSD’s Vision for ELs and enacting the Language Development Approach in all classrooms • Supporting district Curriculum, Assessment, and Instruction staff to establish a foundational understanding of our Dual Language Instructional Models • Dedicating ample time and support for teachers to work collaboratively and align their instruction to the plan (LDA and the six <i>Key Principles for EL Instruction</i>) • Ensuring curriculum materials and assessments are adopted or adapted to align with the LDA and support the Instructional Models • Creating efficient, uniform, and responsive systems to identify, monitor, support, and reclassify all diverse English learners • Supporting teachers of ELs to use appropriate data to inform instruction through formative and summative assessment practices and ensure all students are progressing toward reclassification
and if we...	Strategic Goal 2: Build the capacity of all educators and leaders to provide high-quality learning experiences for all English learners
by...	<ul style="list-style-type: none"> • Building a comprehensive and ongoing professional learning system for teachers and leaders focused on how to implement California’s ELA/ELD Framework and resulting in the attainment of PVUSD’s <i>Certificate of Core Educator Capacities</i> • Learning and applying the eight essential elements of PVUSD’s Language Development Approach in all classrooms, including: <ul style="list-style-type: none"> • empowered and reflective teachers and site administrators • key principles for EL instruction; • rigorous, grade-level instruction aligned to the CA CCSS and CA English Language Development (ELD) Standards; • scaffolding; • frequent opportunities to engage in academic discourse (oral and written); • intentional use of designated and integrated ELD opportunities; • an instructional framework; and • culturally and linguistically responsive teaching. • Intentionally embedding an English learner focus into all district professional learning

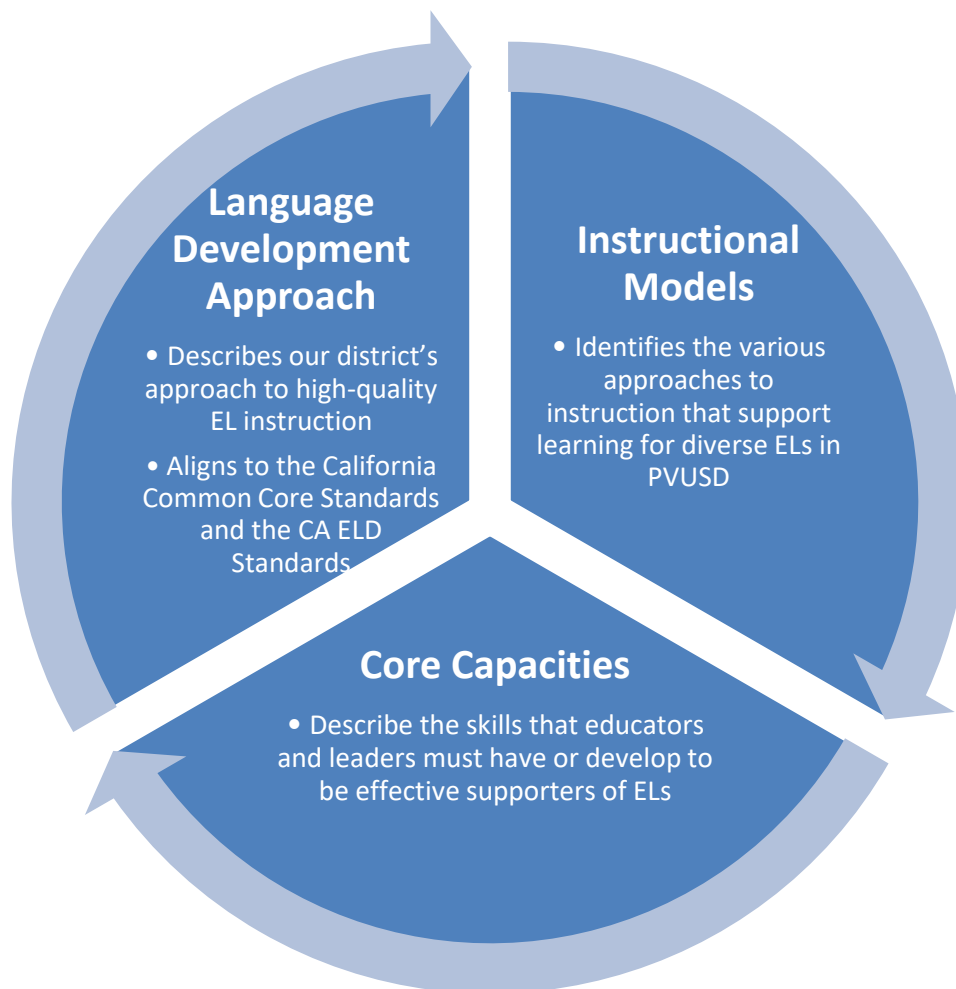
and if we...	Strategic Goal 3: Build on English learners' assets and respond to their diverse needs
by...	<ul style="list-style-type: none"> ● Creating culturally and linguistically responsive classroom environments ● Including instructional time and resources for culturally responsive, local and global content ● Providing differentiated instruction and supports that acknowledge the diverse profiles of all ELs, including Long-Term English learners (LTEs), Newcomer ELs, and students with interrupted formal education (SIFE), and Reclassified Fluent English Proficient (RFEP) students ● Ensuring all EL students are placed in appropriate Instructional Models
and if we...	Strategic Goal 4: Invest in PVUSD's human capacity to effectively serve English learners
by...	<ul style="list-style-type: none"> ● Hiring bilingual staff, including multi-subject, single-subject, and SPED teachers, counselors, administrators, and classified personnel ● Providing incentives and clear pathways to attract, retain, and support current staff and community members to become credentialed and/or BCLAD-certified, and connecting teachers with loan-forgiveness programs ● Partnering with local credential programs and universities to identify and recruit qualified candidates ● Partnering with universities and community colleges to increase volunteer and student teaching opportunities at PVUSD
and if we...	Strategic Goal 5: Engage families and community
by...	<ul style="list-style-type: none"> ● Sharing the <i>Master Plan for English Learner Success</i> with families ● Designing multiple modes of communication to engage families and community members on a regular basis in order to foster strong home-school partnerships (e.g., report cards, newsletters, etc.) ● Valuing the experiences, home languages, and cultures of all families ● Building the capacity of family members and students to serve as messengers and resources to PVUSD ● Informing families about the various Instructional Models offered in PVUSD and processes for enrolling and transferring ● Creating a Family and Community Engagement (FACE) Team to provide ongoing support for family members to be active participants in their child's success ● Increasing participation in ELAC, DELAC, and School Site Council meetings

and if we...	Strategic Goal 6: Strengthen and expand Dual Language Instructional Models across the district
by...	<ul style="list-style-type: none"> ● Expanding Dual Language Instructional Models that are validated by research TK–12 and phasing-out non-research-based Instructional Models ● Increasing the number of opportunities for students (English learners and English-only (EO) students) to attain the Pathway to Biliteracy, Seal of Biliteracy, and become Language Ambassadors ● Growing and supporting teacher leadership by showcasing successes and exemplars of exceptional EL instruction ● Strengthening progress monitoring and accountability throughout the district for EL students, differentiated by Instructional Model
Then...	<p>We will have all English learners engaged in rigorous learning at grade level and beyond and we will:</p> <ul style="list-style-type: none"> ● increase the number of students prepared to enter college or career upon graduation ● increase graduation rates of all diverse EL populations ● increase the number of students, ELs and EOs, graduating with the Seal of Biliteracy ● increase the number of students reclassifying as Fully English Proficient and decrease the number of students classified as Long-Term English Learners ● increase the percentage of parents participating in school activities and contributing to their child’s education

Key Components

The Key Components identify essential elements that must be in place throughout the district and address core responsibilities of district educators and leaders to improve quality instruction, language development, academic achievement, and graduation rates for English learners. Pájaro Valley USD's Key Components are the: 1) Language Development Approach, 2) Instructional Models, and 3) Core Educator Capacities.

Figure 3. Key Components of the *Master Plan for English Learner Success*



1. Language Development Approach

PVUSD believes that educators who share an understanding of how language development occurs, along with research-based best instructional practices for English learners, will be able to have a greater impact on student learning. We strive to create this shared understanding through our PVUSD Language Development Approach (LDA). This approach will allow us to reach our vision and create a coherent system in which all educators implement common elements of instruction to benefit EL students. To

ensure that educators have a shared understanding of these essential components, our goals, and technical vocabulary, we have articulated each component of our PVUSD Language Development Approach below.

Our approach follows the **Seven Guidelines for Educating English Learners** from *Promoting the Educational Success of Children and Youth Learning English: Promising Future* (The National Academies of Sciences, Engineering, and Medicine (NASEM), 2017), which include:

1. Provide explicit instruction in literacy components
2. Develop academic language in the context of content-area instruction
3. Provide visual and verbal supports to make core content comprehensible
4. Encourage peer-assisted learning opportunities
5. Capitalize on students' home language knowledge and cultural assets
6. Screen for language and literacy challenges and monitor progress
7. Provide small-group academic support in literacy and English language development

In PVUSD we believe that any Instructional Model for effective language development will include the following eight components that ensure all ELs receive high-quality instruction in all classrooms throughout our district. The essential components include:

- empowered and reflective teachers and site administrators
- key principles for EL instruction;
- rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards;
- scaffolding for access;
- frequent opportunities to engage in academic discourse (oral and written);
- intentional use of designated and integrated ELD opportunities;
- an instructional framework; and
- culturally and linguistically responsive teaching.

Empowered and Reflective Teachers and Site Administrators

Teachers who are empowered with the knowledge and skills to best serve English learner students are critical to the success of all ELs. Collective Teacher Efficacy (CTE) is the belief of teachers in their ability to positively affect students, and is strongly correlated with student achievement (Hattie, 2016).

Research has demonstrated that CTE is one of the leading factors contributing to student achievement and has a much larger affect than strategies such as class size, feedback, and classroom management. Empowered teachers and administrators must have time to reflect on their leadership and instructional practices, analyze student achievement results, assess their own efficacy, and refine their craft. Teachers must commit to engaging in cycles of continuous improvement, in which they plan instruction, formatively assess student progress in content and language acquisition, analyze student work samples and data, and plan next instructional steps based on their findings. Administrators must also monitor student achievement data, engage in data-based decision making, observe instruction and provide feedback, and guarantee all teachers have the skills and supports needed to effectively plan, adjust, and deliver instruction that will lead to the highest levels of student achievement.

Principles for Effective EL Instruction

The six *Key Principles for EL Instruction* form the research-based core that guide the design of our Language Development Approach. These principles are the constant in an evolving educational context. The six *Key Principles for EL Instruction*, developed by Stanford University's initiative, Understanding Language (2013), are included in our plan to ground our approach and strengthen instruction. Each principle should be visible within and across classrooms and all staff should be committed to, and accountable for, planning and teaching with these principles in mind. The six principles fall within the following three domains:

Table 2. Six Key Principles for EL Instruction

Opportunities to Learn
<ol style="list-style-type: none">1. Instruction provides opportunities to engage in discipline-specific practices to build conceptual understanding, analytical skills, and language competence simultaneously.2. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
Asset Orientation
<ol style="list-style-type: none">3. Includes instruction that leverages EL's home language(s), cultural assets, and prior knowledge.4. Instruction takes into account that their English proficiency levels and prior schooling experiences are varied.
Developing Autonomy
<ol style="list-style-type: none">5. Instruction fosters EL's autonomy by equipping them with strategies necessary to comprehend and use language in a variety of academic settings.6. Formative assessment practices are employed to gather evidence and guide (both teacher and students) productive next steps to support learning conceptual understandings, analytical practices, and language development simultaneously.

Alignment to California State Standards

For English learners to engage in rigorous academic experiences, all instruction must be aligned to the California Common Core State Standards, NGSS and other content-area standards, and the California English Language Development Standards. EL students can develop conceptual knowledge in a subject area and engage in the rigorous academic learning required by the content standards without yet demonstrating native-like control of conventions and vocabulary in English. EL students must develop conceptual knowledge in a subject area, engage in subject-specific analytical practices, and gain proficiency-related language uses simultaneously. This means that English language instruction takes place in both integrated and designated settings, building “to and from” each other, to support content and language development in tandem. In fact, California's ELD Standards explicitly focus on using language in school to engage in academic discourse, orally and written, and communicate information, ideas, and concepts necessary for academic success in subject-area learning.

Scaffolding for Access

With appropriate scaffolds, ELs can access and learn grade-level content knowledge through their emerging language. English learners can understand and utilize sophisticated language functions (such as arguing from evidence, providing explanations, and developing models) using their developing language. Scaffolding for access (specific, differentiated instruction and instructional supports to help students access grade-level content) is a critical component that helps ELs access rigorous grade-level content by building both skills and confidence. Students who are able to access challenging, grade-level content are interested and engaged in class work. These supports are temporary (just like construction scaffolds that are removed when no longer needed) and are adjusted to students' particular needs. Most scaffolding is planned in advance and built into lessons based on student data. Just-in-time scaffolding should be based on real-time informal assessments and is just as necessary to support language and content development.

Scaffolding is a critical component of instruction for ELs that enables them to engage in difficult tasks with help so that they will then be able to do the task on their own. Scaffolding does not change the intellectual challenge of the task. We cannot lower our expectations because we think the students are not "ready". We must provide the necessary, individualized supports that each student needs to be successful with grade-level content.

Academic Discourse

Academic discourse refers to the language used and produced in academic settings, both orally and written, and how it varies from language used in other settings. Engaging in academic discourse requires the use of language in sustained, content-specific ways. It enables students to develop higher-order thinking skills simultaneously as they develop English, using academic vocabulary to argue from evidence, justify claims, and make connections. Language is acquired through meaningful interactions with others, and English learners therefore need language-rich environments that foster the production of oral discourse and written texts (Frey, Fisher, & Rothenberg, 2008; Zwiers, 2008). They must be explicitly taught how to use language in a range of settings, and for a range of purposes, and receive feedback as they practice interpreting and using academic language in oral, written, receptive, and productive contexts. Students need to practice academic discourse often, and in a sustained fashion, for it to become permanent. Research has demonstrated that those who are doing the talking are doing the learning (NASM, 2017) and all educators must be mindful of the percentages of time that teachers and students are speaking during class.

Integrated and Designated ELD

English language development (ELD) is a required component of all program options for English learners. English learners in PVUSD will be provided with instructional opportunities that include both integrated and designated support to develop English. The term **integrated ELD** refers to English language instruction that occurs throughout the day and across the disciplines. All teachers with ELs in their classrooms should consciously plan with and use the CA ELD Standards in addition to their academic content standards to support their ELs' linguistic and academic progress. If not, ELs could be at risk of

losing the support they need to fully acquire English and content-area knowledge. Students need consistent practice interacting with each other in English throughout the day, and in environments that value home language, culture, and other prior knowledge.

English learners should engage in activities that are interactive, engaging, meaningful, relevant, intellectually rich, and challenging as they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of how language is a complex, dynamic, and social resource for making meaning, and they develop language awareness. Students demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type. (California English Language Arts/English Language Development Framework [CA ELA/ELD Framework], 2014)

Designated ELD is protected time during the regular school day that provides opportunities for instruction that focuses on the specific language needs of homogenous groups of students, based on their English language proficiency levels. Designated ELD structures can include pull-out or push-in groups, leveling, and switching students. The driver during designated ELD should be the California ELD Standards, but instruction should be directly connected to the core content and not isolated from other grade-level CCSS, NGSS, and other core content standards. Students should be actively engaged in collaborative discussions with a strong emphasis on oral language development and some reading and writing tasks. Students develop metalinguistic skills that support their English language use in reading and writing.

Students are grouped by proficiency level for designated ELD instruction. The specific plan for accomplishing this grouping will be decided at the school level, based on an analysis of the levels existing within the school's EL population. Grouping is flexible, allowing students to move through the levels upon meeting the criteria for more advanced groups.

Table 3 shows how designated and integrated ELD work together to provide a comprehensive approach to English language development.

Table 3. Designated and Integrated ELD

Integrated ELD					Designated ELD
Provided by all teachers to all English learners throughout the school day and across all subjects.					Provided by teachers during protected time during the regular school day.
Language Arts	History/ Social Science	Math	Science	Other Subjects	
The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.					Teachers use the CA ELD Standards as the focal standards in ways that build into and from core content instruction to develop the critical language knowledge and skills ELs need for content learning in English.

Instructional Grouping for Designated ELD

At elementary schools with a high number of ELs, students in designated ELD might be grouped by proficiency level within their grade level. At schools with fewer ELs, students might be grouped within adjacent grade levels but of the same ELD level. While ELs are in ELD sessions, EOs might participate in activities that develop English academic language proficiency. Each teacher within the grade-level or grade-span team is then responsible for teaching a specific leveled student group and bringing them to the next identified level. This instruction may be supplemented by an ELD teacher who collaborates with the team to provide direct ELD instruction.

Middle school students with ELPAC Levels 1–3 receive at least 1 period, or equivalent, of daily designated ELD. At the high school level, students receive 1 to 2 periods, or equivalent, daily. Secondary students at ELPAC Level 4 receive ELD within the English language arts class. The ELA teacher provides the ELD instruction and ensures student progress toward reclassification. When ELD is integrated into English language arts, the classes are monitored by the site administrator, or designee, to ensure that ELD instruction is effectively implemented.

While there are several grouping options that may be used at the secondary level, all instructional grouping must ensure that: 1) there is a designated ELD time that is separate from reading/language arts time; and 2) ELD formative assessments are used in addition to those used for reading/language arts.

The following are examples of possible grouping options for ELD at the secondary level:

- EL students with ELPAC Levels 1–3 are placed in an intensive ELD class according to identified ELD levels.
- EL students with ELPAC Level 4 are provided ELD in their ELA class and they are grouped for instruction by ELPAC proficiency level to ensure progress to the higher levels of proficiency and/or reclassification.
- Students are placed in a core ELA class which will provide significant instruction dedicated to developing disciplinary literacies and learning how language works for particular purposes in each content area while building reading skills. The ELD class will work to support the ELA instruction, reinforce skills, and ensure English is acquired rapidly and efficiently by building upon students' content and linguistic assets while maintaining access to the core content and developing English.

PVUSD's Instructional Framework

Instructional frameworks support districtwide implementation by providing a clear, coherent approach to designing and delivering instruction. They are independent of curriculum and allow all teachers to consider the importance of planning instruction that maximizes learning for students by attending to instructional practices that intentionally account for teaching content and language in tandem. The Teaching and Learning Cycle (TLC) (Leading with Learning, 2019, Adapted from Derewianka, 2011; Gibbons, 2015, and Spycher & Linn-Nieves, 2014) is an example of one instructional framework that encompasses a shared and coherent belief system, a common mission, and an understanding of the

instructional principles that will lead to our English learners developing a high level of literacy in all content areas. The TLC aligns assessment, curriculum, materials, training, and collaborative professional development around a shared understanding of language development. Key classroom shifts include a dynamic approach to planning for literacy with ample and structured opportunities for students to use spoken language to develop written language; analyzing language and texts for purpose, structure, and language features; and targeting scaffolding opportunities that provide students access to content learning and English language development simultaneously. PVUSD leaders will engage in a process to determine the best instructional framework to be adopted and implemented by the district, and to guarantee coherence as the *Master Plan for English Learner Success* is implemented.

Culturally and Linguistically Responsive Teaching

Culturally and linguistically responsive teaching recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994). To acknowledge and respond to students' cultures, teachers must carefully consider texts chosen for read-alouds/close reading and ensure they include diversity (people of color, different cultures, sexual identities, types of families, etc.). Infusing the history and culture of the students into the curriculum increases engagement and helps students learn. Texts that are inclusive and mirror their cultures, families, etc., help students understand themselves and feel connected and proud of themselves, their families, and cultures. As teachers openly recognize and genuinely value students' home cultures, primary languages, and variations of using English, California's culturally and linguistically diverse learners, including ELs, are better positioned to thrive socially and academically (CA ELA/ELD Framework, p. 65). Materials serve as windows into other cultures that help students understand diversity and promote inclusiveness.

Ensuring all classrooms create culturally responsive environments will require a shift to an asset-based approach in which home languages are regularly invited to be part of academic discourse in an effort to increase self-esteem and self-efficacy, and improve teacher-student relationships and school-home relationships.

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers' and the broader school community's collective recognition that students' primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and should be drawn upon to build proficiency in English and in all school learning (de Jong & Harper, 2011; Lindholm-Leary & Genesee, 2010). Teachers are encouraged to do the following:

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
- Get to know students' cultural and linguistic background knowledge and experiences and how individual students interact with their home language and cultures.
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum.

- Use texts that accurately reflect students’ cultural, linguistic, and social backgrounds so that students see themselves in the curriculum.
- Continuously expand understandings of cultures and languages so as not to oversimplify approaches to culturally responsive pedagogy (CA ELA/ELD Framework, p. 64).

2. Instructional Models

K–12 Instructional Program

English learners are provided with access to PVUSD’s well-articulated, standards-based core instructional program, which consists of 1) a variety of Instructional Models designed to meet the needs of diverse EL students; 2) access to high-quality instructional materials; and 3) progress monitoring of academic progress and English language proficiency. All Instructional Models are intended to be aligned to each of the eight elements of PVUSD’s Language Development Approach in order to effectively support content and language acquisition and achieve PVUSD’s Vision for English Learners.

Instructional Models for English Learners (TK–12)

Pájaro Valley Unified School District offers the following Instructional Models to English learners, all of which ensure they acquire the necessary English language skills and core content knowledge needed to graduate and be prepared for college and careers: 1) Academic Language and Literacy Model (ALL); 2) Dual Language Models (One-Way and Two-Way [elementary], and Newcomer [secondary]); and 3) Early Exit Transitional Model [elementary].

All Instructional Models offered in PVUSD are required to contain the following essential components that align them to our comprehensive Language Development Approach (LDA):

- empowered and reflective teachers and site administrators;
- key principles for EL instruction;
- rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards;
- scaffolding for access;
- frequent opportunities to engage in academic discourse (oral and written)
- intentional use of designated and integrated ELD opportunities;
- PVUSD’s instructional framework; and
- culturally and linguistically responsive teaching.

Overview of PVUSD’s Instructional Models (TK–12)

The descriptions below and tables that follow outline the Instructional Models available in PVUSD. All Instructional Models are grounded in PVUSD’s Language Development Approach and support students’ acquisition of English in English-only (ALL Instructional Model) and/or bilingual (Dual Language Instructional Models) settings.

Table 4. PVUSD's Instructional Models

Elementary Instructional Models (TK–5/6)	Secondary Instructional Models (Middle and High School 6–12)
<ol style="list-style-type: none">1. Academic Language and Literacy (ALL)2. Dual Language<ol style="list-style-type: none">a. One-way Dual Language (50/50)b. One-way Dual Language (90/10)c. Two-way Dual Language (50/50)d. Two-way Dual Language (90/10)3. Early Exit Transitional	<ol style="list-style-type: none">1. Academic Language and Literacy (ALL)2. Dual Language<ol style="list-style-type: none">a. Newcomer Dual Language

Instructional Models Available at the Elementary School Level

The elementary Instructional Models are described in the following tables. Each of the models gives a general description, goals, EL students served, Language Development Approach components, language of instruction, and teacher credential requirements.

Academic Language and Literacy (ALL) Instructional Model (Elementary)

PVUSD Definition: The **Academic Language and Literacy (ALL) Instructional Model** is for English learners at all ELPAC levels that includes comprehensive integrated and designated² ELD instruction. PVUSD's ALL Instructional Model encompasses the programs formerly known as ELM and SEI in PVUSD. English learners receive instruction with students who only speak English (EO), Initially Fluent English Proficient (IFEP) students, and students Reclassified from English learners to Fluent English Proficient (RFEP). Instruction in this model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline-specific uses of language. In the Academic Language and Literacy Instructional Model, language arts and content-area instruction are taught in English using specific research-informed instructional strategies. Students receive core content area instruction (integrated ELD) and targeted English language development instruction (designated ELD), which include the use of the home/primary language and appropriate EL instructional supports to enrich comprehension and engagement.

Teacher Qualifications: Teachers have appropriate certification and training to meet the needs of English learners.

- Multiple or Single Subject Teaching Credential
- Cross-cultural, Language and Academic Development: CLAD, BCLAD or equivalent

Teachers participate in ongoing professional development to ensure instruction encompasses all criteria in the LDA and enables full implementation of PVUSD's *Master Plan for English Learner Success*.

Goal	EL Students Served	Language Development Approach Components	Language(s) of Instruction
To support English learners in all classrooms as they master grade-level core content, progress toward English language proficiency and reclassification, and attain cultural proficiency.	ELs at all ELPAC proficiency levels	<p>All Instructional Models offered in PVUSD are required to contain the following essential components that align them to our comprehensive Language Development Approach (LDA):</p> <ul style="list-style-type: none"> • empowered and reflective teachers and site administrators • key principles for EL instruction • rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards • scaffolding for access • frequent opportunities to engage in academic discourse (oral and written) • intentional use of designated and integrated ELD opportunities • PVUSD's instructional framework • culturally and linguistically responsive teaching 	Instruction is predominantly in English, with home/primary language support offered to facilitate English acquisition.

² All school districts and county offices of education are to offer, at a minimum, an SEI program to English learners. (EC §§ 306(c)(3); 305(a)(2).)

Dual Language³ One-Way Instructional Model (Elementary)

PVUSD Definition: The **One-Way Dual Language Instructional Model** is designed to help English learners achieve bilingualism (the ability to speak fluently in two languages), biliteracy (the ability to read and write in two languages), cross-cultural competence, and grade-level academic proficiency. Instruction in this model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline-specific uses of language. One-way classrooms are primarily composed of students who come from the same home/primary language and/or background. The teacher provides instruction in both English and the home/target⁴ language. The One-Way Dual Language Instructional Model has two alternative forms, depending on the amount of time that instruction occurs in the two languages. At a given school, the program may be 90/10 or 50/50.

Teacher Qualifications:

- Appropriate subject matter authorization.
- Multiple or Single Subject Teaching Credential
- Bilingual Cross-cultural, Language and Academic Development (BCLAD) or equivalent

Teachers participate in ongoing professional development to ensure instruction encompasses all criteria in the LDA and enables full implementation of PVUSD's *Master Plan for English Learner Success*.

Goal	EL Students Served	Language Development Approach Components	Language(s) of Instruction
To support English learners to become biliterate (the ability to read and write in two languages) and bilingual (the ability to speak fluently in two languages) in English and the home language, and cross-cultural competence and academic proficiency.	ELs at all ELPAC proficiency levels The One-Way Dual Language Instructional Model is primarily composed of students who come from the same home/primary language and/or background.	All Instructional Models offered in PVUSD are required to contain the following essential components that align them to our comprehensive Language Development Approach (LDA): <ul style="list-style-type: none"> • empowered and reflective teachers and site administrators • key principles for EL instruction • rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards • scaffolding for access • frequent opportunities to engage in academic discourse (oral and written) • intentional use of designated and integrated ELD opportunities • PVUSD's instructional framework • culturally and linguistically responsive teaching 	90/10 Model: Starting in TK/kindergarten, approximately 90% in home language and 10% in English, with a gradual increase of English until 50%/50% is reached. The 50%/50% time allocation remains in place in all subsequent grade levels.
			50/50 Model: Generally 50% English and 50% home language throughout participation in the program.

³ More information about the Dual Language Instructional Models implemented in PVUSD by school may be found on the district website.

⁴ The target language is the second language that is being acquired/learned.

Dual Language Two-Way Instructional Model (Elementary)

PVUSD Definition: The **Two-Way Dual Language Instructional Model** is designed to help native and nonnative English speakers achieve bilingualism (the ability to speak fluently in two languages), biliteracy (the ability to read and write in two languages), cross-cultural competence, and grade-level academic proficiency. Instruction in this model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline-specific uses of language. Two-way classrooms are composed of approximately 50% of students who come from the same home/primary language and/or background and 50% of English-only students. The teacher provides instruction in both English and Spanish in PVUSD. The Two-Way Dual Language Instructional Model has two alternative forms, depending on the amount of time that instruction occurs in the two languages. At a given school, the program may be 90/10 or 50/50.

Teacher Qualifications:

- Appropriate subject matter authorization
- Multiple or Single Subject Teaching Credential
- Bilingual Cross-cultural, Language and Academic Development (BCLAD) or equivalent

Teachers participate in ongoing professional development to ensure instruction encompasses all criteria in the LDA and enables full implementation of PVUSD's *Master Plan for English Learner Success*.

Goal	EL Students Served	Language Development Approach Components	Language(s) of Instruction
To support English learners to become biliterate (the ability to read and write in two languages) and bilingual (the ability to speak fluently in two languages) in English and the home language, and cross-cultural competence and academic proficiency.	ELs at all ELPAC proficiency levels The Two-Way Dual Language Instructional Model is composed of approximately 50% of students who come from the same home/primary language and 50% of English-only students.	All Instructional Models offered in PVUSD are required to contain the following essential components that align them to our comprehensive Language Development Approach (LDA): <ul style="list-style-type: none"> • empowered and reflective teachers and site administrators • key principles for EL instruction • rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards • scaffolding for access • frequent opportunities to engage in academic discourse (oral and written) • intentional use of designated and integrated ELD opportunities • PVUSD's instructional framework • culturally and linguistically responsive teaching 	90/10 Model: Starting in kindergarten, approximately 90% in home language and 10% in English, with a gradual increase of English until 50%/50% is reached.
			50/50 Model: Generally 50% English and 50% home language.

Early Exit Transitional Instructional Model (Elementary)

PVUSD Definition: Literacy is taught in the student's primary language (L1) but rapidly shifts to English. Some degree of instruction in other subjects is provided in L1, but there is a rapid shift to English. The use of primary language is temporary because the goal of the **Early Exit Transitional Instructional Model** is to leave the primary language behind and switch teaching and learning to English only. Instruction in this model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline-specific uses of language. Students are exited from the program after two to four years. Although students are supported to meet grade level standards, research indicates that Early Exit Transitional models are not as effective as dual language models. While this model is currently in place in some district schools, PVUSD endeavors to phase out this model and transition to research-based Dual Language Instructional Models in alignment with Global California 2030 initiative and to support the goal of biliteracy.

Teacher Qualifications:

- Appropriate subject matter authorization
- Multiple or Single Subject Teaching Credential
- Bilingual Cross-cultural, Language and Academic Development (BCLAD) or equivalent

Teachers participate in ongoing professional development to ensure instruction encompasses all criteria in the LDA and enables full implementation of PVUSD's *Master Plan for English Learner Success*.

Goal	EL Students Served	Language Development Approach Components	Language(s) of Instruction
To support English learners to become fluent and literate in English (monolingualism).	ELs at all ELPAC proficiency levels	<p>All Instructional Models offered in PVUSD are required to contain the following essential components that align them to our comprehensive Language Development Approach (LDA):</p> <ul style="list-style-type: none"> • empowered and reflective teachers and site administrators • key principles for EL instruction • rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards • scaffolding for access • frequent opportunities to engage in academic discourse (oral and written) • intentional use of designated and integrated ELD opportunities • PVUSD's instructional framework • culturally and linguistically responsive teaching 	<p>Minimal (literacy and some other content) instruction is in the home/primary language, but rapidly shifts to English over the period of the program.</p> <p>There is no consistent allocation of language instruction across our early exit programs.</p>

Diverse English Learners at the Secondary Level

English learners comprise a diverse student body with diverse needs. They cannot be well-served by a single program, setting, or approach. For this reason, PVUSD is committed to providing flexibility of programming for student success. Middle and high schools will assess individual English learners' assets and needs, and flexibly adapt instructional programs and settings accordingly, while continuing to meet state and federal requirements. The student assessment process will include an analysis of information in the following areas: (1) language proficiency; (2) prior education; (3) academic strengths and needs; (4) mobility and continuity of participation in prior school programs and/or settings; and (5) career and educational goals. Individual schools have site- and district-level specialists to assist in appropriate analysis of the information collected.

There are four distinct groups of EL students:

- Newcomer ELs with adequate formal schooling
- Newcomer ELs with limited formal schooling
- Long-Term ELs (more than 6 years as ELs) who are not meeting benchmark or expected progress (more prevalent at the secondary level)
- ELs who are meeting benchmarks and making expected progress toward language and academic goals

All of PVUSD's Instructional Models at the secondary level are designed to meet the needs of students in each of these groups and ensure academic success.

Newcomer English Learners with Adequate Formal Schooling

Newcomer students may or may not have had some exposure to the formal study of English; however, they may have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English. Depending on their English proficiency upon initial enrollment, they may need an additional year of high school in order to master English and meet course requirements for graduation. Students with official records will be granted credit for coursework completed in their native country so that they can meet high school course requirements and graduation standards within a reasonable amount of time. Students functioning at ELPAC Levels 1 and 2 will typically benefit from the Newcomer Dual Language Instructional Model.

Newcomer English Learners with Limited and/or Interrupted Formal Schooling

In some cases, Newcomer ELs entering at the upper elementary or secondary grades are also students with interrupted or inconsistent formal education (SIFE). SIFE students are identified through a transcript review or a discussion with parents. SIFE students often exhibit low literacy levels in their primary language and often lack the background knowledge necessary for success in a secondary level academic program. These students may need an academic program that will address their primary language literacy needs and will need a flexible high school program that will allow them to fulfill high

school graduation requirements with an additional one to two years.

In PVUSD, all Newcomer ELs, with adequate or interrupted formal schooling, will receive personalized learning plans and extensive instructional support within the Newcomer Dual Language Instructional Model at the secondary level. The Newcomer Dual Language Instructional Model is built on the foundation of the Academic Language and Literacy (ALL) Instructional Model, and instruction is anchored in the research-informed PVUSD Language Development Approach and aligned to the six *Key Principles for EL Instruction* as well as California's state standards.

Students in the Newcomer Dual Language Instructional Model spend one to two years receiving additional support in English and basic academic skills, as needed, before entering the ninth or tenth grade in high school. If Newcomer ELs are identified as SIFEs, they may spend up to two years building literacy skills both in their native language and in English before enrolling in a high school, while still accumulating credits towards graduation. Because it often takes SIFEs longer than four years to graduate from high school, PVUSD will continue to educate and support ELs between the ages of 18 and 22 in high school. Teachers of SIFE students need to simultaneously address a number a high-priority needs for this student population because of their gaps in education. These needs include supporting students' language and literacy development, leveraging their home language capacities in their acquisition of English, and building their self-confidence as these adolescents navigate toward high school and future opportunities.

The school site is responsible for regularly assessing student capacities (linguistic and academic) in detail from entry through graduation, and adjusting instruction, course selection, and supporting structures in response to these data. School staff communicate with ELs' families frequently and in their home languages, making the families feel welcomed, supported, and informed of how they can support their children's linguistic and academic progress and success. School staff respect the cultures and understand the experiences of ELs' families, and gradually build the families' trust and cultivate their involvement.

Teachers in the Newcomer Dual Language Instructional Model must be highly qualified, motivated, and committed to serving this unique EL population. The team of educators working with Newcomer ELs needs to have a deep understanding of ELs' experiences and perspectives, speak diverse languages, and serve as role models for students. The combination of multicultural histories and experiences along with deep knowledge of working with ELs helps these teachers focus closely on the strengths and needs of the EL populations at their site. Teachers recognize that their ELs' cultural and language assets can be used to formulate and strengthen students' understandings, in part through using resources from both languages. Students' assets are employed such that students increase their mastery of content knowledge while moving toward greater fluency in academic English. Deliberate and thoughtful unit and lesson planning among teachers should take place, and there should be agreement and consistent implementation regarding how multiple languages are used in classes and how autonomy is developed.

Long-Term English Learners

Long-Term English Learner, or LTEL, means an English learner who has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years, or has regressed to a lower level and scored at the “Standard Not Met” level on the prior CAASPP-ELA (for students in grades 6–9).

These students have more than six years of uninterrupted schooling in the United States without reaching English proficiency (ELPAC Level 4). LTELs often have high oral fluency in English, and in some cases have attained ELPAC Level 3 with "moderately developed" oral (listening and speaking) and written (reading and writing) skills but have not yet achieved the academic criteria to qualify for reclassification. In determining placement, it is important to first analyze the student's academic and linguistic assessment data and then consider the following in regard to the student's educational history in order to determine the most appropriate placement and supports:

- The student's number of years in U.S. schools;
- The history of the ELD instruction the student has received; and,
- The history of the student's instructional program.

Students in this category will receive the following:

- An accelerated standards-based articulated ELD curriculum, either through an English language arts class with accommodations and interventions for the student's level of English proficiency, or a designated ELD class to build language and literacy skills.
- Placement in the Academic Language and Literacy (ALL) Instructional Model for the core academic subjects with integrated ELD, provided by an appropriately credentialed CLAD or BCLAD teacher.
- Counseling and frequent achievement/benchmark monitoring to ensure that the student is making adequate and accelerated progress in classes that meet high school graduation and post-secondary requirements.
- In addition to intervention support provided during the school day, intervention support may be provided before and/or after school.

English Learners Who are Meeting Benchmarks

English learners in Grades 7–12 are offered ELD for each of the four levels of proficiency as part of the ALL Instructional Model. Students are provided designated and integrated ELD based on initial assessment scores on the ELPAC for new students, annual ELPAC scores, and curriculum-embedded assessments. Flexibility for students to advance in ELD levels during the year, when assessment results indicate they meet the criteria for entry into the next level, is built into the school's master schedule. At the high school, students receive credit toward graduation for all ELD, including any that have been repeated upon completion of English 1 with a passing grade. ELD courses shall be monitored for effective implementation to ensure that students are progressing through the courses within the timeframe of the design.

The goal of ELD classes is for students to develop proficiency in English as rapidly as possible. Students are supported to develop at their own pace to move up ELD levels whenever necessary. Change in ELD levels will be based on the data including, but not limited to, the following:

- District-approved ELPAC progress indicators;
- Classroom performance samples;
- ELD curriculum-embedded assessments; and,
- Teachers' anecdotal recommendations based on daily observation and student work examples.

The principal or designee conducts periodic reviews (at least twice within the semester) to collect and analyze the above data to identify English learners who meet or exceed course benchmarks. Students who are successful in completing coursework ahead of schedule shall be immediately accelerated to the next level of ELD.

Instructional Models Available at the Secondary School Level

Once the English learner's assets and needs have been identified, they will be taken into account when assigning the EL into a schedule of classes. Programming must be flexible enough to allow for unforeseen circumstances (i.e. the need to work), and acceleration through the program. It must be responsive enough to accommodate emerging student needs as they arise. Master schedules, courses, materials selected, and teacher assignments will be designed to meet student needs and parents/guardians will be provided with choice of Instructional Model. All Instructional Models will implement PVUSD's Language Development Approach to ensure research-based, coherent and consistent instruction is provided. English learners are also presented with course of study options that meet college prep and Career/Technical Education requirements.

Primary language courses are offered when an analysis of student need for the particular courses indicates that a sufficient number of students will enroll. If it is not possible to provide a course via the primary language because of an insufficient number of students, then an effort will be made to provide primary language support through such things as materials in the students' primary language, tutoring, primary language study groups, and other strategies until such number is attained. The class size of ELD courses will be limited to smaller numbers than the corresponding English language arts courses, when possible.

It is the intent of the district to expand the options open to students at the secondary level in order to create greater coherence and consistency of programs across the district and ensure that all programs are firmly based on principles drawn from research and proven best practices. The following tables describe the Instructional Models currently available for secondary students in PVUSD.

Academic Language and Literacy (ALL) Instructional Model⁵ (Secondary)

PVUSD Definition: The **Academic Language and Literacy (ALL) Instructional Model** is for English learners at all ELPAC levels that includes comprehensive integrated and designated ELD instruction. PVUSD's ALL Instructional Model encompasses the programs formerly known as ELM and SEI in PVUSD⁶. English learners receive instruction with students who only speak English (EO), Initially Fluent English Proficient (IFEP) students, and students Reclassified from English learners to Fluent English Proficient (RFEP). Instruction in this model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline-specific uses of language. In the Academic Language and Literacy Instructional Model, language arts and content-area instruction are taught in English using specific research-informed instructional strategies. Students receive core content-area instruction (integrated ELD) and targeted English language development instruction (designated ELD), which include the use of the home/primary language and appropriate EL instructional supports to enrich comprehension and engagement.

Teacher Qualifications: Teachers have appropriate certification and training to meet the needs of English learners.

- Multiple or Single Subject Teaching Credential
- Cross-cultural, Language and Academic Development: CLAD, BCLAD or equivalent

Teachers participate in ongoing professional development to ensure instruction encompasses all criteria in the LDA and enables full implementation of PVUSD's *Master Plan for English Learner Success*.

Goal	EL Students Served	Language Development Approach Components	Language(s) of Instruction
To support English learners in all classrooms as they master grade-level core content, progress toward English language proficiency and reclassification, and attain cultural proficiency.	ELs at all ELPAC proficiency levels	<p>All Instructional Models offered in PVUSD are required to contain the following essential components that align them to our comprehensive Language Development Approach (LDA):</p> <ul style="list-style-type: none"> • empowered and reflective teachers and site administrators • key principles for EL instruction • rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards • scaffolding for access • frequent opportunities to engage in academic discourse (oral and written) • intentional use of designated and integrated ELD opportunities • PVUSD's instructional framework • culturally and linguistically responsive teaching 	Instruction is predominantly in English, with home/primary language support offered to facilitate English acquisition.

⁵ When there is no parental/guardian request for a Dual Language Instructional Model, students are placed in the Academic Language and Literacy Instructional Model.

⁶ School districts and county offices of education are to offer, at a minimum, an SEI program to English learners. (EC §§ 306(c)(3); 305(a)(2).)

Dual Language Instructional Model⁷ (Secondary)

PVUSD Definition: The **Dual Language Instructional Model** is designed to help English learners achieve bilingualism (the ability to speak fluently in two languages), biliteracy (the ability to read and write in two languages), cross-cultural competence, and grade-level academic proficiency. Instruction in this model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline-specific uses of language. Dual language classes are primarily composed of students who come from the same home/primary language and/or background. The teacher provides instruction in both English and Spanish in PVUSD. Primary language instruction supports the students' continued progress toward attaining a high level of proficiency in speaking, reading, and writing in Spanish in addition to English.

Teacher Qualifications:

- Appropriate subject matter authorization
- Single subject credential in the subject being taught
- BCLAD or equivalent

Teachers participate in ongoing professional development to ensure instruction encompasses all criteria in the LDA and enables full implementation of PVUSD's *Master Plan for English Learner Success*.

Goal	EL Students Served	Language Development Approach Components	Language(s) of Instruction
To support English learners to become biliterate (the ability to read and write in two languages) and bilingual (the ability to speak fluently in two languages) in English and the home language, cross-cultural competence and academic proficiency, and attainment of the State Seal of Biliteracy.	ELs who have participated in a Dual Language Instructional Model in elementary school and/or in a Newcomer Dual Language Instructional Model English learners whose parents/guardians have requested that the student participate	All Instructional Models offered in PVUSD are required to contain the following essential components that align them to our comprehensive Language Development Approach (LDA): <ul style="list-style-type: none"> • empowered and reflective teachers and site administrators • key principles for EL instruction • rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards • scaffolding for access • frequent opportunities to engage in academic discourse (oral and written) • intentional use of designated and integrated ELD opportunities • PVUSD's instructional framework • culturally and linguistically responsive teaching 	Primary language instruction supports the students' continued progress toward attaining a high level of proficiency in speaking, reading, and writing in Spanish in addition to English. Percentages may vary with a minimum of one content class being taught in primary language.

⁷ Currently, all district dual language program classrooms offer dual language instruction in Spanish and English. However, the district will develop programs in languages other than Spanish/English when there are the required numbers of parent/guardian requests for them.

Newcomer Dual Language Instructional Model⁸ (Secondary)

PVUSD Definition: The **Newcomer Dual Language Instructional Model** is a specialized program of instruction and/or support that utilizes both English and Spanish. Instruction in this model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline-specific uses of language. The Newcomer Dual Language Instructional Model is designed to help newcomer EL students acquire English, master grade-level academic core content, attain cultural proficiency, and transition successfully into the Academic Language and Literacy (ALL) Instructional Model.

Teacher Qualifications:

- Appropriate subject matter authorization
- Single subject credential in the subject being taught
- BCLAD or equivalent

Teachers participate in ongoing professional development to ensure instruction encompasses all criteria in the LDA and enables full implementation of PVUSD's *Master Plan for English Learner Success*.

Goal	EL Students Served	Language Development Approach Components	Language(s) of Instruction
To support English learners to acquire English proficiency, master grade-level academic core content, attain cultural proficiency, and transition successfully into the ALL model.	Newcomer English learners	<p>All Instructional Models offered in PVUSD are required to contain the following essential components that align them to our comprehensive Language Development Approach (LDA):</p> <ul style="list-style-type: none"> • empowered and reflective teachers and site administrators • key principles for EL instruction • rigorous, grade-level instruction aligned to the CA CCSS and CA ELD Standards • scaffolding for access • frequent opportunities to engage in academic discourse (oral and written) • intentional use of designated and integrated ELD opportunities • PVUSD's instructional framework • culturally and linguistically responsive teaching. 	Primary language instruction supports the students' continued progress toward attaining a high level of proficiency in speaking, reading, and writing in English. As the student increases in English fluency, instruction in English increases.

⁸ Currently, all district dual language program classrooms offer dual language instruction in Spanish and English. However, the district will develop programs in languages other than Spanish/English when there are the required numbers of parent/guardian requests for them.

Additional Support Service Options for English Learners in Elementary and Secondary Instructional Models

- Tutoring
- Specialized instruction
- Migrant Education extended day program
- Participation in appropriate interventions
- Before and after school intervention programs
- Primary language support
- Other appropriate services as available

Support for Newcomer English Learners

Newcomers are EL students, at Levels 1–3 on the ELPAC, who have attended U.S. schools for 12 months or less and who may have limited or interrupted formal schooling. These students participate in Dual language Instructional Models or the Academic Language and Literacy (ALL) Instructional Model at the elementary level, based on parent/guardian request.

Additional Supports for Newcomer English Learners

In addition to high-quality instruction guaranteed by PVUSD’s Language Development Approach in all classrooms, newcomer students can receive additional specialized supports that may include:

- Support to set academic and social goals for the students
- An individualized, differentiated program to help students reach their goals
- Team teaching for ELD, as needed, to address student needs based on ELD levels
- A separate literacy course (or set of courses for students with interrupted educational backgrounds if program has both preliterate and literate newcomers)
- Development of students’ native language skills and incorporation of native language instruction into the curriculum when possible
- A standards-based primary language arts component, comparable to English language arts, delivered in Spanish if this is the primary language of the students
- Use of technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, tracking of student progress)
- Extra learning time through after-school, summer school, Saturday school, and/or vacation institutes, etc.
- Engaging parents/guardians by teaching them about schooling in the United States and showing them how to be involved in their children’s education

How to Get Started: Dual Language Instructional Models

The Dual Language Instructional Models are open to ELs whose parents/guardians request them. Entrance into these models requires that the parent/guardian sign a compact to make a long-term commitment to keep their child in the program for as long as the child attends the school. Other students (non-ELs) whose parents/guardians request participation may be selected to participate subject to prior program participation, language proficiency, and space availability. Currently, all district dual language program classrooms offer dual language instruction in Spanish and English. However, the district will develop programs in languages other than Spanish/English when there are the required numbers of parent/guardian requests for them.

Parents/guardians choosing a model different from that offered in the school serving their child's attendance area may request an intra-district transfer to a school that offers the model they desire. Regular intra-district transfer procedures are followed to accomplish this. The district commits to allowing the child to continue to be enrolled in the same type of program model whenever possible.

- A dual language program will be provided at a school when there are 20 or more students at the same grade level, or 30 or more students, enrolled in the school whose parents/guardians have requested such a program.
- The school principal and staff, with advice from the English Learner Advisory Committee (ELAC), may apply to the district Director of Equity and English Learner Services to implement a specific Instructional Model.
- All Dual Language Instructional Models must be implemented according to model descriptions as described above.
- The district will publicly provide information regarding the various Instructional Models and the locations where they are currently offered within the district.
- The district Director of Equity and English Learners Services will develop a process for schools to follow as they seek to establish a particular model at their site. The process will include providing research to identify a theoretical base, soliciting ELAC input from parents, and providing support to begin the model's implementation, including developing schedules if needed.

3. Core Educator Capacities

Core Educator Capacities constitute the essential skills for rigorous grade-level, standards-based instruction that all educators need to effectively support ELs across our PVUSD system. The majority of PVUSD's students who are learning English as a second language are placed in classrooms with teachers who have limited preparation related to English language development and appropriately scaffolding core-content instruction for ELs aligned to standards. To address this challenge, all educators will be expected to meet the Core Educator Capacities defined in the PVUSD's *Certificate of Core Educator Capacities* (see Professional Learning Structure section).

Teacher Capacities

Each principle helps educators to examine their classroom practices and to reflect on those principles that they have in place, those they need to strengthen, and those that are missing; thus challenging them to understand what must be in place to maximize ELs' access to and success with these new standards that prepare ELs for college and careers. The set of principles can be used to initiate discussions among practitioners who share similar roles and responsibilities or have unique responsibilities. What immediately follow are descriptions of some of the implications for teachers in the classroom across the areas of **instruction, curriculum, assessment, and professional learning.**

Instruction

- Teachers value students' home language(s) and use it as an entry point when and where needed, regardless of whether or not the teacher speaks the students' native language.
- Instruction leverages ELs' experiences, perspectives, strengths, needs, home language(s), cultural assets, prior knowledge, and English proficiency to accelerate disciplinary content and academic language learning.
- Teachers employ flexible and fluid grouping structures, both homogeneous and heterogeneous, to work with ELs based on English language proficiency, native language, and level of background knowledge. Students are grouped by native language to advantage their prior knowledge for comprehension and to access prior understandings and skills. Teachers apprentice ELs into the academic practices of each content area through scaffolding that is deliberately constructed, temporary, and intentional in developing students' potential and autonomy.
- Teachers design and use supports through scaffolding strategies that afford ELs an entry point leading to a productive struggle with content knowledge, disciplinary literacy practices, and language development.
- Teachers communicate clearly to students the academic expectations of the classroom (i.e. goals, objectives, and their rationale), ultimately strengthening students' metacognitive abilities.

Curriculum

- Teachers use culturally responsive materials and texts based on native language and English proficiency levels that are appropriate for the grade span and aligned with the standards when planning individual and group learning experiences that accelerate their development. These materials help develop translanguaging⁹ skills, deep conceptual foundations, reflective practice, and the academic language form and structures authors/speakers use to accomplish specific purposes and effects.
- Teachers utilize a variety of materials for individual, small group, and whole class learning experiences so that students are often working at their current reading levels and beyond with appropriate supports from teachers and peers.

⁹ Translanguaging refers to the process by which students acquire a new language through the application and use of their home language to leverage content and language acquisition in a new language.

- Teachers provide a variety of complex texts appropriate for each discipline that challenge students to build and expand their current literacy, language, and content knowledge.
- Teachers provide students with frequent exposure to a variety of writing and reading genres typical for the discipline with appropriate supports when needed.

Assessment

Teachers provide students with timely and useful feedback and encourage students to reflect on their own learning and thinking.

- Teachers adapt assessment practices linguistically so that ELs can show their conceptual understanding.
- Teachers employ formative and summative assessment practices to gather evidence and guide productive next steps to support simultaneous learning of conceptual understandings, analytical practices, and academic language development in disciplinary areas.

Professional Learning

Teachers review and use data (nativity, prior schooling, native language and English proficiency, prior instruction in the discipline, etc.) when planning instruction for individual student needs.

- Teachers collaborate regularly with grade-level peers in selecting, designing, and implementing grade-level curriculum and to analyze students' work products for discipline-specific language facility, practices competencies, and content knowledge.

School Leader and Administrator Capacities

The principles require school leaders/administrators and districts to carefully address the needs of ELs when designing the infrastructure and supports that will help maximize EL accomplishment of the new standards. What follow are descriptions of overarching considerations for school leaders/administrators and district leaders. This is an opportunity for leaders to examine practices and evaluate their impact on EL achievement. The new standards pose new and significant demands for ELs and will require that PVUSD administrators establish new practices to help ELs meet them.

Vision for ELs: Responsive and Rigorous Instruction and Curriculum

- School leaders have clear and high expectations for all ELs.
- School leaders support implementation of designated and integrated ELD.
- School leaders use research to inform service delivery models for EL that yield high-quality language programs.
- School leaders ensure inquiry into culturally and linguistically responsive teaching practices and continually evaluate instruction.

Professional Learning

- School leaders facilitate professional learning communities that examine ELs' work and tasks for evidence of alignment to grade-level cognitive and academic language demands.
- School leaders ensure that teachers of ELs receive professional development on discipline-specific language and literacies development and have time to co-construct lessons and units that integrate content and language development.
- School leaders provide professional development on ways to differentiate instruction for subgroups of ELs (Newcomer ELs, SIFE, Long-Term ELs, ELs with IEPs, etc.).

School Environment Supportive of Quality Instruction

- School leaders facilitate the creation of detailed EL case studies enabling the school community to have a common understanding of ELs' academic and social emotional needs.
- School leaders design and provide structures and time for common planning so that all teachers share the responsibility of educating students in content and skills.
- School leaders create a culture where teachers are afforded the time to differentiate for language and content, bridging the gap that ELs may have from their monolingual peers.
- School leaders create opportunities that strengthen the capacity of parents of ELs to support learning, language, and literacy in the discipline.

Data Used to Diagnose and Inform

- School leaders disseminate and analyze relevant data with all teachers to inform and guide classroom practice.
- School leaders seek observable evidence of the discipline in practice and are able to articulate means for improving implementation when teachers need support.
- School leaders acknowledge and encourage teachers who have expertise and showcase their knowledge for others to learn from within the school.

District Leader Capacities

Vision for ELs: Responsive and Rigorous Instruction and Curriculum

- Create and uphold an instructional Vision for ELs that afford standards-aligned instruction for college and career readiness.

Resource and Funding

- District intentionally sets aside funds in support of making this vision a reality.
- District provides protected time and funds for collaboration.
- District invests in a Coordinator of ELs¹⁰ to coordinate across programs and specialties for EL students.

¹⁰ See Oversight Structure for more information.

Professional Learning

- Recruit, compensate, and hire highly-qualified teachers and administrators with EL experience.
- District provides professional learning at all levels for those who work with ELs, including motivating teachers and administrators to support multilingual competency.

District Environment Supportive of Quality Instruction

- District examines policies and practices for alignment to high-quality integrated discipline-specific language development and disciplinary knowledge, practices, and competencies.
- District supports formative assessments in bilingual classrooms and allows and encourages responsive changes in instruction.

Data Used to Diagnose and Inform

- District establishes a process of intake so that baseline assessments in the native language and English language proficiency can be obtained from students and education histories can be documented in an easily accessible format.
- Ongoing assessment in languages other than English allows for ongoing progress monitoring of content knowledge and affirms that the languages students bring to school are valid resources.
- District acknowledges administrators and teachers who have expertise and showcases their knowledge for others to learn from within the district.

Professional Learning

Professional Learning Structure

Pájaro Valley USD's **Professional Learning Structure** supports the implementation of the *Master Plan for English Learner Success*. The goal of creating and enacting an integrated professional learning system is to guarantee all district decisions and actions are tightly aligned to the CA EL Roadmap and the PVUSD *Master Plan for English Learner Success*, and to ensure we provide all students, especially ELs, with the supports they need to be successful. All educators in PVUSD need to have a foundational understanding of high-quality instruction for ELs that is implemented in all classrooms, regardless of the specific Instructional Model. To this end, the district will engage in building systems of "reciprocal accountability" (Elmore, 2004) in which they will provide high-quality professional learning and support for all educators, so that they can provide high-quality educational experiences for all students.

The concept of reciprocal accountability builds on the understanding that to improve student learning in deep and sustained ways requires a communitywide effort in which all stakeholders—principals, teachers, other school and district staff, the superintendent and trustees, parents, students, and any external partners—take individual and joint responsibility for owning and executing the improvement plan. All people involved must hold each other accountable for meeting high, clearly defined expectations. Too often, accountability is operationalized punitively from the top down, but when accountability is reciprocal—with resources for supporting capacity building, processes that are

transparent and inclusive, and clearly defined roles and expectations—all parties are responsible to each other for achieving their common goals. In our partner schools and districts, all leaders, teachers, staff, parents, students, and external support providers work together to clarify roles and identify expectations for performance for each group and individual. Everyone’s work is evaluated so that appropriate action can be taken to improve performance when capacity or will is lacking¹¹ (Bryk et al., 2010; Elmore, 2000; Futerneck, 2010).

Furthermore, the CA ELA/ELD Framework highlights the research base that identifies the essential need for deep, ongoing professional learning as a key driver for change in outcomes for English learner students. “Rigorous scientific studies have shown that when high-quality [professional learning] approaches are sustained by providing teachers with 50 or more hours of support *per year*, student test scores rise by an average of 21 percentage points” (CA ELA/ELD Framework, 2014). PVUSD believes that professional learning must go beyond traditional “sit and get” approaches, and engage teachers and administrators in a process of continuous improvement through the analysis of student data, reflection on individual and collective practices, job-embedded coaching, and collaboration with colleagues in support of refining knowledge and skills to improve teaching, leading, and student learning. At the center of all professional learning, educators should be focused on increasing student achievement and building their capacity—leveraging existing relationships and resources—to engage in ongoing cycles of continuous improvement. Professional learning should also be transparently connected to other district-supported initiatives and make certain all teachers are effectively implementing relevant standards-based curricula utilizing best-practices that maximize access for English learners.

To enact the *Master Plan for English Learner Success*, professional learning will be focused in two major areas 1) Building Core Educator Capacities and 2) Refining and Expanding Dual Language Instructional Models. It will include a focus on best-practices to support English learners and the development of multilingualism/multiliteracy. The district also will provide ongoing professional development and funds to support site-specific language Instructional Models and capacity development.

Professional Learning Needs

The EL Master Plan Team used a professional learning protocol to identify and substantiate important content aligned to quality instruction and practices for ELs that teachers, school leaders, and district leaders need, most of which are directly connected to and aligned with PVUSD’s Language Development Approach.

The team identified the following content for K–12 teachers and coaches.

- **Understanding our diverse ELs**
- **Understanding ELs’ hopes and aspirations, and how they are performing**

¹¹ See Oversight Structure regarding avenues for feedback across PVUSD for implementation of the *Master Plan for English Learner Success*.

- **Academic Discourse:** Developing a deep knowledge of the disciplinary vocabulary, language purposes, and discourse that ELs need and how to structure multiple opportunities for students to actively use language
- **ELA/ELD Integration, Math/ELD Integration Science/ELD Integration, and Social Studies/ELD Integration:** Developing an understanding of academic language and literacy that introduces teachers to scaffolds and strategies aligned to language functions and structures in the ELA, math, science, and social studies discipline, and supports the design of tasks, provides coaching, and allows time for reflection during implementation
- **Designated ELD:** Developing a foundational understanding of language development and strategies for teaching English learners within the content disciplines
- **Language Transfer:** Developing a deeper understanding of how a second language is developed and strategies to transfer language skills from one language to another
- **Academic Writing:** Learning a coherent pedagogical approach such as the Teaching and Learning Cycle for scaffolding deeper thinking, extended discussions, interactive reading, and language development, including high-quality writing
- **EL Formative Assessment:** Learning a wide variety of methods to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course
- **Culturally and Linguistically Responsive Teaching:** Learning how to work closely with students and families to identify, protect, enhance, and advocate for important traditions, ways of life, cherished spaces, and our vital relationships to each other and the world
- **Coaching:** Coaches learning how to build will, skill, knowledge, and capacity of teachers looking at the intellect, behaviors, practices, beliefs, values, and feelings of an educator; learning how to foster conditions in which deep reflection and learning can take place, where teachers can take risks to change their practice, where powerful conversations can take place, and where growth is recognized and celebrated
- **Long-Term ELs:** Learning instructional design of course work and strategies for developing autonomy
- **Newcomer ELs:** Learning best practices for welcoming newcomers and establishing partnerships with families as well subject-specific teaching strategies for newcomers
- **Dual Language Programs:** Deeply understanding the various program options available in PVUSD and ensuring alignment to research-based best programming, appropriate staffing, available curricular materials, and consistent implementation that monitors the outcomes of diverse ELs across various dual language models
- **Curriculum Design (lesson, unit):** Developing lessons, units, and courses that simultaneously develop ELs conceptual understandings, analytical practices, and academic language and are designed to engage students in productive struggle with central ideas in the discipline as students build content knowledge and develop rich discipline-specific language and discourse, coherently connected through a district-adopted instructional framework
- **Instructional material selection/adaptation:** Learning how to review, select and adapt culturally responsive materials in native languages and English; learning to make use of English language

proficiency levels that are appropriate for the grade level spans and aligned with the standards when planning individual and group learning experiences that accelerate ELs' development

- **Scaffolding:** Learning how to create classrooms that are supportive of using and learning language and grade-level content simultaneously
- **Standards-based instruction and assessments:** Developing understanding of the shifts required in curriculum, instruction, and assessment for implementation of the new standards, and having hands-on opportunities to acquire ways in which to purposefully plan teaching strategies that respond to these shifts

School and centralized leaders need the same topics with additional attention to systems transformation, dual-language instruction and assessments, classroom observation, providing relevant feedback, supporting teachers in the development of effective instructional practices, and parent engagement.

Building the Core Educator Capacities

To effectively carry out the *Master Plan for English Learner Success*, PVUSD is committed to ensuring all teachers have the necessary understanding and skills to implement the Language Development Approach. This will require all educators to engage in a learning journey that includes building, implementing, and refining new knowledge and strategies through a combination of ongoing professional learning for a total of 50 hours over the course of three years to obtain the PVUSD *Certificate of Core Educator Capacities*. This certificate acknowledges the completion of the professional learning designed to enact the Language Development Approach in all classrooms throughout the district.

All educators will be expected to progress through a series of professional learning sessions around the *Master Plan for English Learner Success*, the components of the Language Development Approach, and the Core Educator Capacities. In these learning sessions, they will become informed about the CA EL Roadmap, build a solid foundational understanding of California's ELA/ELD Framework, improve their ability to provide appropriate scaffolds to enable students to access grade-level standards and increase culturally and linguistically responsive teaching practices and asset-based instruction, and improve their ability to collaborate with peers to ensure student work is used to improve further instruction in both integrated and designated ELD.

PVUSD educators will begin the learning journey, focused on building their understanding of the key components of the *Master Plan for English Learner Success* and their associated responsibilities in implementing it. These targeted professional learning sessions will be used to continuously improve practice throughout the year. Educators will complete a total of 50 hours of professional learning dedicated to shifting practice and increasing outcomes for English learners and will receive the PVUSD *Certificate of Core Educator Capacities*. Subsequent cohorts of educators will engage in certification process, with 90% of PVUSD educators having received their certificate by June 2024, and 100% of educators in progress by 2025.

Staff at all school sites will start the learning journey during contract hours by dedicating professional development time to building foundational knowledge of the *Master Plan for English Learner Success*. They will engage in understanding PVUSD's Key Components (Language Development Approach, Core Educator Capacities, and Instructional Models) and the overall strategies for improvement described in the Theory of Action that are central to their responsibilities. All PVUSD educators will assess where they and their school are in relation to the Key Components. They will then develop a school-specific professional learning and implementation plan by 2020 with sessions that align to their roles and responsibilities. In addition to developing individual Professional Learning Plans, they will collaborate to construct the school's implementation plan that will be incorporated into the school site plan.

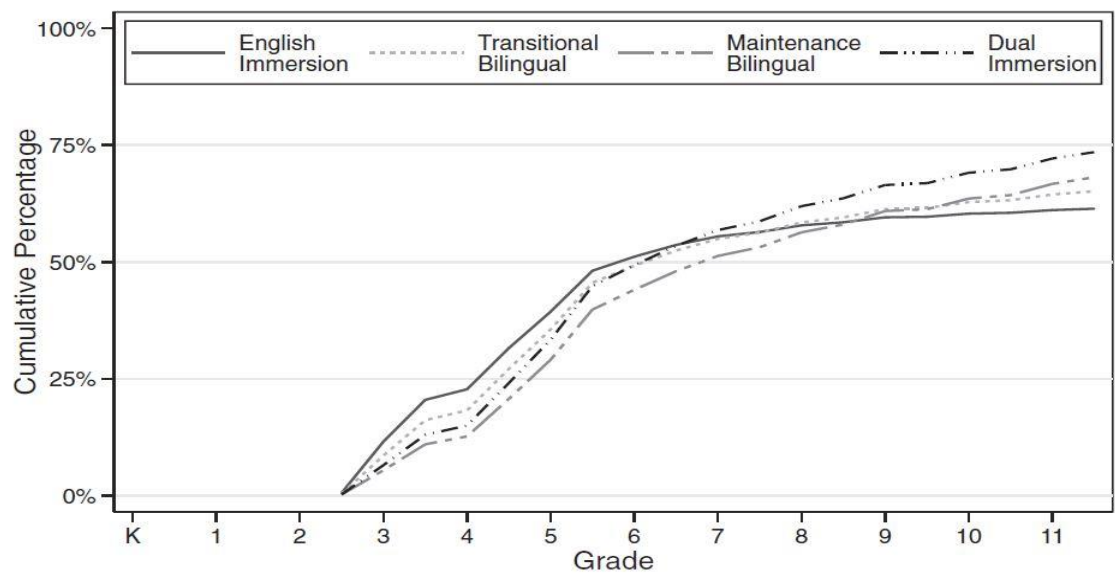
The district will provide multiple and sustained opportunities for the deliberate integration of resources and expertise to deepen and accelerate teacher learning and pedagogical practice that leads to strengthened learning opportunities and outcomes for ELs.

Refining and Expanding Dual Language Instructional Models

In 2018, the California Department of Education released a bold initiative, [Global California 2030](#), as a call to action across the state to create and sustain K–12 educational programs that lead to a multilingual California. The initiative sets the ambitious goal of having half of all K–12 students participate in programs leading to proficiency in two or more languages by 2030. To accomplish this goal, districts will need to expand their offerings of dual-language programs, classes, and experiences for all students.

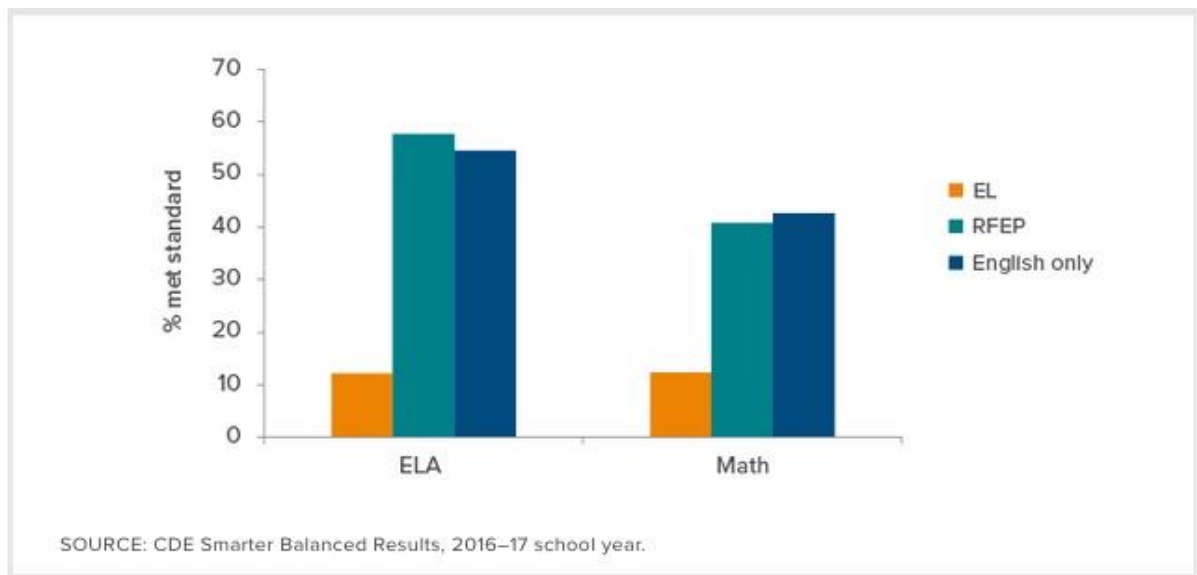
PVUSD recognizes the research base demonstrating that the study of languages boosts students' mental flexibility and enhances their ability to learn all subjects. It also introduces people to new cultures and new ways of looking at the world (Global California 2030, 2018). Studies have demonstrated that students who participate in well implemented, sustained dual language programs match and ultimately outperform the academic achievement of EL students in English-immersion settings (Umansky & Reardon, 2014; Steele et al., 2017; Valentino & Reardon, 2015).

Figure 4. ELs in dual immersion (language) programs exhibit stronger English language proficiency and academic attainment over time.



As the figure above illustrates, rigorous recent research shows that a greater percentage students in dual-immersion settings are more likely to meet reclassification criteria and be reclassified as Fully English Proficient (RFEP) beginning in middle school compared to their EL counterparts in English-only settings (Umansky & Reardon, 2014; Steele et al., 2017), and that RFEP students are among California’s strongest performers on the statewide assessment, performing similarly to, or exceeding, their English only peers (see Figure 5).

Figure 5. Reclassified ELs are among the state’s strongest performers (Hill, 2018)



Refining and expanding PVUSD’s Dual Language Instructional Models aligns strongly with California’s Vision for English Learners and has the strong potential to benefit overall student achievement across the district. PVUSD has a significant student population of both English learners and monolingual English students who would benefit from a dedicated effort to assess the effectiveness of, refine, and expand Dual Language Instructional Models. Successful Dual Language Instructional Models also require skilled and qualified teachers, which will influence PVUSD’s efforts to attract and retain qualified personnel.

The district is committed to providing Dual Language Instructional Models that are based on the research about effective approaches to educating English learners. The most relevant research comes from the literature on dual language education programs and on effective schools. The following summary of major conclusions from this research is based on the work of Kathryn Lindholm-Leary, Jim Cummins, and others.

The most successful schools and programs feature clear alignment of instruction to standards and assessment, and a meaningful, academically challenging curriculum that incorporates higher order thinking and is thematically integrated. A strong effort is made to ensure that students learn content as well as the academic language associated with the content.

More effective programs feature a clear articulation across grade levels and coordination within grade levels. These programs are organized around a proper scope and sequence, developmentally appropriate practices, and data related to language proficiency levels in both languages. When primary language instruction occurs over a long period of time, English achievement of ELs tends to be higher.

The following characteristics of effective programs that aim to develop literacy in two languages have been culled from the research literature. These characteristics have been considered in designing programs for ELs as well as in evaluating existing programs.

Table 5. Characteristics of Effective Dual Language Programs¹²

Characteristics	Components
Literacy in two languages as a goal	<ul style="list-style-type: none"> • Administrative and community support • Standards-based Language Arts in both languages • A well-articulated and complete ELD component • Ongoing staff development • Plan for evaluating effectiveness supporting ongoing improvement
Academic instruction through the primary language	<ul style="list-style-type: none"> • Clear language allocation plan • Purposeful use of languages in instruction • Qualified bilingual staff

¹² Thomas & Collier (2012); Center for Applied Linguistics (2009); Dorner, L., Ph.D. (2015); Pacific Policy Research Center (2010)

Characteristics	Components
Cognitive and academic emphasis	<ul style="list-style-type: none"> • Full access to the standards-based core curriculum in each language • Development of academic language in the content areas focusing on and fluency/proficiency in each language • Instruction aligned with grade level standards
Consistent academic strategies	<ul style="list-style-type: none"> • Appropriate use of integrated ELD best practices • Schoolwide/districtwide articulation • Dual language/bicultural curriculum and support services • Materials and books that present a cross-cultural perspective • Lessons that activate students' prior knowledge
Linguistic emphasis on both L1 and L2	<ul style="list-style-type: none"> • Equal status and value of both languages • Advocacy for the program, as enrichment rather than remediation • EO students participate • Exposure of ELs to English models
Program length	<ul style="list-style-type: none"> • TK–8* or TK–12** programs leading to the possibility of students receiving the Seal of Biliteracy

*Elementary Districts

**Unified Districts

To ensure all Dual Language Instructional Models offered in PVUSD are of the highest quality and leading to the realization of PVUSD's Vision for English Learners, PVUSD will establish a Dual Language Leadership Team (DLLT), dedicated to engaging in deep learning about the components of highly-effective Dual Language Instructional Models, examining the current Dual Language Instructional Models offered in PVUSD, and determining evaluation criteria that will be used to define each Instructional Models' effectiveness. By the end of the first year, the DLLT will make recommendations for the refinement and expansion of Dual Language Instructional Models that will create a strong pathway resulting in students attaining the California State Seal of Biliteracy.

In the second year, school sites will work to articulate their Dual Language Instructional Model, what refinements and adjustments will be needed to successfully transition (if planning to begin a new model or refining an existing model). Considerations would include parent and student interest, the number of qualified teachers currently at each school site and throughout the district, and those that would need to be recruited and hired to establish or expand the model. The Director of Equity and English Learners Services with support from the EL Leadership Council and DLLT, will support schools to determine human and fiscal resources needed to successfully expand their selected model.

During the third through fifth years, PVUSD will expand the number of schools and grade levels that offer research-based Dual Language Instructional Models. The DLLT will continue to meet and monitor progress of the various Instructional Models, including student academic achievement, literacy acquisition and proficiency levels in both languages, student enrollment in the models, teacher recruitment and retention, and student progress toward achievement of the State Seal of Biliteracy.

Support including sustained professional learning will be provided to establish a strong, coherent approach across the district.

Evaluation and Accountability

Oversight Structure at a Glance

The *Master Plan for English Learner Success* is designed to ensure that the Strategic Goals and High-Leverage Strategies articulated in the Theory of Action are implemented, that systemic and instructional practices are continually improving, and that all stakeholders are learning to increase their effectiveness within the system. To accomplish this, PVUSD will establish an **EL Leadership Council**, a set of critical annual **milestones** to measure progress, and a set of **communication strategies** to share progress with stakeholders. This structure is illustrated in Figure 6 and discussed further below.

In addition, PVUSD will create and fill a district position to support the Director of Equity and English Learners Services to implement the *Master Plan for English Learner Success*. This position will guarantee a leader has the capacity dedicate his/her time and attention to successfully lead the change described in this document, in support and collaboration with other district leaders including the Director of Equity and English Learners Services. This position will be responsible for planning, professional learning, and monitoring of the plan, to ensure successful implementation and coherence throughout the district. The EL Master Plan Team will submit a recommended list of qualifications for the position to PVUSD leadership to support the position being filled with the most qualified individual to support the work.

Figure 6. Oversight Structure



1. The EL Leadership Council

The EL Leadership Council is a group of people charged with the task of continuously monitoring and supporting the effective implementation the *Master Plan for English Learner Success* and ensuring attainment of PVUSD’s Vision for ELs. The Director of Equity and English Learners Services, along with the support of the EL Coordinator, leads the EL Leadership Council. It is designed to ensure that there is a process for planning and coordinating optimal programs for the success of our English learners.

The EL Leadership Council includes: Superintendent; cabinet members; Assistant Superintendents; Directors of ELA, Migrant Education, Adult Education, and Special Education; site administrators; teachers; and other participants as needed (e.g., business, transportation, technology, program specialists, etc.).

The EL Leadership Council meets six times per year to discuss and monitor the implementation of the *Master Plan for English Learner Success*.

The EL Leadership Council also:

- Plans and monitors systemwide Professional Learning Structures for all educators in progress to receive the certificate;
- Ensures that practices, resources, and personnel are being used effectively to implement the PVUSD *Master Plan for English Learner Success*;
- Communicates regularly to the Superintendent and community about implementation progress, successes, and challenges; and
- Ensures integration and brings clarity, cohesion, compliance, and continuing improvement to the district's programs for English learners.

At the district level, the annual analysis of student outcomes determines the level of effectiveness of PVUSD EL placement, programs, and services. This information is used to determine professional development to teachers, administrators, parents/guardians, and staff. The annual evaluation report is shared at a regular meeting of the Board of Education. Data from the annual evaluation is also shared with DELAC members, who may make use of it in framing their input to the Board.

2. Milestones

Performance targets will mark our milestones for successful implementation and increased opportunities and outcomes for ELs and former ELs in these areas:

- Increase the EL graduation rate annually, including the percentage of students enrolling in, and completing, A–G courses at the high-school level.
- Increase the EL enrollment and attainment of Advanced Placement course credits.
- Increase the number of students graduating with the Seal of Biliteracy annually.
- Increase the number of students reclassifying as Fluent English Proficient annually.
- Increase the percentage of parents participating in school activities and contributing to their child's education.
- Decrease the Long-Term EL rate in middle and high schools annually.
- 25% of PVUSD teachers and leaders will have obtained PVUSD's *Certificate of Educator Core Capacities* by 2022; 75% by 2023; 90% in 2024; 100% in progress by 2025.
- 50% of schools will be implementing the Language Development Approach by 2022; 75% by 2023; 100% by 2024.
- Increase the number of schools implementing research-based Dual Language Instructional Models and the grade-levels served annually to support developing more biliterate students.

3. Communication Strategies

Pájaro Valley USD strongly believes that creating processes to transparently communicate regularly with stakeholders is a key driver to ensuring that the Vision for English Learners is realized. To this end, PVUSD plans to share progress and learning to help school communities adopt and adapt successful practices with others. The district is committed to investing in opportunities to leverage learning gains for both students and adults, as educators collaborate to change outcomes for EL students. Some ways that PVUSD will communicate with stakeholders include:

- Formal roll-out of the PVUSD *Certificate of Core Educator Capacities* plan and professional learning module plan to all educators
- Semiannual reports to the Superintendent and community
- Annual summary of progress and attainment of milestones

Monitoring Implementation of the *Master Plan for English Learner Success*

The *Master Plan for English Learner Success* is designed to significantly improve the quality of instruction for ELs by addressing the essential elements within a school system that influence EL access to standards-aligned education. The Key Components discussed earlier must be implemented throughout the district to maximize ELs' potential and reach PVUSD's ambitious improvement goals for ELs. The strategic goals listed below are tightly aligned to PVUSD's goals for all students and represent significant systemic shifts that will attend specifically to issues of equity facing our EL students.

District and site staff will periodically monitor implementation of the *Master Plan for English Learner Success*. The primary goal of the monitoring is to ensure that every school in the district is effectively and successfully implementing the Key Components to maximize systemic change and rapidly increase positive outcomes for EL students.

The PVUSD monitoring process:

- Establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved;
- Promotes full involvement of all stakeholders (administrators, teachers, parents/guardians, and students) in all phases of planning, implementation, and evaluation activities;
- Provides for high levels of coordination between district-level and site-level improvement efforts; and
- Ensures that evaluation is an integral part of school improvement initiatives and activities.

Evaluation Design

The EL Leadership Council will conduct an annual evaluation of implementation of the *Master Plan for English Learner Success*, structured around the six strategic goals in the Theory of Action and the articulated milestones. The evaluation will focus on the questions and desired outcomes listed in Table 6, in order to address high-priority areas of service to, and outcomes for, English learners. The evaluation data gathered, and the analyses performed, provide a rich source of information on the

implementation of the *Master Plan for English Learner Success* and outcomes for students. The data will be used at the district and site levels to inform future planning and cycles of improvement.

Table 6. Evaluation Goals and Questions

Strategic Goals	Evaluation Questions
<p>Strategic Goal 1: <i>Improve the systemic coherence of instructional, curricular, and assessment practices for English learners</i></p>	<ol style="list-style-type: none"> 1. Has the district Vision for English Learners been adopted and widely communicated? 2. Has a districtwide instructional framework been adopted? 3. What evidence exists that the instructional framework is being used in planning and delivery of instruction in all classrooms? 4. Has an assessment plan been developed and communicated that articulates: <ol style="list-style-type: none"> a. What math, ELA, and science assessments are being given in which instructional language in which grades? b. What target benchmarks for achievement are in both Spanish and English by grade and by Instructional Model? c. What targets and assessments will be used to define progress for students at the emerging stage of language development, i.e. Newcomers and Students with Interrupted Formal Schooling (SIFE)? 5. Are all district mandated assessments (SIPPS, NWEA-MAP, Writing Benchmark Assessments) informing the academic and language achievement of ELs? 6. What LCAP funding has been allocated to support implementation of the <i>Master Plan for English Learner Success</i>? 7. Are teachers adapting district-adopted curricula as needed to align to PVUSD’s Language Development Approach? 8. Are reclassification data and procedures for all EL students easily accessible and actively used by district leaders, site leaders, and teachers? How? 9. Can teachers of ELs identify the proficiency levels of all of their EL students, and report on progress?
<p>Strategic Goal 2: <i>Build the capacity of all educators and leaders to provide high-quality learning experiences for all ELs</i></p>	<ol style="list-style-type: none"> 1. Has a clear, comprehensive professional learning system been articulated for and communicated to all PVUSD educators including clear expectations? 2. What percentage of educators have begun/completed the LDA training modules (<i>Certificate of Core Educator Capacities</i>)? 3. What coaching support has been provided to educators to implement the Language Development Approach? What instructional practices have changed as a result of coaching support? 4. What changes in instruction (teachers) and observation/feedback/support (coaches/administrators) are occurring as a result of the professional learning?

Strategic Goals	Evaluation Questions
	5. Is all professional learning offered in the district specifically addressing the needs of ELs? How?
Strategic Goal 3: <i>Build on ELs' assets and respond to their diverse needs</i>	1. What evidence exists in classroom/school environments that they are culturally and linguistically responsive? 2. How are curriculum materials differentiated to respond to the needs of diverse students? 3. What differentiated instructional models and practices are in place, or have been added/adjusted, to address the needs of diverse ELs? 4. How are diverse EL groups performing academically and linguistically?
Strategic Goal 4: <i>Invest in and expand PVUSD's human capital to effectively serve English learners</i>	1. What progress is being made in staffing the site for dual language programs? 2. What outreach/partnering/incentivizing is the district engaging in to recruit BCLAD/bilingual candidates for open positions? What are the results of those efforts? 3. Has volunteering and student teaching increased as a result of partnerships with post-secondary institutions? 4. How is the district incentivizing all educators participate in core capacities models (e.g., offering continuing education units, stipends, etc.)?
Strategic Goal 5: <i>Engage families and community</i>	1. How has the <i>Master Plan for English Learner Success</i> been shared with families and the school community? What opportunities are provided for providing feedback? 2. In what ways do schools and the district engage and communicate with families? a. What is the evidence these strategies are building home-school relationships? 3. Has the rate of parent/guardian participation in: ELAC, DELAC, LCAP, parent leadership capacity building opportunities, etc. increased? 4. Has a Family and Community Engagement (FACE) Team been established? 5. What is the comparative percentage of parents/guardians of ELs and RFEPs to parents/guardians of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? 6. In what ways are we ensuring all parent and family members have access to the meetings and events at school and in the district? a. What language are parent meetings conducted in? b. What language is translation provided for, and how often? 7. What data are collected regarding all parents' Instructional Model preferences, and what actions have been taken as results of those data? 8. How have the practices of informing parents about the various Instructional Models shifted or evolved?

Strategic Goals	Evaluation Questions
Strategic Goal 6: <i>Strengthen and expand dual language programs across the district</i>	<ol style="list-style-type: none"> 1. How many schools are offering Instructional Models with fidelity to the model (instructional minutes, staffing, curriculum materials, etc.) as described in the <i>Master Plan for English Learner Success</i>? <ol style="list-style-type: none"> a. What LCAP funds have been dedicated and used for this purpose? 2. What are participation rates and requests from parents for each Instructional Model? 3. How are students performing (on average) in and across Instructional Models? 4. What are student reclassification rates within different Instructional Models? 5. Is the number of students (ELs and EOs) attaining the Seal of Biliteracy, Pathway to Biliteracy, and acting as Language Ambassadors increasing? 6. Is the determined Instructional Model at each site being implemented with fidelity (instructional minutes, staffing, curriculum materials, etc.)

Monitoring at the School Site Level

School principals are responsible for the daily, site-level implementation of the *Master Plan for English Learner Success*. Principals are provided with annual training on the Theory of Action and Key Components of the plan and on their role in ensuring complete implementation at their sites. Throughout the academic school year, principals complete sections of the Principal's Assurances Checklist for EL Program Services and submit it to their supervisor and the Director of Equity and English Learners Services according to the timeline indicated on the checklist. This facilitates ongoing communication with the supervisor and the district Director of Equity and English Learners Services and assists in monitoring the consistent implementation of the plan throughout the school district. The Superintendent/designee reviews all Principal's Assurances Checklists at the end of the academic year.

Sites are encouraged to use the evaluation criteria above (Figure 13) to conduct self-assessments of at their sites to determine strengths and areas of need and make adjustments accordingly. After gathering, analyzing, and discussing the information, each site develops its School Plan for Student Achievement, with objectives, activities, and timelines for addressing the areas of need. The site also compares student outcomes at the site level to the district goals for EL students and uses this information to address identified areas of needed improvement in services to ELs. This information is included in the school's presentation of data results to the Board of Trustees.

A formal, district-level monitoring review of each site's data results and school plan is conducted each year, providing feedback to site administration. The principal facilitates modifications of the school plan to reflect suggestions from the district-level review. District staff uses these reviews as an additional way to identify site level support needs.

The State Evaluation and Accountability Systems

The California Department of Education (CDE) has established two interrelated systems of accountability, evaluation, and continuous improvement for California schools and districts.

- A rubric for evaluating Local Control and Accountability Plans (LCAP – See Appendix A), making use of required metrics for evaluating progress in each of the State Priority areas that district LCAP plans must address.
- An Accountability and Continuous Improvement Program (California School Dashboard) that provides an in-depth, multidimensional picture of school and district performance as well as improvement over time.

Conclusion

The educators and leaders of Pájaro Valley USD, together with parents and community stakeholders, have defined a bold **Vision for English Learners** that PVUSD will strive to encourage, support, and obtain in the years to come. Through this process, the district has engaged in a long-term commitment to systemic reform in service of our English learner students and their families who are depending on us to ensure they all graduate with multiple opportunities for success. The district has intentionally engaged in a deep process of learning and inquiry; observed EL students' learning opportunities; examined the systems, practices, and results that comprise our current reality; and seen clearly where PVUSD needs to improve. It is with unwavering commitment that PVUSD has created a transformational *Master Plan for English Learner Success* that will allow opportunities for everyone to know and do better and will cohesively guide the district's efforts and resources to continuously improve.

Appendix A: Policies and Practices

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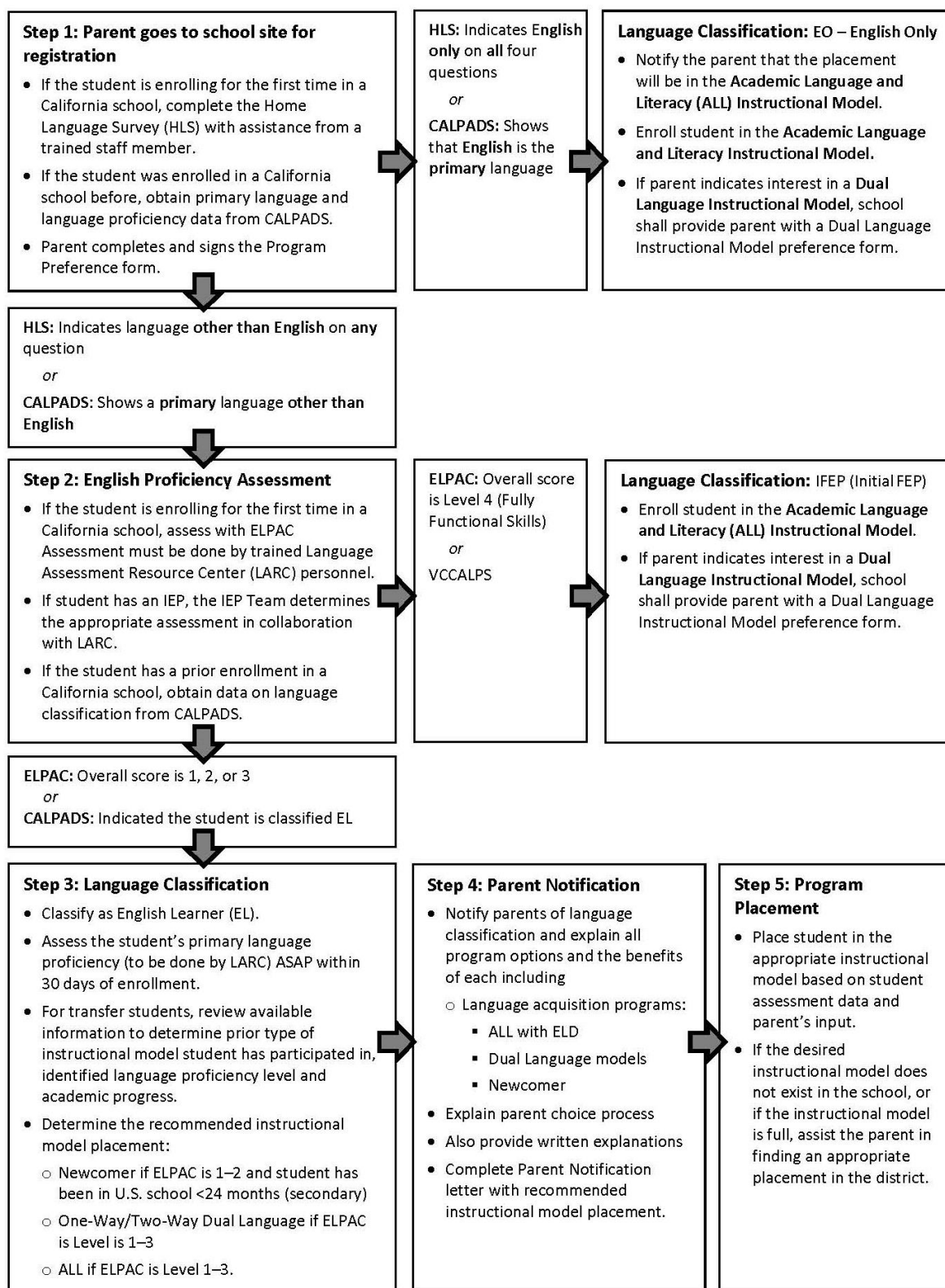
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Initial Identification and Placement

At the time of enrollment, California schools are required to determine the language(s) spoken in the student's home. For students in homes where a language other than English is spoken, the student's level of proficiency in English must be determined and an appropriate program placement made. This section describes the process of initial identification and placement of students in the Pájaro Valley Unified School District. The process is shown in Figure A.1 and is explained in detail below. Student enrollment and assessment take place at the student's attendance area school with bilingual staff members meeting with parents/guardians whenever possible.

Figure A.1. Initial Language Proficiency Assessment, Identification, and Placement Process



(Will be revised - pending state guidance)

STEP 1: Registration, Including Completion of the Home Language Survey

Parents/guardians take their student(s) to their neighborhood school to enroll. At the school, parents/guardians complete a Home Language Survey (HLS), as required by state law. This survey is completed the first time the parent/guardian enrolls the student in a California school, and the results are maintained in student records and entered by school site registrars into the California Longitudinal Pupil Achievement Data System (CALPADS).

If the student is enrolling in a California school for the first time, the parent/guardian completes the Home Language Survey.

- If the answers to items 1, 2, 3, and 4 on the HLS are “English”, the student is classified as English Only (EO) and the student is placed in the Academic Language and Literacy (ALL) model, or a dual language model, if requested by the parent/guardian. Participation in a dual language model may be based on the student’s grade level, proficiency level in the language other than English taught within the model, previous participation in a similar dual language model, and space availability. Detailed descriptions of the Instructional Models are provided in the *Instructional Models* section.
- If the home language is determined to be other than English, the student is assessed for English proficiency (Continue to Step 2).

If the student has a prior enrollment in a California school, then the Home Language Survey results from the prior school are used to determine if the student has a primary language other than English. The student’s primary language and language proficiency data may be obtained from the state’s CALPADS database.

During enrollment at the school site, the parent/guardian completes and signs an Instructional Model Preference Form to inform the student’s placement.

STEP 2: English Language Proficiency Assessment for California

State regulations require that if the student’s Home Language Survey indicates that a language other than English is used in the home, the student’s English language proficiency must be assessed within 30 calendar days of initial enrollment. However, in PVUSD this testing will be accomplished as soon as possible, usually within two weeks of enrollment. (See below for kindergarten registration, which is an exception to this statement). Students’ English language proficiency is assessed as part of the enrollment process by trained personnel, with assistance provided through the district’s Language Assessment Resource Center (LARC). Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents/guardians and students.

The assessment used to determine initial English proficiency is the English Language Proficiency Assessments for California (ELPAC). The ELPAC is a standardized language proficiency test, based on the California English Language Development Standards (2012), designed to measure the English proficiency of non-native speakers. All students are assessed in the domains of reading, writing, listening and speaking. The ELPAC includes two types of assessment: Initial and Summative. The Initial

ELPAC is used at the time of initial enrollment in California, and the Summative ELPAC is taken each year thereafter, to assess growth.

Students with disabilities: If a student has an Individual Education Plan (IEP), the ELPAC or any of its parts may be waived if that student's IEP provides for an alternative assessment in place of all or part of the ELPAC. The IEP team determines if the ELPAC may be taken with designated supports or accommodations. In PVUSD, the Ventura County Comprehensive Alternate Language Protocol (VCCALPS) is administered most frequently with students in moderate to severe placements. It may also be appropriate for students in other placements; this is determined by the IEP team in collaboration with the LARC.

If the student is enrolling in a California school for the first time, trained LARC personnel will administer the ELPAC and the results of the assessment will be used to determine the student's English language proficiency. Based on the Initial ELPAC results, the student is classified as either initially fluent in English (I-FEP) or as English learner (EL). A student is classified as I-FEP if the ELPAC overall score is Level 4 (Well Developed). Students scoring at Levels 1 to 3 are classified as English learners (see Figure A.2). A preliminary score is calculated for the purpose of determining the student's placement. The results are sent to parents/guardians within 30 days of receipt by the district. ELPAC results are maintained in the student's EL folder (orange folder) inside the cumulative record, and in the district's student information system for future use in monitoring student progress and in program evaluation.

If the student has a prior enrollment in a California school, the district will obtain data on the student's language classification, English proficiency and prior program participation from CALPADS and use that information to make an appropriate determination regarding the student's language classification and the Instructional Model in which the student will be placed.

Table A.1. Criteria for Classifying a Student as Either Initially Fluent in English Proficiency (IFEP) or English Learner (EL)

Home Language Survey	Initial ELPAC Performance	Language Classification
Answers to items 1, 2, 3, and 4 are all “English”	<u>NO</u> ELPAC administered	English Only (EO)
Answer to any question is a language other than English (e.g., Spanish, Mixteco, etc.)	ELPAC administered <ul style="list-style-type: none"> Minimally Developed (Level 1) Somewhat Developed (Level 2) Moderately Developed (Level 3) 	English Learner (EL)
Answer to any question is a language other than English (e.g., Spanish, Mixteco, etc.)	ELPAC administered <ul style="list-style-type: none"> Well Developed (Level 4) 	Initially Fluent English Proficient (I-FEP)

STEP 3: Primary Language Assessment and Determination of Recommended Instructional Model Placement

For students classified as English learners, an initial assessment of the student’s primary language is conducted as soon as possible after the completion of English language assessment, as part of the enrollment process. Primary language assessment is conducted by a trained person fluent in the student’s primary language, when possible. The following are district-adopted primary language assessment instruments:

Table A.2. Primary Language Assessments Used in Pájaro Valley Unified School District

Grades	Initial Primary Language Assessments	Languages
K–1	Pre-LAS, given by LARC or school staff, one on one	Spanish
2–12	LAS-Oral, given by LARC or school staff, one on one	Spanish
2–12	LAS-Lectura/Escritura, given by LARC or school staff, in one on one or group setting	Spanish
K–12	Informal oral assessment, given by primary language tutor	Languages other than Spanish
2–12	Informal reading assessment, given by primary language tutor	Languages other than Spanish
2–12	Writing sample, given by primary language tutor	Languages other than Spanish

Results of the primary language assessment are placed in the student's EL folder, entered in the district student information system and are used to support the identification of a student as an English learner. The results of the Home Language Survey, the English and primary language assessments (and any other information related to prior schooling, including transcripts, if available) are used to determine the degree of proficiency in English and the recommended Instructional Model placement for the student.

STEP 4: Parent/Guardian Notification of Assessment Results and Instructional Model Options

Upon completion of the testing, parents/guardians are notified in writing of the assessment results and are given notification of the recommended program placement. This letter also includes descriptions of all language acquisition programs (including dual language models) that are available to students, a description of each Instructional Model, and notifies parents/guardians of their right to request a language acquisition model for their child.

Parents/guardians of English learners are given the opportunity to meet with district personnel to have their questions answered prior to making their choice.

Not all Dual Language Instructional Models are available at each site. Each principal and staff, with advice from their English Learner Advisory Council, shall be supported by the District to review the research and make an application or request to the district administration in support of their proposal of an Instructional Model for their school. (See *Instructional Models* for more detailed descriptions of current PVUSD offerings.)

STEP 5: Program Placement

The principal or designee assigns the English learner to an appropriate Instructional Model based on the student's assessment data and the parent's/guardian's preference. Parents/guardians indicate their Instructional Model preference on the Instructional Model Preference Form that is filled out after the parent/guardian is given the relevant information regarding such programs. If the parent/guardian requests a program model not available at the school of residence, they can request an intra district transfer to a school that provides that model.

Parents/guardians of pupils enrolled in the school may choose the Instructional Model that best suits their child. Schools in which the parents/guardians of 30 pupils or more per school, or the parents/legal guardians of 20 pupils or more in any grade, request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Proposition 58, Sections 305 & 310. English learners with parental/guardian requests shall be given an opportunity to go to another school within the district if their site does not have sufficient number of parental/guardian requests at their site.

Copies of Instructional Model Preference Forms are kept on file by the site principal. The original is placed in the cumulative record of the student. The information is entered into the district student information system for electronic storage of the request and monitored by the district Director of

Equity and English Learners Services.

Kindergarten Registration, Assessment, and Placement

A special process is used for assessing the language proficiency of new transitional kindergarten (TK) and kindergarten students at the beginning of each school year.

Pre-registration begins in March of the school year preceding the child's entrance into TK or kindergarten. Each school site holds a "TK/Kindergarten Registration" for incoming students in the spring. When the parent/guardian pre-registers the child, the Home Language Survey is completed and used to determine whether language assessment is required.

During the official assessment period (beginning July 1 and continuing until all assessment of new kindergartners is completed, but no later than 30 days from when classes begin), a team of district staff trained in ELPAC and primary language assessment procedures is assembled and deployed to school sites in order to help complete ELPAC testing of TK/kindergartners.

Assessment results are processed within 30 days, parents/guardians are notified of the results, and the Instructional Model placements are made. The same procedures related to parent/guardian notification, the parental/guardian opportunity to request the type of program to which their student will be assigned, and program placement that are used for other students are used for kindergartners. Parent/guardian meetings are arranged to inform parents/guardians about program model options and explain parental/guardian choice rights. All information is provided in written form in English and Spanish, and in other languages as feasible.

Transfer Students

Transfers Between District Schools

Parent/guardian-initiated intra-district transfer requests are made through the Department of Student Services. Completed Intra-District Transfer Request forms are sent to the Department of Student Services office, and all data regarding the student's EL assessment history, current scores, current placement, records of academic progress, and interventions are sent to the receiving school. The EL Specialist and site principal, or designee, at the receiving school are responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in the appropriate type of Instructional Model, as specified in the student's current records, before approving the intra-district transfer request.

Parental/guardian requests are given priority when the intra-district transfer is specifically for the Dual Language Instructional Model at the school if the student's home school has no Dual Language Instructional Model to offer because of insufficient parental/guardian requests. Parents/guardians who seek a different Dual Language Instructional Model than the one offered at their home school shall be considered with all other intra-district transfer requests. All intra-district transfers are subject to space availability at the site requested.

Transfers from Other California Schools

Students transferring from another district within the state often have records of a Home Language Survey, scores on the mandated assessments, and an initial language status. These students do not need to go through the district's initial identification process if all necessary data is available. The information, which should be available from CALPADS, will be entered into the district's student information system by the LARC team and sent to the site principal, or designee, who will share it with the classroom teachers. If the student's prior records cannot be acquired from CALPADS or the prior district at the time of enrollment, English language assessment proceeds and the identification, notification, and placement process is implemented per the above description in Steps 1–5.

Transfers from Out-of-State or from Other Countries

The five-step identification, notification, and placement process described above and shown in Figure A.1 will be followed when enrolling students who are new to the state or from another country. The date the student is enrolled in the district is entered into the student's records and the student database system and is used to mark the date they first enrolled in a California school and (if appropriate) the date they first enrolled in a U.S. school.

Professional Development for Staff and Administrators on Initial Identification, Placement, and Parental/Guardian Options and Informed Consent

The Director of Equity and English Learners Services provides ongoing professional development for administrators and staff on legal requirements and district procedures related to the implementation of this *Master Plan for English Learner Success*, including procedures for:

- initial identification;
- assessment;
- program placement options and district procedures;
- parents'/guardians' rights to information related to identification, assessment and program placement through a method/language that is comprehensible to them; and
- parents'/guardians' rights to agree with or decline recommendations regarding program placement and other EL services (Right to Informed Consent).

The persons who participate in the training include, but are not limited to, district and site administrators, teaching staff, district Language Assessment Resource Center (LARC) staff; staff members who work with EL students and student records; office staff members responsible for registration; EL specialists, special education teachers, aides, and specialists; and any other support staff as necessary. The training places special emphasis on sensitivity to parents/guardians, including how to make parents/guardians feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their student. Training for site staff must take place at least annually.

Monitoring of Student Progress, Intervention, and Reclassification

Monitoring of Student Progress

Annual Assessments

Student progress is monitored at least annually, based on a set of district-adopted and State-mandated assessments. The assessments in use are shown in Figure 14. These assessments are used to determine English language proficiency and evaluate students' academic performance.

District-adopted formative assessments are used regularly during the year to monitor students' progress in English language development (listening, speaking, reading, and writing), language arts, and math. Curriculum embedded assessments in language arts are taken in English and/or in Spanish by ELs in the ALL and Dual Language Instructional Models. If a language group other than Spanish increases in size to the point where Dual Language Instructional Models are necessary or desirable, then assessments in that language will be adopted.

CAASPP tests are taken by all students regardless of their language classification.

A third group of assessments, including the ELPAC and STS, are for English learners only and are taken as annual assessments.

Students on Individualized Education Programs (IEPs) may be given alternative assessments in place of the CAASPPs and ELPAC as allowed by the state and identified on their IEP. In PVUSD, the Ventura County Comprehensive Alternate Language Protocol (VCCALPS) is administered most frequently with students in moderate to severe placements. It may also be appropriate for students in other placements, which can be determined by the IEP team in collaboration with the LARC.

Use of Assessment Data for Instructional Planning

Teachers use the **language arts and mathematics curriculum embedded assessment data** to analyze student progress every 6 to 8 weeks; results drive differentiated instruction and provide a basis for classroom interventions as appropriate. Formative assessment practices should be used in all classrooms to evaluate and monitor the English language development of EL students, aligned to the CA ELD Standards. The results and information gathered through these processes should guide the formation of designated ELD groupings and provide the basis for designated ELD instruction by proficiency level for all ELs.

ELPAC data (supplemented by curriculum embedded, and benchmark assessment results) are used for instructional groupings in ELD at the elementary level, and student placement in appropriate ELD courses at the middle and high schools. Teachers must also use formative assessments to identify areas of ELD progress and need for individual students as well as for groups of students, and to modify of instruction accordingly.

CAASPP assessment results are to be used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of interventions and assign them to appropriate instructional schedules. Students who meet or exceed benchmarks for growth on these assessments are accelerated and/or moved to more advanced groups/classes.

Ongoing Review of Student Progress

Student achievement and progress is monitored regularly as part of the school's system of curriculum implementation. When an English learner is not making adequate progress, additional support, intervention and action are necessary. The individualized plan of action for this type of student is designed to help students meet English acquisition and academic achievement goals. Figure A.4 identifies how these students are monitored.

Assessments Given to English Learners

Table A.3. English Language Development Assessments*

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
English Language Proficiency Assessment for California (ELPAC)	K–12	<ul style="list-style-type: none"> Assesses listening, speaking, reading and writing in English State mandated instrument Used for student placement and to measure progress toward English proficiency Used for statewide accountability Used for initial identification 	<u>Initial:</u> At registration within 30 calendar days from date of registration <u>Annual:</u> in Spring	<u>Initial:</u> Trained staff person from LARC or school site <u>Annual:</u> Trained ELD teacher, EL Specialist, or assistant principal
VCCALPS For students with IEPs, based on IEP Team decision	K–12	<ul style="list-style-type: none"> Assesses listening, speaking, reading and writing in English Used for student placement and to measure progress toward English proficiency Used for statewide accountability 	<u>Initial:</u> At registration within 30 calendar days from date of registration <u>Annual:</u> As needed	Case Manager
Secondary formative assessments	6/7–12	<ul style="list-style-type: none"> Battery of assessments to be selected that would provide timely information for use in placement and monitoring of progress. For use in determining progress and informing instruction. 	To be determined but about every 6–8 weeks	Teacher

* Examples of assessments based on current district program adoptions and subject to change.

Table A.4. Primary Language Development Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Language Assessment Scales (LAS)	K–12	<ul style="list-style-type: none"> Standardized assessment of Spanish language and literacy skills. Used to determine placement and Spanish language fluency 	<u>Initial</u> : At registration, within 30 calendar days from date of registration	<u>Initial</u> : LARC <u>Annual</u> : Teachers in dual language models

Table A.5. California Assessments of Student Performance and Progress (CAASPP)

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Smarter Balanced Assessments (English language arts/literacy and mathematics)	3–8	<ul style="list-style-type: none"> Used as a summative annual assessment of the student’s progress toward acquiring grade level standards 	Annually in spring	Teacher
California Science Tests (CAST)	5th and 8th grades and once in high school	<ul style="list-style-type: none"> For ELs, used as a part of the reclassification process 	Annually in spring	Teacher
California Alternate Assessments (CAA) (English language arts, mathematics and science)	ELA & mathematics 3–8 Science 5 and 8	<ul style="list-style-type: none"> Used by district and state as part of the state accountability system, including measures of academic progress of ELs 	Annually in spring	Teacher
Standards-based Tests in Spanish (STS)	2–8	<ul style="list-style-type: none"> Assessment of Spanish language reading/language arts Used to assess the academic progress of students in the dual language programs 	Annually in spring	Teacher

Additional EL Supports for Academic Achievement

ELs' academic performance is to be monitored at school sites, K–12, using formative assessments in order to identify and proactively address any developing academic deficits and provide appropriate supports to ensure student success. This monitoring of academic and language proficiency continues by trimester at the elementary level and quarterly at the secondary level for current English learners and for two years following a student's reclassification to ensure that students continue to meet expected academic growth. District formative assessments provide information that informs instruction and alerts teachers to students that may be struggling.

Students are assessed throughout the year and, if they are not performing on grade level in English language arts, they are identified as in need of academic interventions. Students enrolled in dual immersion programs are also identified as in need of academic interventions based on their performance in Spanish language arts.

A student's English language proficiency is also assessed to ensure that any additional supports provided to the student meets their needs, whether it is academic, linguistic, or both. Upon review of performance assessment results, the analysis of the data informs the effectiveness of the implementation of instruction and alignment of instruction to academic standards.

Starting in the fall of each year, the Language Review Team (LRT), which includes the school administrator and staff members with relevant information, reviews the ELPAC scores and classroom performance of all ELs and identifies students not meeting growth expectations. At this meeting:

- The teacher identifies all interventions that have been implemented, using a Pre-Referral Checklist as a guide;
- The team reviews and modifies the list of interventions to be implemented;
- Modification of instructional practices, grouping, language of instruction, and effective design are also considered;
- An EL Intervention Plan is developed, to be implemented through the first quarter of the following year. This plan identifies the intervention and acceleration schedule for the individual student. Use of additional time (intersession, summer school, before and after-school) is also considered and defined in this plan; and,
- The parent/guardian may be contacted to inform them of the lack of progress and to discuss the individualized acceleration/intervention plan, and invited to review and inform forthcoming discussions participate on the team in the decisions and actions of the ensuing interventions.

No later than October, the LRT reviews the results of the spring testing (end-of-year results on district-identified assessments for kindergarteners, first graders, and second graders) and develops or revises an EL Intervention Plan for each student not meeting the growth expectations. No later than the fall parent/guardian conference, the EL Intervention Plan is discussed with the parent/guardian, amended to include the parental/guardian input, and documented on the appropriate forms. This plan includes interventions to be provided, identifies the language(s) to be used, and timelines.

The student is provided with the intervention programs/services as specified in the EL Intervention Plan. His/her progress is carefully monitored throughout the school year, at each assessment interval. Adjustments and modifications to the plan are made when the data continues to show slow progress or no progress. All records, including a copy of the plan, are kept in the student's EL Folder as an addendum to the cumulative record.

In the spring of each year, the LRT assesses the effectiveness of the implemented interventions and achievement of students with EL Intervention Plans. If a student continues to make inadequate progress, a meeting is held with the LRT, which includes the parent/guardian. Teachers, program and settings are monitored for regular, systematic implementation of best practices and effectiveness of effort.

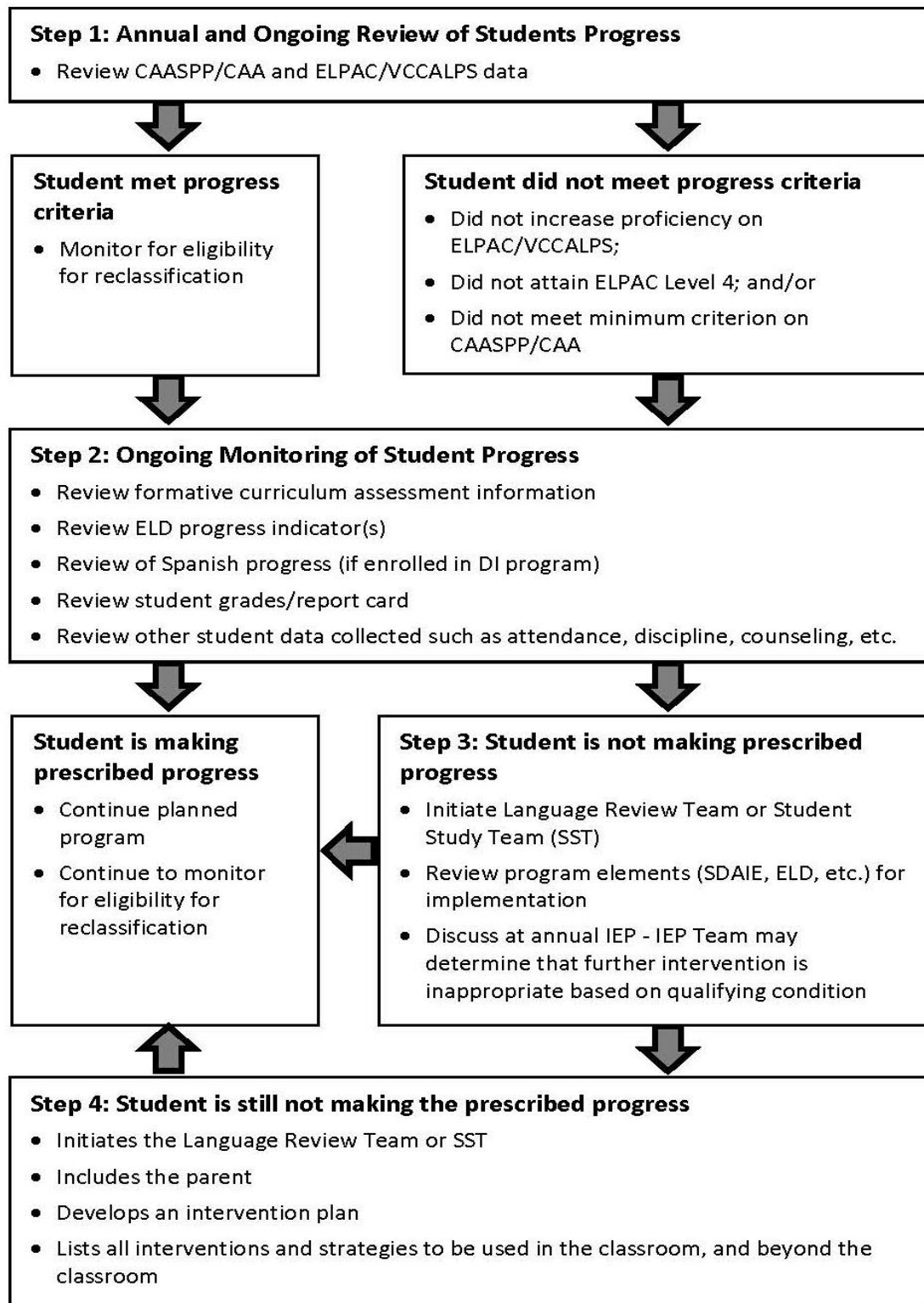
The EL Intervention Plan is developed based on the analysis of the student's needs and the results of the evaluation from the previous interventions.

Group data are disaggregated and examined to measure the effectiveness of the various intervention programs for different groups of English Learners.

If the student continues to make inadequate progress, he/she is referred to the Student Study Team (SST) for a more comprehensive examination to diagnose his/her needs, and planning of an appropriate program. The student's progress continues to be monitored. The implementation of program, settings and implementation of best practices continues to be monitored by the principal, and the district. For students with IEPs, the team may determine that further interventions are inappropriate based on student's qualifying condition.

The district Director of Equity and English Learners Services, working with other departments, as appropriate, will provide ongoing guidance and professional development to schools on how to manage the process of developing and monitoring effective intervention/catch-up plans, including the development of the forms to be used. This department will also provide training on how to efficiently conduct monitoring reviews and implement planning sessions.

Figure A.2. Ongoing Student Monitoring



Annual Review of Student Progress

Annually, the district Director of Equity and English Learner Services collects and reviews the CAASPP test results, THE ELPAC scores, other assessment data, and student grades for all EL students and identifies those students who are eligible for reclassification. Additionally, the district has a Pathway to Reclassification for students with IEPs who do not meet standard reclassification criteria. The district's criteria are shown in Table A.6. These criteria include multiple measures of:

- English language proficiency (listening, speaking, reading, and writing);
- Academic achievement in reading and writing, measured in English;
- Teacher's evaluation of student's curriculum mastery as demonstrated by successful participation and achievement in grade-level classes; and
- Consultation with parents/guardians for their opinion and input during the process of reclassification.

The principal or designee (AC or ELS) notifies parents and guardians of their right to participate and be consulted in the decision to reclassify their child. The school provides an opportunity for the parent or guardian to attend the Reclassification meeting (see the section on reclassification below). The meeting is scheduled at a time convenient for the parent/guardian. If unable to attend, the parent/guardian may communicate his/her opinion in writing or via phone call. The parent's/guardian's input is documented on the reclassification form.

The site may elect to take the following additional steps for involving parents/guardians in the reclassification process:

- Discuss at ELAC meeting;
- Meet with parents/guardians of ELs who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal; and,
- Invite parents/guardians to a group meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for up to four additional years. Students are also included in this meeting/celebration. Staff is available for individual consultation.

Reclassification Process and Criteria

The reclassification decision is made by a Reclassification Team (RT), after considering the evidence regarding the student's performance, and in full consultation with the parent/guardian (See Figure 10). The membership of the Reclassification Team includes: the principal or designee, content classroom teacher(s), ELD teacher, parent/guardian, and any other relevant specialists. After the team has made a determination, and made recommendations regarding the child's future placement and educational needs:

- The principal or designee (AC or ELS) completes the district Reclassification Form;

- Copies are given to the parent/guardian;
- Copies are given to the district's Department of English Learner Services;
- The Department of English Learner Services verifies each student's eligibility;
- A copy of the reclassification form is placed in the student's EL folder;
- The student's record is then coded as reclassified in the district student information system;
- The EL Specialist (AC or ELS) updates the EL folder, kept in the cumulative record, at each monitoring period documenting continued progress toward proficiency in the content areas; and
- The EL folder is kept in the cumulative record. Students who do not make continued progress shall continue to be monitored.

Table A.6. PVUSD Reclassification Criteria 2019–2020 (Approved March 27, 2019)

Multiple Criteria	Grade Level Measures		
	1st and 2nd Grade (Fall)	2nd Grade (Winter/Spring)	3rd–12th Grade
English Language Proficiency (ELPAC)	ELPAC Proficiency: Overall score of: 4-Well Developed	ELPAC Proficiency: Overall score of: 4-Well Developed	ELPAC Proficiency: Overall score of: 4-Well Developed
Academic Achievement	"Meets Expectations" at grade level for Reading in English during most recent assessment window	NWEA MAP RIT Reading Score at or above mean during most recent assessment window	SBAC English Language Arts at or above the midpoint of "Nearly Met" (Level 2) OR NWEA MAP RIT Reading Score at or above grade-level mean during most recent assessment window OR NWEA MAP RIT Reading Score at or above 10th grade end of year mean
Teacher Evaluation	Report of Progress indicates that student is at or above grade-level standards in all areas.	Report of Progress indicates that student is at least approaching standards in all areas.	Report of Progress indicates that student is at least approaching standards in all areas. (2 or C-, depending on grade level)
Parent Input and Consultation	Parental opinion and consultation	Parental opinion and consultation	Parental opinion and consultation

Expected Benchmarks for All English Learner Students

The district has identified expected yearly student outcomes for all available Instructional Models for ELs. These expected outcomes are shown below. PVUSD believes that by committing to and implementing the *Master Plan for English Learner Success*, building instructional and leadership capacity through ongoing professional learning, and focusing on the Strategic Goals and High-Leverage Strategies articulated in the Theory of Action, all EL students across the district will meet reclassification criteria and achieve success.

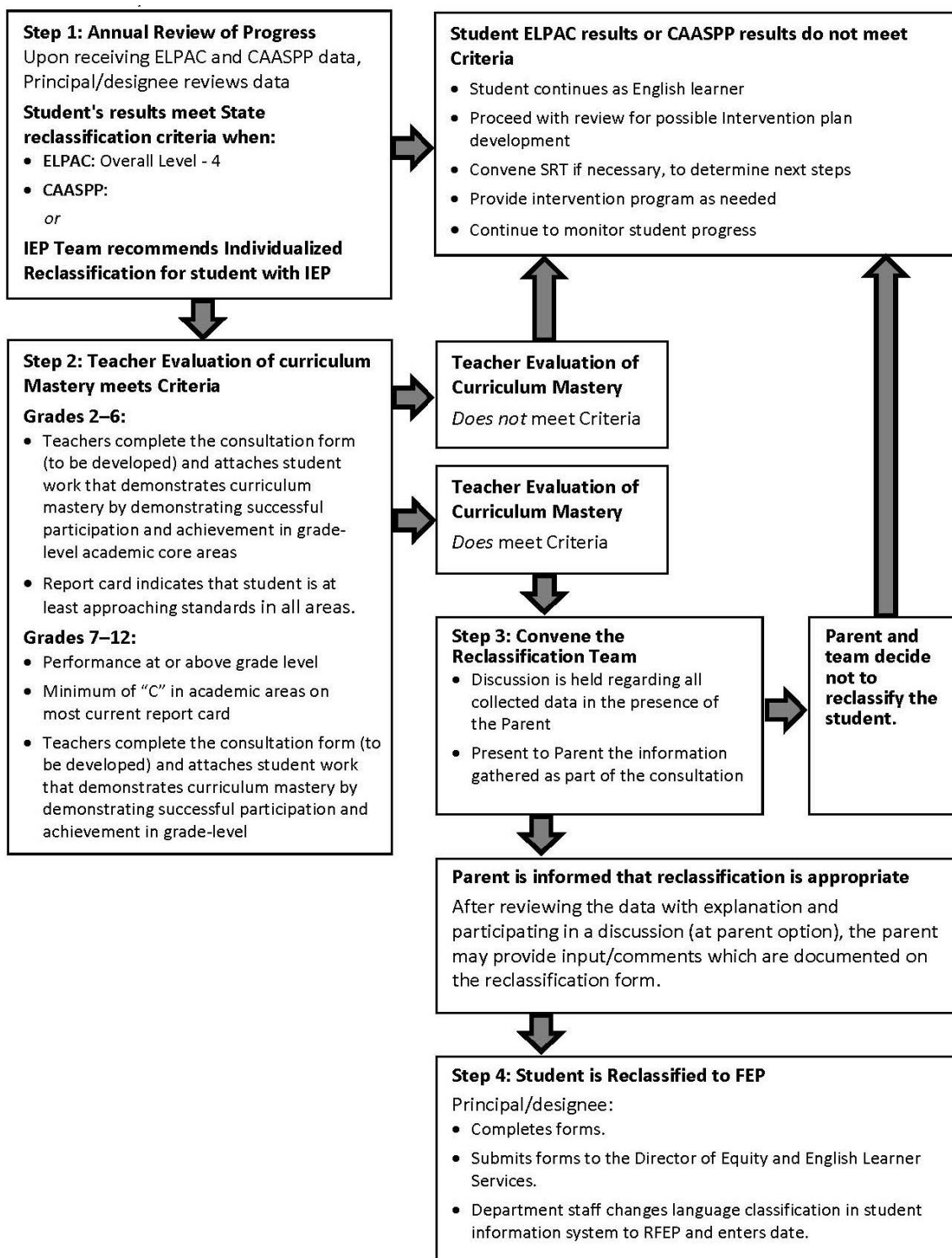
This figure outlines the expectations for the level of achievement that students should attain as they progress through PVUSD schools. Note that the figure is built around two main parameters 1) the student's ELPAC level, and 2) the number of years in school and encompasses all of our high-quality Instructional Models.

Table A.7. Expected Benchmarks for English Learner Students

Overall ELPAC Level at Time of Entrance to the Program	Level 1	Level 2	Level 3	Level 4 with Subtests Level 1 or 2	Level 4 and Subtests Level 3 or 4	Reclassified or Post Reclassification
Timeline toward reclassification based on ELPAC overall score at time of initial enrollment year	1st year	2 nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
				1st year	2nd year	
Expected Performance Level on CAASPP-ELA	Level 1	Level 1	Level 2	Level 3	Level 3 or 4	Level 3 or 4
Expected Performance Level on CAASPP-Math	Level 1	Level 1	Level 2	Level 3	Level 3 or 4	Level 3 or 4
Expected Performance Level on Standards-based Test in Spanish (STS) (Dual Language Instructional Models only)	Proficient or Advanced					

Figure A.3. The Reclassification Process

The annual reclassification process begins as soon as official ELPAC and CAASPP results are received by the school.



Provision for English Learner Special Education Students

English learners who receive Special Education services may not receive different treatment than those who do not receive Special Education services (34 C.F.R. section 104.4(b)(1)(i)-(iv) and 28 C.F.R. section 35.130(b)(1)(i)-(iv)).

If an English learner student has an Individualized Education Program (IEP) the following procedures are followed. The Director of Special Education will work with teachers and leaders to ensure that all students receive appropriate testing and special education services (once identified) to be successful. It is critical for all PVUSD staff to collaborate in the identification process, in order not to over- or under-identify students who qualify to receive special education and English learner support services.

PVUSD will ensure that reclassification criteria for dually classified students (EL and Special Education) provide the most appropriate range of support services for the student, and do not prevent any student from being reclassified because of their identified disability. For these reasons, Pájaro Valley USD will follow guidance¹³ provided to consider reclassification for three distinct groups of students: 1) students with disabilities who are able to access all four domains of the ELPAC with or without appropriate accommodations; 2) students with the most significant cognitive disabilities and must be assessed using an alternate English language proficiency assessment; and 3) students with disabilities that preclude assessment in one or more of the domains on the ELPAC or alternate assessment.

The IEP Reclassification Team should consist of at least one expert on the student's English language acquisition, a special education teacher who works with the student, a regular education teacher (if applicable), and one or both of the child's parents.

Table A.8. The Reclassification Process for Special Education Students

Student Groups	Reclassification Process
Group 1: Special Education students who are able to take the ELPAC	Same as for EL students in the general education setting
Group 2: Special Education students who are not able to take the ELPAC, but can participate in an alternate ELP assessment	Determined by the IEP Reclassification Team, based on progress on language proficiency assessment and academic achievement assessment (CAASPP or CAA)
Group 3: Special Education students whose disabilities preclude them from taking the ELPAC or VCCALP in one or more domain	English language proficiency progress on the assessable domains, in addition to state guidance on other additional criteria for non-assessable domains

¹³ Guidance taken from: CCSSO Framework on Supporting Educators to Prepare and Successfully Exit English Learners with Disabilities from EL Status. The Council of Chief State School Officers, January 2019.

Group 1: Students with disabilities who are able to access all four domains of the ELPAC, with or without appropriate accommodations

The reclassification process used for students with IEPs who are being instructed using the general education curriculum and assessed with the ELPAC, with or without appropriate accommodations, is the same process used for general education students. K–12 students with IEPs are considered for reclassification each year by reviewing their progress on ELPAC in conjunction with their annual IEP as part of the "Pathway to Reclassification". If the student's achievement does not meet district reclassification criteria due to their diagnosed disability, the IEP team may recommend the student be reclassified based on factors other than performance on achievement assessments.

This "Pathway to Reclassification" includes the student's Case Manager as the head of the Reclassification Team. If a student in this situation fails to meet the standard reclassification criteria within the expected time frame, an IEP team will determine further services needed, including assessment accommodations, to be used. Prior to making this determination a thorough assessment is conducted and the IEP must include a statement of the student's development of proficiency in English. The principal or designee at the school site, and district staff from the Department of English Learner Services and the Department of Special Education will be involved in, and must concur with, the determination. Services and monitoring continue until the student is reclassified. The majority of dually classified students should fall into this group of students.

Group 2: Students with the most significant cognitive disabilities who must be assessed using an alternate English language proficiency assessment

These students are those who participate in the California Alternate Assessment (CAA) rather than the CAASPP and the VCCALPS instead of the ELPAC. A small segment of the overall EL population should be eligible for the alternate ELP assessment. Since measurement of their skills is often difficult, the district will consider the reclassification of these students after careful review of individual progress and needs. Reclassification to Fluent English Proficient means the student has learned English sufficient to participate in English in their program and can remedy any and all deficits that may have been incurred in the academic content. Because these students typically receive medical care for many years, special consideration is given so that the language classification (EL or FEP) determination does not cause physical, emotional, or other harm to the student's well-being. The decision shall be made in a manner that provides the best benefit to the student and their family. The IEP team reviews the data and informs the decision about reclassification.

Group 3: Students with disabilities that preclude assessment in one or more of the domains on the ELPAC or alternate assessment

Title I regulations state, "If an English learner has a disability that precludes assessment of the student in one or more domains of the English language proficiency assessment required under for the affected domain(s) (e.g., a non-verbal English learner who because of an identified disability cannot take the speaking portion of the assessment), as individual or team designated by the LEA to make these

decisions under Title II of the ADA, a State must assess the student's English language proficiency based on the remaining domains in which it is possible to assess the student (34 CRF § 200.6(h)(4)(ii))."

Pursuant to this regulation, for a very small number of ELs with disabilities who are not able to access one or more domains and for whom there are no appropriate accommodations take the speaking portion of the state ELP assessment" [34 CRF § 200.6(h)(4)(ii)], ELP must be assessed using the remaining domains.

Follow-up Monitoring of the Progress of Reclassified Students

The site principal/designee monitors the progress of reclassified ELs at the end of each grading period and upon receipt of annual accountability assessment data for two school years following a student's reclassification. Student performance on achievement and performance measures is documented and the Schoolwide Review Team's findings are recorded on the student's reclassification form. If a student begins to fall behind on appropriate measures of achievement related to grade-level standards, a student/parent/teacher conference is held and the Schoolwide Review Team meets to develop an intervention plan for the student. Students are not reclassified back to EL. Services that may be provided include but are not limited to:

- Specialized academic assessment;
- Tutoring;
- Specialized reading instruction;
- English language development instruction;
- Re-entry into a Sheltered English Immersion or dual language program;
- Primary language support;
- Participation in benchmark, strategic or intensive interventions provided by the school; and,
- Development of an intervention plan.

Annual assessment data regarding the progress of reclassified students is submitted to the Department of English learner services for review. The Department of English learner Services will prepare a summary of progress and forward to the Superintendent or designee by June 30 each year.

Staffing

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

Staffing and Certification

The district ensures that all teaching personnel whose assignment includes English learners hold appropriate certification to provide necessary instructional services to English learners. Teachers must be properly authorized or hold an emergency authorization and be “actively pursuing” the required credential. “Actively pursuing” authorization means that the teacher is making annual progress that will result in his/her authorization by an approved date. Newly hired teachers who do not hold the appropriate authorization must sign an agreement stating that they will actively pursue the needed credential and will identify an expected finish date. All teachers who provide ELD must be appropriately authorized with a Cross-cultural Language and Academic Development (CLAD) credential, California Teacher of English Learners (CTEL), or the equivalent. All teachers who provide primary language instruction must be appropriately authorized with a Bilingual Cross-cultural Language and Academic Development (BCLAD) credential, or equivalent.

Teacher hiring and placement decisions are based on student and program need, including EL enrollment data, and other relevant factors.

Whenever open teaching positions require B/CLAD certification, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions. If fully credentialed candidates holding the B/CLAD are not available, teachers in training for B/CLAD may fill the positions as long as they acquire an emergency B/CLAD and complete all requirements within the required time specifications - 3 years for CLAD/CTEL and 3-5 years for the BCLAD. These teachers are required to sign an agreement to actively pursue the needed credential within the required time frame. Each spring, the Human Resources Department collects information from teachers on their progress in fulfilling the requirements. New teachers in training are considered to be on interim assignment and teachers without a CLAD/CTEL or BCLAD will not receive Tenure status until all required authorizations are completed. Teachers seeking a BCLAD will be reassigned to Academic Language and Literacy classes if authorization goal progress is not being met.

Teacher authorizations are monitored to ensure that all staff members working with English learners receive relevant professional development and support. The Department of Human Resources monitors the progress of teachers in training until they fulfill their agreements to complete EL authorizations.

Recruitment Procedures - Teachers

The district Director of Equity and English Learner Services works closely with the Assistant Superintendent of Human Resources and the Human Resources Department staff on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district’s approach to recruitment of teachers for ELs.

Each spring, the district develops a district EL staffing plan based on the number of EL students reported on the annual Language Census report, the projected number of dual language program classrooms, the number of English learners in special education programs, and the number of current

teachers who need to complete authorizations. The Department of Human Resources, the Department of English Learner Services, in concert with the Assistant Superintendents and the principals, at their annual staffing meeting, collaborate to identify district staffing needs.

The principal, working with district office personnel including business services, develops a proposed three-year staffing plan for the school, based on projected EL student numbers and program enrollment. This plan is reviewed each spring and contributes to the district EL staffing plan.

Advertisements of job vacancies include the listing of all required Commission on Teacher Credentialing (CTC) authorizations for the positions in the posting. When there are an insufficient number of authorized applicants available to fill all openings, successful candidates must enroll in an approved training program and must complete the necessary authorizations within an identified timeline.

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled. These efforts include:

- Job announcements sent to the following types of organizations:
 - Educational placement centers with teacher training programs at private, UC and CSU campuses
 - Major educational organizations including those associated with language minority students
 - County Offices of Education
 - Local school sites and the PVUSD Department of Human Resources;
 - Colleges and universities identified as having a pool of potential dual language teacher candidates, including departments such as Teacher Education, Mini-Corps, and teacher internship offices
- Running advertisements with graphics as needed in appropriate newspapers and newsletters such as the following:
 - EDJOIN
 - Local community newspapers, including Spanish language
 - Social media
 - Newsletters of dual language educator organizations such as the California Association of Bilingual Education (CABE) and the National Association for Bilingual Education (NABE)
 - National Education Association (NEA), California Teachers Association (CTA), American Federation of Teachers (AFT) and California Federation of Teachers (CFT) publications
 - Dual language media (radio, television, publications)
- Recruiting booths, annually, with an active member of named professional groups on recruiting team (such as take a teacher member of CABE to CABE conference to recruit), at conferences such as:
 - National Association for Bilingual Education (NABE) when the conference is held in

California

- California Association for Bilingual Education (CABE)
- Association of Mexican American Educators (AMAE)
- Career Day events at local colleges/universities and secondary schools, where the district provides information concerning needs for dual language teachers and paraprofessionals, employment opportunities and procedures for hiring.
- Use of informal contacts in the community and/or local community organizations to identify potential local candidates.
- In addition, the Human Resources Department will encourage classified employees to pursue teaching careers/ credentials and inform them of opportunities to do so.

Hiring Priorities and Procedures

Highest priority is given to the hiring of teachers with BCLAD or equivalent authorizations. These teachers are placed in dual language positions first.

The second priority is given to the hiring of CLAD or equivalent certified teachers who have capacity to speak languages other than English that are represented in our student population. These teachers should be placed in ALL classrooms with English Learners. Teachers may receive dual language support in the EL students' primary language to help them clarify, explain, motivate, and direct students. The teachers may also be assigned to Dual Language Instructional Models if they agree to complete BCLAD within a specified timeframe, acquire an Emergency BCLAD, and enroll in an approved training program for BCLAD.

The third priority is the hiring of teachers who are bilingual but do not have CLAD or BCLAD authorization. These teachers may be assigned to dual language instructional model classrooms if they agree to complete BCLAD within a timeframe, acquire an Emergency BCLAD and enroll in an approved training program for BCLAD. They may receive dual language support in the EL students' primary language to help them clarify, explain, motivate, and direct students.

The fourth priority is to hire teachers who are in the process of obtaining a CLAD or equivalent credential. Such teachers will acquire an emergency CLAD authorization, agree to obtain CLAD, and enroll in an approved training program for CLAD. These teachers have three years to gain CLAD authorization and can be assigned to the ALL program or to teach ELD.

Job applications, eligibility interviews, and processing procedures for teaching positions are handled at the district Human Resources Department. Interviews for teachers are held at the district level.

Paraprofessionals

Paraprofessionals may be assigned to classrooms with English learners to provide primary language support when a teacher does not have a BCLAD. Paraprofessionals demonstrate their capacity to speak, read, and write fluently in the target language by an assessment through the Department of Human Resources. Assignment of paraprofessionals to classrooms where the teacher is not fluent in the target language and is in training for BCLAD receives the highest priority.

English Learner Specialists and Academic Coordinators

A full time EL Specialist or Academic Coordinator will be assigned to each school with an enrollment of 150 or more ELs (BCLAD certification preferred). For schools with less than this number, EL Specialist services will be pro-rated.

EL Specialists positions are considered to be supplemental to the base program. They are required to hold a BCLAD or CLAD credential (BCLAD strongly preferred) and have at least three years of successful experience teaching in ALL or dual language classrooms. Other qualifications include:

- Demonstrated knowledge of effective practices for educating ELs.
- Thorough familiarity with district programs and services for ELs.
- Ability to work in a collegial manner with other teachers, administrators, and staff.
- Work closely with site principals and district staff on site organization of services to ELs;
- Maintenance and usage of assessment data for the purposes of leading grade-level and individual teacher discussions.
- Monitoring of student progress and reclassification.
- Collaboration with teachers, including provision of content expertise and peer coaching. EL Specialists are selected using a process that includes both district and site personnel.

They are provided training and support by the district Director of Equity and English Learner Services and any other district office necessary to carry out the duties of the position.

Parent/Guardian and Community Engagement

Parent/Guardian Rights and Informed Choice

Communication in the Home Language

When 15 percent or more of the students enrolled in the school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent/guardian must be written in English and in the primary language. Interpreters are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST and LRT meetings, suspension and expulsion conferences and hearings, and for all due process actions.

Every effort is made to provide critical information in other languages that parents/guardians speak whenever possible (i.e. emergency procedures, major educational processes, discipline and attendance requirements, etc.). When any parent/guardian or child of any language background is in need of critical information regarding the child's education, due process, or safety, all possible resources will be sought out and/or made available.

If parents/guardians do not appear to understand the language of the meeting every effort should be made to determine which type of language support is needed. The Language Assessment and Resource Center (LARC) supports translation/interpretation needs for students and

parents/guardians.

Federal law requires that schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

Initial and Annual Notifications of Parent/Guardian Rights and Program Options

The process for initial identification and placement of students in an appropriate Instructional Model, and the role of the parent/guardian in that process, are shown in Figure A.1.

Annually, EL parents/guardians will receive a written notification which includes:

- Their student's annual assessment results (ELPAC);
- Information regarding all the district instructional model placement options; and,
- An opportunity to review the instructional model placement options and select the option that best suits their student.

Parent/Guardian Advisory Committees

Implementation of the English Learner Advisory Committee (ELAC)

Each school site with 21 or more English Learners (ELs) must have a functioning ELAC that meets the following requirements:

- Parents/guardians of ELs constitute at least the same percentage of the committee membership as their children represent of the student body. (California Education Code (EC) § 52176[b])
- The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment, and ways to make parents/guardians aware of the importance of regular school attendance. (5 CCR § 11308[c][2]; EC § 52176[c])
- The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the School Plan for Student Achievement (SPSA). (EC sections (§§) 52176[c], 64001[a])
- The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR § 11308[d])

A school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in the second bullet point above. (EC § 52176[b]; 5 CCR § 11308[d])

Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district. (5 CCR § 11308[b])

In addition to the requirements listed above, the ELAC may be interested in other topics related to English Learners including, but not limited to:

- Meeting the social and academic needs of ELs
- Communication with the parents/guardians and the broader community
- Review of academic performance measures for EL students
- Improving parent-teacher conferences
- Number of parent/guardian requests for dual language programs

The Director of Equity and English Learner Services provides ELACs with guidance for the functioning of the group which may include a handbook with training materials for ELAC members and sample by-laws. ELACs are not required to use the sample by-laws but may adopt their own by-laws and may elect officers from within their membership. If the school ELAC elects officers within the ELAC membership, those officers may conduct the meetings.

ELAC Site Leadership Support

The site principal is responsible for establishing an ELAC and monitoring that the ELAC has fulfilled its responsibilities. The principal or a designee will:

- Assist the ELAC membership to develop meeting agendas.
- Assist the ELAC membership in selecting meeting dates
- Publicize meeting agendas 72 hours in advance in English and other languages, as required.
- Schedule and hold planning and general membership meetings.
- Provide childcare for general membership and planning meetings.
- Submit required documentation to the district's Director of Equity, State and Federal Programs and Accountability.
- Conduct elections each year by September 30.
- Monitor the functioning of the ELAC including the following:
 - Members serve for two years, with half the membership elected each year.
 - Membership composition reflects the percentage of English learners in the school.
 - Membership may include school staff and community members; however, the number of community and school staff members is fewer than the number of parents/guardians of English learners.
 - If a member must be replaced during the year, the replacement will serve for the rest of the school year. At the beginning of the next year, an election must be held to fill the position.
- Arrange for additional training from the Director of Equity and English Learner Services , as needed.
- Review ELAC meeting minutes to ensure that ELAC members have the opportunity to participate in training and discussions, and to provide advice in each area of ELAC responsibility.

Implementation of the District English Learner Advisory Committee (DELAC)

In PVUSD there are more than 51 parents/guardians of English learners. Therefore, we have a functioning District English Learner Advisory Committee (DELAC).

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

- A timetable for and development of a district *Master Plan for English Learner Success*, taking into consideration the Local Control and Accountability Plan (LCAP), the Local Educational Agency Plan (LEAP) and the School Plans for Student Achievement (SPSA) from the school sites as these plans relate to English learners.
- Development of a districtwide needs assessment on a school-by-school basis.
- The district program, goals, and objectives for programs and services for English learners.
- The plan to ensure compliance with applicable teacher or aide requirements.
- District student reclassification procedures.
- Written parent/guardian notification of assessment results and recommended instructional model placement.
- The district's Consolidated Application and Local Control and Accountability Plan (LCAP).

Other areas that may be of interest to the DELAC may include, but are not legally required:

- The findings and conclusions of any evaluation of EL services.
- The results of compliance monitoring reviews (Categorical Program Monitoring or CPM).
- A cumulative report of the number of parent/guardian preference for dual language programs and program placements.
- Program evaluation results.

The DELAC meets to plan, discuss, and provide advice on all required items, at least eight times per year and operates according to guidelines contained in state and federal regulations.

The Director of Equity and English Learner Services supports the DELAC. This department assists with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC. The district provides all DELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties.

Every employee of the Pájaro Valley USD is accountable for ensuring that *Master Plan for English Learner Success* is optimally implemented and effective. Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor and the Director of Equity and English Learner Services for approval to ensure that any such modifications meet the standards set by the PVUSD Board of Trustees and that they are consistent with state and federal law.

Table A.9. Evaluation and Accountability Roles and Responsibilities

Role	Responsibility
Student	<ul style="list-style-type: none"> • Attends school daily, arrives on time, and works for high achievement • Participates in school activities • Communicates regularly with parents/guardians teachers, and support staff • Participates in all assessment activities
Parent/Guardian	<ul style="list-style-type: none"> • Monitors and promotes EL's progress in academics, homework, attendance, behavior • Supports EL in activities to promote student achievement • Communicates regularly re: student progress with student, teachers and school • Attends parent/guardian conferences and school functions (e.g., Open House, conferences) • Participates in school committees – ELAC, Site Council, etc.
Classroom Teacher	<ul style="list-style-type: none"> • Possesses or obtains appropriate credentials/certification • Attends professional development to improve practices • Implements specific EL programs and services as described in <i>Master Plan for English Learner Success</i> and provides instruction that aligns with state frameworks and district/state standards and effective best practices for English learners • Ensures effective delivery of appropriate ELD instruction • Monitors ELs' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures • Determines/implements differentiated strategies for ELs and RFEP students • Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals • Attends team meetings and informs parents/guardians of progress and strategies to support students in meeting standards
LARC Personnel	<ul style="list-style-type: none"> • Administer initial LPAC • Enter transfer information from CALPADS • Assist in finding interpretation support based on student and/or parent/guardian needs • Administer the speaking component of the annual LPAC
Curriculum Coach (Elementary and Secondary)	<ul style="list-style-type: none"> • Provides professional development and in-class coaching to teachers • Facilitates staff collaboration and planning

Role	Responsibility
English Language Learner Specialist (Secondary)	<ul style="list-style-type: none"> Assists school site staff in program development, implementation and evaluation Works with appropriate staff to ensure students' appropriate program placement and fulfills parent notification requirements Coordinates resources and instructional support for teachers and other staff who deliver services Provides teacher professional development and/or coaching as needed Meets as needed with students to provide academic support Facilitates Student Study Teams and language appraisal meetings with teachers and parents Assists in conferencing and communication in English and/or students' primary language with parents of EL students Assists in development and coordination of written communications to and for parents of participating students Conducts English Language Advisory Committee (ELAC) meetings and provides training to parent members
Academic Coordinator	<ul style="list-style-type: none"> Facilitates the site Language Review Team Facilitates the site Reclassification team Oversees monitoring of RFEP student progress after reclassification
Counselor (middle and high schools)	<ul style="list-style-type: none"> Assists with initial placements, using the <i>Master Plan for English Learner Success</i> and assessment data Monitors progress of EL students toward meeting language and academic benchmarks Assists with interpretation of student assessments, and collaborates with teachers, the site EL Specialists, and others in devising individual program modifications and interventions, as needed Supports the implementation of the <i>Master Plan for English Learner Success</i>
Principal or Designee	<ul style="list-style-type: none"> Implements annual testing, primary language assessment, and reclassification protocols Monitors the accuracy of ELs' data in the district computer system, including information about parent/guardian requests for their student's participation in specific EL programs Informs staff of students identified for possible reclassification Serves as a resource for the Student Study Team, Schoolwide Student Review, and Reclassification Team Provides staff development for teachers of EL students Provides technical assistance and coaching support to teachers Assists with data collection, analysis, and surveys Assists with grade-level collaboration or departmental grouping recommendation

Role	Responsibility
	<ul style="list-style-type: none"> Assists with parent/guardian engagement activities Facilitates ELAC meetings; ensures required activities are accomplished and submits minutes to the Department of English Learner Services Notifies parents/guardians of their right to consultation and input regarding the reclassification of their child
Principal	<ul style="list-style-type: none"> Monitors all aspects of staffing for and instruction in EL programs, according to the <i>Master Plan for English Learner Success</i> Is responsible for all procedures and legal requirements pertaining to ELs at the school Monitors placement of ELs, oversees reclassification process, and monitors the implementation of parent/guardian participation and notifications at the site Reports to district administrators on implementation of EL programs and services as required Develop a three-year staffing plan (See p. 59)
School site English Learner Advisory Committee (ELAC)	<ul style="list-style-type: none"> Advises the principal and staff on the school's program for English learners Assists in the development of the schools needs assessment and efforts to make parents/guardians aware of the importance of regular school attendance Performs other functions related to English learners and their families as appropriate
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role Completes all legal requirements as outlined in Appendix A: Parent/Guardian and Community Engagement Provides input regarding LCAP Performs other functions related to English learners and their families as appropriate
Director of Equity and English Learner Services	<ul style="list-style-type: none"> Collaborates with principals and Assistant Superintendent of Human Resources to produce EL staffing plan to ensure timely recruitment, hiring and training of teachers for EL assignments Supports recruitment of, and professional development for, BCLAD/CLAD staff Works with other district level administrators to provide English learner related professional development for site EL specialists, teachers, paraprofessionals, parents/guardians, and support staff (e.g., administrative assistants and school office staff) Supports sites in implementing the <i>Master Plan for English Learner Success</i> by providing ongoing professional development and technical assistance to individuals or groups of individuals as need indicates

Role	Responsibility
	<ul style="list-style-type: none"> • Monitors and supports implementation of the LCAP, LEAP and Title III Plans and the <i>Master Plan for English Learner Success</i> • Monitors school plans and budgets for services to ELs • Monitors grants and evaluations for services to ELs • Monitors that all assessments for ELs are implemented and data is used for evaluation of EL progress • Prepares annual EL evaluation report together with the Coordinator of Assessment, Data and Evaluation • Shares results of evaluation with all stakeholders, including DELAC and the Board of Trustees • Monitors, in collaboration with Assistant Superintendent of Curriculum and Instruction, the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners • Meets with principals to review site plans for and implementation of services to ELs • Monitors compliance and EL procedures at the site and district levels
Coordinator of Assessment Data and Evaluation	<ul style="list-style-type: none"> • Monitors that all assessments for ELs are implemented and data is used for evaluation of EL progress • Oversees data collection, provides analysis, writes reports, and prepares charts • Prepares annual EL evaluation report in collaboration with the Director Equity, State and Federal Programs and Accountability
Director of Migrant Education	<ul style="list-style-type: none"> • Administers the district program for Migrant students • Interfaces with Migrant Education regional staff regarding program implementation and district support needs • Works with district Director Equity and English Learner Services to coordinate services and ensure that the <i>Master Plan for English Learner Success</i> is implemented effectively.
Assistant Superintendent, Curriculum and Instruction	<ul style="list-style-type: none"> • Monitors, in collaboration with Assistant Superintendent of Curriculum and Instruction, the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners • Ensures that dual immersion programs have the necessary curriculum, assessments and resources for all grade levels in both languages.

Role	Responsibility
Assistant Superintendent, Elementary Education Assistant Superintendent, Secondary Education	<ul style="list-style-type: none"> Assists the site administrator by providing support and guidance in all aspects of meeting the instructional and programmatic needs and compliance regulations for ELs Evaluates principals on accountability for implementation of the <i>Master Plan for English Learner Success</i> Helps the site administrator in monitoring all aspects of staffing and instruction for EL programs, according to the <i>Master Plan for English Learner Success</i> Helps ensure compliance with all procedures and legal requirements pertaining to ELs at school Assists the site administrator in monitoring the placement of ELs and oversees reclassification efforts
Assistant Superintendent of Human Resources	<ul style="list-style-type: none"> Recruits and monitors placement of EL staff in collaboration with Director of Equity and English Learner Services and principals Prepares EL Staffing Plan in collaboration with principals and the Director of Equity and English Learner Services Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of <i>Master Plan for English Learner Success</i> in collaboration with the Director of Equity and English Learner Services Monitors credentials and training status of all personnel working with English Learners
Superintendent	<ul style="list-style-type: none"> Evaluates district goals relative to the LCAP, LEAP and Title III Plans, including implementation of the <i>Master Plan for English Learner Success</i>, student achievement, professional development, and evaluation and accountability Convenes and facilitates the EL Leadership Council
EL Leadership Council	<ul style="list-style-type: none"> Discusses topics pertaining to the implementation of district programs for English learners Serves as a clearinghouse for strategies, ideas, and suggestions for EL programs as well as a focus group for collaborative problem-solving Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's program(s) for ELs Makes recommendations for reporting the performance of English learners Ensures communication and integration as we continue to bring clarity, consistency, compliance and continuing improvement to the district's programs for English learners
Superintendent or Designee	<ul style="list-style-type: none"> Oversees compliance procedures relative to EL programs Evaluates district and school site data Provides overall support for EL Program issues Meets with assistant superintendents, directors and principals to review plans, program modifications, timelines for implementation, and support services for school sites

Planning and Funding

The most important sources of guidance and funding for schools in California are the state's Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP), and the federal Every Student Succeeds Act (ESSA). In this section, each of these sources is briefly described, and the Pájaro Valley Unified School District's planning processes (leading to allocation of funds to meet each goal) is explained.

California has developed a system for funding schools and districts, and for holding them accountable to the state for providing programs that address state priorities for improving student outcomes. This system consists of a Local Control Funding Formula (LCFF), combined with a Local Control and Accountability Plan (LCAP).

The Local Control Funding Formula (LCFF)

State funds are allocated to districts using a three-part funding formula.

1. Each district receives a **base grant** based on the number of students enrolled. The amount of funds per student is adjusted depending on the grade span. Thus, for example, students enrolled in K-3 are funded at a different rate from students in grades 9-12. The total amount of base funds actually allocated to the district is called the **adjusted base grant**.
2. In addition to the adjusted base grant, the district receives a **supplemental grant** based on the number of students who are English learners, foster youth, or low income. The amount allocated per student equals 20% of the adjusted base grant per-student rate.
3. Finally, if the district's enrollment of English learners, foster youth, and low-income students is above 55% of its total enrollment, then the district receives still more funds in the form of a **concentration grant** in the amount of 50% of the adjusted base grant per-student rate. The concentration grant is based on the number of English learners and low-income students above 55% of district enrollment.

In determining the number of students who are counted for the supplemental and concentration grants, the state uses an "unduplicated student" count. This means that a student who is both an English learner and a low-income student is counted only once for the purpose of determining the funding level. The supplemental and concentration grant funds must be used to support improved or increased services for English learners, low income students and foster youth.

Because of its very high percentage of English learners, foster youth, and low-income students, the Pájaro Valley Unified School District receives substantial supplemental and concentration grants.

The Local Control and Accountability Plan (LCAP)

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

including the DELAC. In the planning process, districts are required to “solicit input on, and ... provide to pupils, effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs...” (California Ed Code, Sec. 305).

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

The plan must address the following state priority areas:

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

California’s system for accountability was designed to not only address state priorities but at the same time to fulfill federal mandates under ESSA for standards-based educational systems, annual measurement and reporting of student academic progress, and providing supplementary services to students, including English learners.

The district will follow California Department of Education guidance on how districts and schools can implement and strengthen comprehensive, research-based programs and services for all profiles of English learners via the LCAP, and provide support for establishing continuous improvement strategies and expectations that enable access to college- and career-ready learning as well as opportunities to attain the State Seal of Biliteracy.

The district will consider alignment of LCAP goals, actions/services and expenditures with the mission, vision and principles of the CA EL Roadmap and use the Roadmap Principles as a lens for assessing strengths and needed improvements in services, programs and approaches to address the needs of English learners as the LCAP is developed/updated. Also, the LCAP will provide for the implementation of the *Master Plan for English Learner Success*.

Every Student Succeeds Act (ESSA)

This federal legislation began implementation in 2016–2017 but includes a continuation of many of the provisions of the prior federal law, as well as new approaches. The two sections of the law that are most important for English learners are Title I and Title III.

Title 1 provides for supplemental instructional services to students at risk of school failure, including English learners and other groups, such as students from low income families. Among authorized activities, Title I funds interventions for students designed to increase their achievement and ultimate school success.

Title III provides for a variety of services to English learners and immigrant students and their families. These services fall into four categories:

- Identification and implementation of Language Instruction Educational Programs with demonstrated effectiveness;
- Professional development for instructional staff members and administrators to increase their effectiveness in working with and for English learners;
- Parent/guardian, family and community engagement activities;
- Support for different groups of English learners such as preschoolers, immigrant students, Long-Term English Learners; former English learners (i.e., RFEPs); English learners with disabilities, and others.

For planning and funding purposes, each school must develop a School Plan for Student Achievement (SPSA) in consultation with the School Site Council, and the English Learner Advisory Council must review the portions of the SPSA that have to do with services provided to English learners. In addition, each district must develop a Local Education Agency Plan (LEAP) that meets federal and state guidelines and shows how the district will support schools in implementing and reaching the goals of their SPSAs. In developing the LEAP, the district must consult with private schools regarding their interest in participating in the federally funded activities. In addition, federally funded services must be supplemental to and not supplant services that the local and state agencies are responsible for providing.

These three plans, the SPSA, the LEAP, and the LCAP should, according to state guidelines, inform each other, so that all support a single vision for program improvement in each school and in the district. The California Department of Education is currently working on ways to merge the LCAP and the LEAP into one plan.

Planning and Budgeting in the Pájaro Valley Unified School District

Developing the LCAP

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

STEP 1: Gather data related to each of the eight priority areas. The information contained in the evaluation plan produces a broad range of useful information related to English learners that will be used to inform the LCAP.

STEP 2: Involve stakeholder groups, including sharing of information, and eliciting input on the definition of needs, goals, and improvement in services for all students. Among the groups to be

involved are parents/guardians, district and school personnel, students, community organizations that serve students, families, etc. The DELAC is informed of and involved in the process.

Each school principal also forms a planning group that includes staff, parents/guardians, and community in developing a site level plan (the SPSA) that follows ESSA and LCAP guidelines. The site ELAC and School Site Council are involved in the development of the site level plan, and these plans are integrated into the district level plan.

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

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

- ethnic subgroups
- socioeconomically disadvantaged pupils
- English learners
- pupils with disabilities
- foster youth
- homeless youth

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

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

STEP 7: Revise and finalize the plan.

STEP 8: Submit the plan to the Board for approval.

STEP 9: Submit the plan to the County Office of Education for review and approval, and then to the State Department of Education.

STEP 10: Revise the district and site plans each year, based on needs assessment data and following the steps.

Appendix B. Data Analysis and Findings

B.1 Quantitative Data

EL Student Demographic and Performance Data Analyses

Introduction

In developing the *Master Plan for English Learner Success*, Pájaro Valley USD utilized an inquiry approach to collect and analyze both quantitative and qualitative data. PVUSD sought to illuminate the learning opportunities and outcomes it's ELs were experiencing by asking and answering powerful questions.

The purpose was not to assign fault to any educator or student. Rather, it was to shed light on what students are experiencing in order to clearly understand what is occurring and how best to strengthen the capacity of adults in the system, revise policies and practices throughout the system, and improve services and outcomes for ELs. This Appendix shares key demographic and performance data that were prepared for the EL Master Plan Team and to support its efforts to debrief school site visits and derive key areas for the *Master Plan for English Learner Success* focus.

PVUSD English Learner Population

Highlights

The population of English learners in PVUSD¹⁴ is substantial:

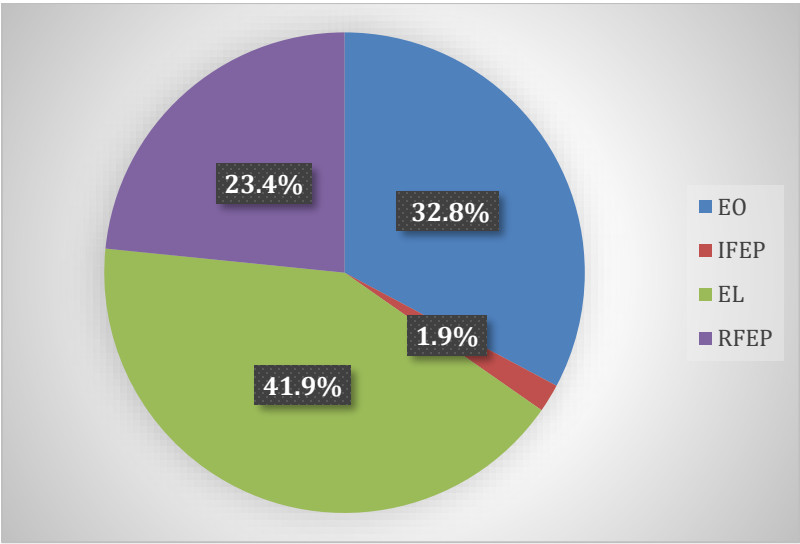
- 65.3% of students are EL or former EL (RFEP) students
- 41.9%, more than 1 in 3 current students are English learners; most are who are Spanish-speaking students
- 21% of PVUSD's total EL students are considered Long-Term ELs (more than 6 years as an EL)
- 2.5% of PVUSD's students are newcomers (less than 2 years in the U.S.)

1. How many current and former English learners are there in Pájaro Valley Unified School District?

As illustrated in Figure B.1, during the 2018—2019 school year, there were 20,106 students in PVUSD. Of those, 13,110 were students who were classified as Ever ELs: 4,695 were former or reclassified ELs (23.4% of all students; 36.8% of Ever ELLs); and 8,415 were current ELs (41.9% of all students; 64.2% of Ever ELs).

¹⁴ DataQuest report for 2018–2019 school year

Figure B.1. Percent of PVUSD Students by Language Status (2018–2019)



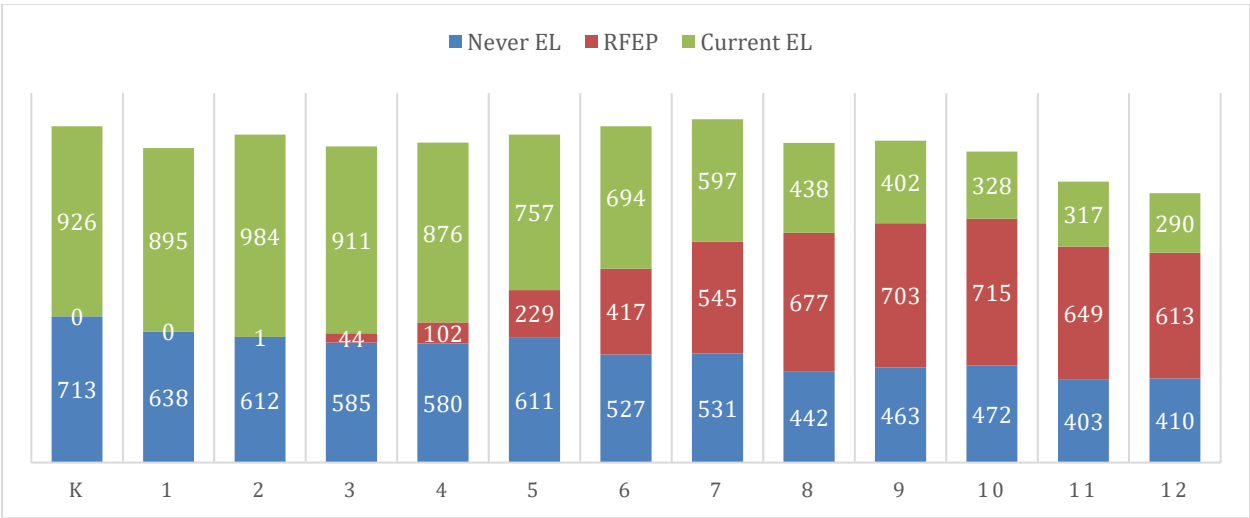
Total N = 23,157

2. What is the number of Current and Former ELs? In which grade levels are they?

During 2018–2019, the largest number of Current and Former ELs was in grade 7 (1,142), followed by grade 8 (1,115), with grades 6–10 having the most Current and Former ELs (RFEPs).

The fewest number of Current and Former ELs were in grade 12 (903). Grade 2 had the largest number of Current ELs (984), followed by kindergarten (926). Grade 10 had the largest number of RFEP students (715). See Figure B.2.

Figure B.2. Number of PVUSD Students by Language Status¹⁵ and Grade (2018–2019)

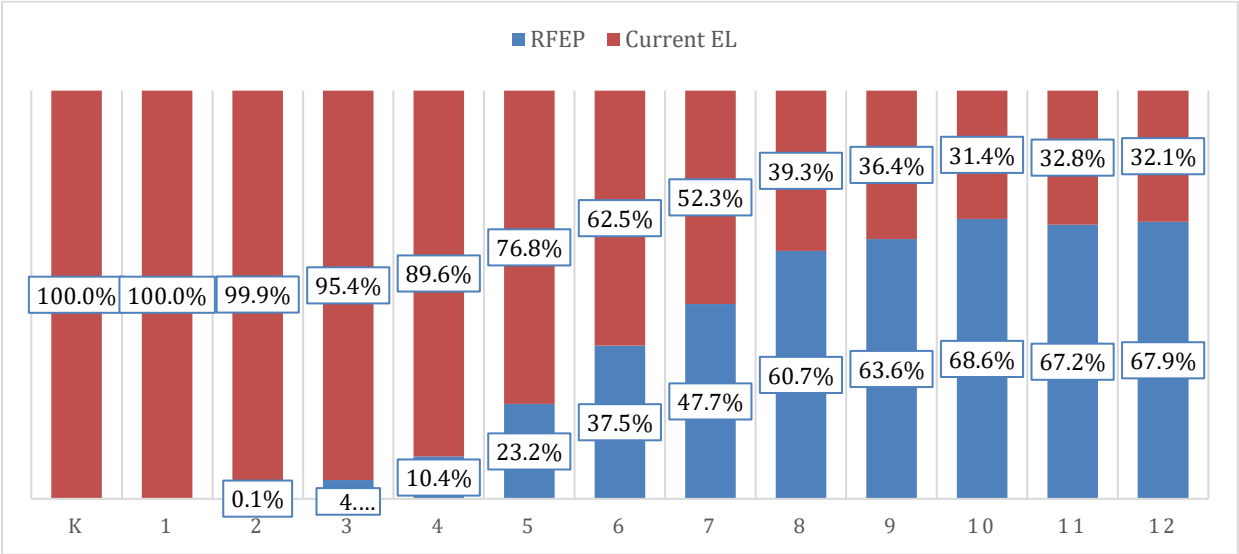


¹⁵ The term “Never EL” refers to students who are either English Only (EO) or Initially Fluent English Proficient (IFEP).

3. What is the percent of Current and Former ELs? In which grade levels are they?

During 2018–2019, the largest percentage of Current ELs were in early grades (K–3 at nearly 100%). Grades 8–12 had more RFEP students than ELs.

Figure B.3. Percent of Current and RFEP Students by Grade (2018–2019)



Examining Progress in Learning English, Attaining English-Language Proficiency, and Performing Academically

ELPAC as a Measure of English Language Proficiency

Current ELs are grouped into four English language proficiency levels based on their scores on the English Language Proficiency Assessment for California (ELPAC) test, which is designed to measure student progress toward meeting the California English Language Development (ELD) Standards, which describe the English language skills that students need to succeed in school. The four English language proficiency levels are: Beginning Stage (1), Somewhat Developed (2), Moderately Developed (3), and Well Developed (4). Level 4 is needed for reclassification as fluent English proficient (RFEP).

The ELPAC test is composed of four sub-tests: one each in listening, speaking, reading, and writing. Students receive a score on each sub-test. The overall score is a combination of two other scores, an oral language score (Listening and Speaking) and a written language score (Reading and Writing).

Table B.1 below shows how the four ELPAC levels relate to the three proficiency levels described in the CA ELD Standards.

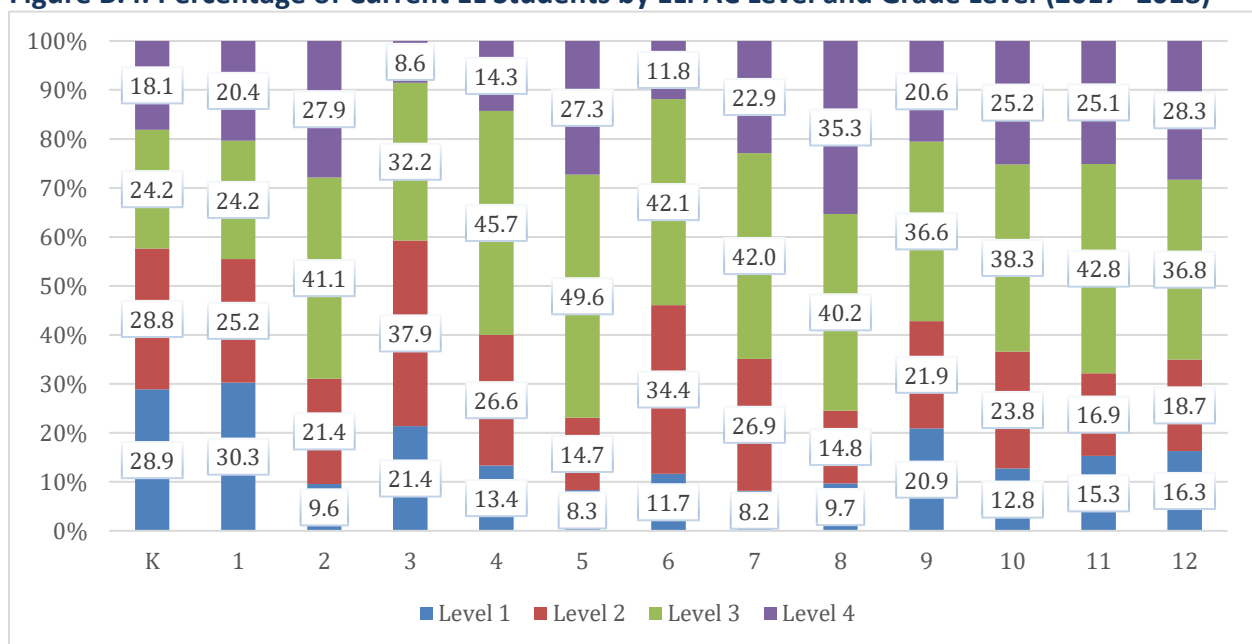
Table B.1. Comparison of ELPAC and CA ELD Standards Proficiency Levels

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging: Requires substantial linguistic support	Expanding: Requires moderate linguistic support	Bridging: Requires light linguistic support	

4. How do ELs perform on ELPAC?

During 2017–2018, ELs in kindergarten and grade 1 had the highest percentages at Level 1 (Beginning), (28.9% and 30.3% respectively). ELs in grades 3 and 6 had the highest percentages at Level 2 (Somewhat Developed) (37.9% and 42.1% respectively). As illustrated in Figure B.4, from grades 6 through 12, there are very small shifts in the percentage of students performing at Level 3 (Moderately Developed) and Level 4 (Well Developed). We must ask if many of these students are also Long-Term English Learners (LTELs).

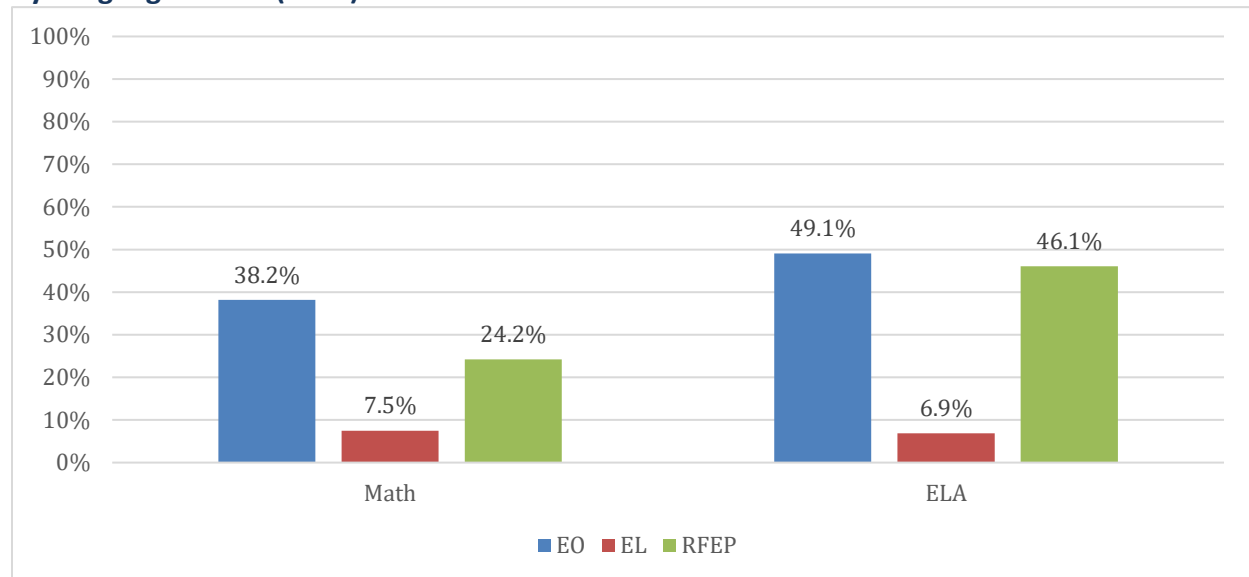
Figure B.4. Percentage of Current EL Students by ELPAC Level and Grade Level (2017–2018)



5. What proportion of Students met or exceeded grade-level standards on CA State Assessments?

During 2017–2018, results on the CA State Assessments showed that the proportion of ELs that met or exceeded grade-level standards was significantly lower than RFEPs or Non-ELs. As illustrated in Figure B.5, ELs met the performance standard for math at a slightly higher rate than in ELA. The proportion of ELs that met or exceeded the standards, in both ELA and math, was significantly lower than English Only students and RFEPs.

Figure B.5. Percentage of PVUSD Students Scoring Meets or Exceeds Standards on the CAASPP by Language Status (2018)



6. How do ELs vs. Non-ELs perform on the State ELA Assessment?

There are significantly fewer EL students meeting and exceeding the standards on CAASPP than their EO and RFEP peers. Fewer than three percent of all EL students at any grade level performed at a Level 4 on the CAASPP English Language Arts test in 2018. The numbers stay relatively static, with only grade 3 demonstrating over 10 percent of the EL population meeting the standard.

Table B.2. Student Proficiency on CAASPP English Language Arts by Language Status (2018)

	English Only				EL				RFEP			
	1	2	3	4	1	2	3	4	1	2	3	4
3	30.71%	28.65%	19.66%	20.97%	62.12%	25.06%	10.16%	2.66%	12.62%	26.21%	38.83%	22.33%
4	36.30%	26.05%	20.00%	17.65%	67.86%	23.28%	7.67%	1.19%	16.67%	29.82%	32.46%	21.05%
5	31.21%	19.68%	25.05%	24.06%	77.07%	17.85%	4.79%	0.29%	21.93%	26.27%	40.00%	11.81%
6	25.69%	23.91%	28.85%	21.54%	79.48%	17.35%	3.17%	0.00%	28.69%	32.36%	29.09%	5.86%
7	21.21%	20.45%	35.61%	22.73%	75.49%	21.81%	2.45%	0.25%	24.63%	34.26%	35.40%	5.71%
8	21.20%	25.65%	32.46%	20.68%	75.14%	22.70%	1.89%	0.27%	23.21%	37.56%	32.67%	6.56%
11	13.93%	21.45%	37.33%	27.30%	62.50%	30.42%	6.67%	0.42%	10.75%	29.69%	42.44%	17.12%
All	26.93%	23.94%	27.33%	21.80%	71.00%	22.12%	5.92%	0.96%	21.12%	32.80%	35.58%	10.50%

Figure B.6. Students Meeting or Exceeding Standard (Levels 3 and 4 combined) on CAASPP English Language Arts by Language Status (2018)

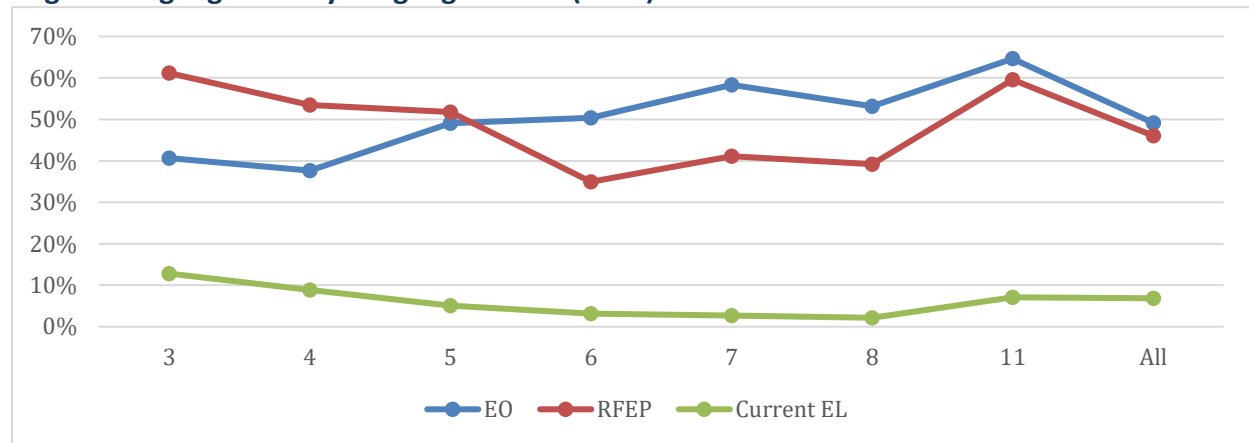
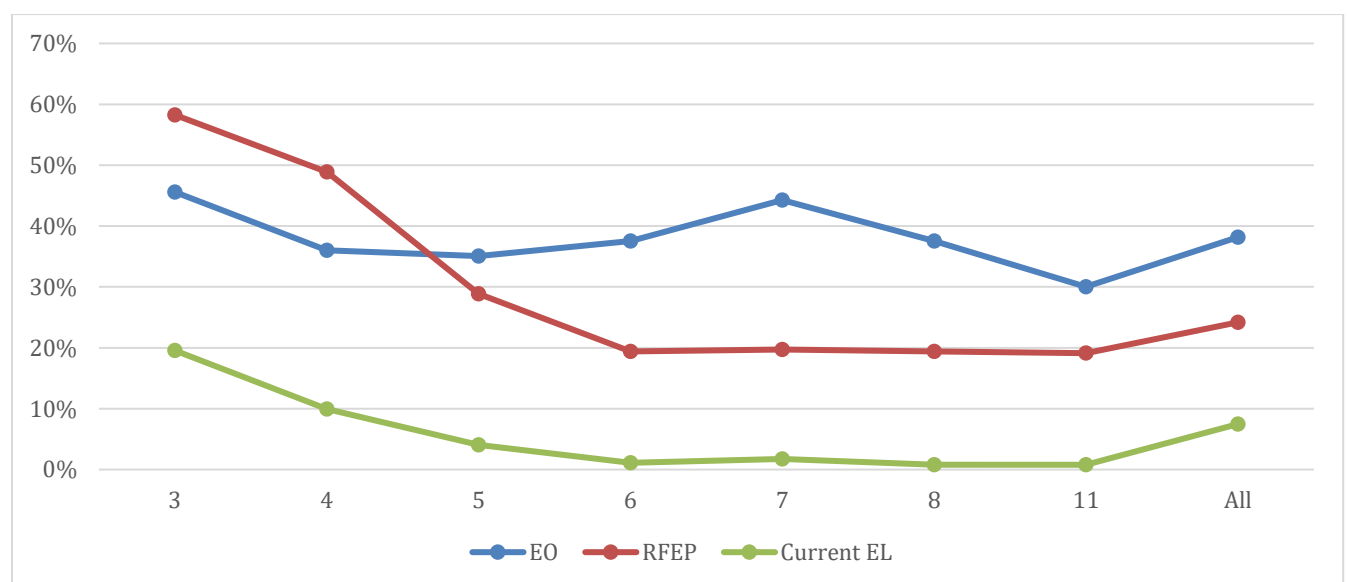


Table B.3. Student Proficiency on CAASPP Mathematics by Language Status (2018)

	English Only				EL				RFEP			
	1	2	3	4	1	2	3	4	1	2	3	4
3	30.58%	23.83%	29.08%	16.51%	54.32%	26.12%	16.34%	3.22%	14.56%	27.18%	40.78%	17.48%
4	31.40%	32.59%	24.06%	11.95%	59.10%	30.94%	8.76%	1.20%	15.42%	35.68%	36.12%	12.78%
5	34.67%	30.26%	18.04%	17.03%	78.12%	17.83%	3.62%	0.43%	31.97%	39.18%	17.31%	11.54%
6	34.93%	27.54%	19.16%	18.36%	87.20%	11.69%	0.93%	0.19%	41.21%	39.39%	16.36%	3.03%
7	28.50%	27.23%	18.58%	25.70%	87.99%	10.29%	0.98%	0.74%	44.37%	35.89%	14.52%	5.22%
8	35.43%	27.03%	19.16%	18.37%	93.80%	5.39%	0.81%	0.00%	51.83%	28.75%	12.08%	7.34%
11	41.87%	28.10%	19.56%	10.47%	92.91%	6.30%	0.79%	0.00%	49.73%	31.15%	14.75%	4.37%
All	33.60%	28.22%	21.47%	16.71%	73.87%	18.64%	6.36%	1.13%	41.58%	34.22%	17.21%	7.00%

Figure B.7. Students Meeting or Exceeding Standard (Levels 3 and 4 combined) on CAASPP Mathematics by Language Status (2018)



7. What proportion of PVUSD students graduate high school?

Students who are classified as English learners at any point during ninth through twelfth grade are much more likely to drop out than their peers. Although the graduation rate for ELs increases when looking at a five-year graduation rate, it still is far below the percentage for all students, placing ELs at a significant risk to complete high school and be adequately prepared to succeed beyond high school.

Table B.4. PVUSD Graduation Rate for All Students and English Learners¹⁶ (2018)

	4-year Graduation Rate ¹⁷	5-year Graduation Rate ¹⁸
All Students	89.9%	88.4%
ELs	77.4%	79.6%

8. How do high school Current ELs and Non-ELs compare in cumulative GPA?

Current ELs have a significantly lower cumulative grade point average than non-ELs in all grade levels.

Table B.5. Average Cumulative GPA in Each Grade by EL Status (2017–2018)

Grade	Non-ELs	ELs
9	2.69	1.78
10	2.73	1.84
11	2.86	2.04
12	2.96	2.19

9. What GATE participation patterns do we see?

Current ELs across the grade levels have limited to no opportunity to participate in GATE.

Table B.6. Number of Students Identified to Participate in GATE by EL Students (2017–2018)

Grade Level	Status	Never EL	Current EL	RFEP
Elementary	Not GATE	4,513	7,016	1,837
	GATE	314	68	233
Middle School	Not GATE	1,155	1,570	2,159
	GATE	169	5	272
High School	Not GATE	2,146	1,573	3,389
	GATE	449	27	752

10. What advanced course enrollment patterns do we see?

¹⁶ Students who are marked as EL at any time during the four-year cohort, or the DASS graduation rate, for the class of 2018.

¹⁷ Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

¹⁸ The percentage of students who received a high-school diploma within five years of entering ninth grade. This includes students who graduated in four or five years.

EL enrollment and participation in Advanced Placement (AP) courses is limited, with the percentage of ELs participating in AP coursework far below their EO peers. The opportunity for ELs to participate in Advanced Placement grows a little in grades 11 and 12, but the opportunity gap is significant for ELs.

Table B.7. PVUSD Advanced Course Enrollment by ELs (2017–2018)

Grade	Never ELs			ELs			Percent Difference
	Not AP	AP	Percent	Not AP	AP	Percent	
9	1,521	0	0.0%	403	0	0.0%	0.0%
10	1,403	93	6.6%	453	1	0.22%	6.41%
11	1,385	502	36.3%	440	17	3.86%	32.38%
12	1,030	464	45.1%	276	17	6.16%	38.89%

B.2 Qualitative Data

English Learner Shadowing and Classroom Observations

This appendix provides findings from two sources of qualitative data gathered in the 2017–2019 school years during the Pájaro Valley Unified School District *Master Plan for English Learner Success* development process.

In the spring of 2018, PVUSD EL Master Plan Team members visited four schools, shadowing a total of eight English learners. Each educator followed a pre-identified student for three to four hours during their school day, using a tally sheet to record the number of minutes the student was engaged in academic listening, speaking, and other activities. The students were not informed that they would be shadowed that day so that team members could observe them in their natural school environment. The results of the tally sheets were synthesized at a EL Master Plan Team meeting following the shadowing.

In addition, other team members visited six schools and conducted a total of 27 classrooms. Each classroom observer used a classroom observation snapshot form to gather data related to the six *Key Principles for EL Instruction* and lasted for a minimum of 20 minutes. Below is a summary of these synthesized notes and discussion.

Overall Student Observations

EL students who were shadowed tended to be very compliant, silent, and disengaged. Students spent a minimal amount of time engaging with academic language, about 5% of the total time observed. Most ELs who did talk used short words or phrases in answers when prompted by teachers and the overwhelming majority of questions asked were recall type questions. Students who had the opportunity to work with peers on collaborative tasks deferred to their more English-proficient peers and continued through the tasks with minimal or no peer talk.

Listening Opportunities

- Students engaged in academic listening to teachers most of the time.
- Students listened to a significant amount of teacher talk and a variety of questioning techniques.
- Teachers asked some questions at high, medium, or low cognitive levels, and asked both open and closed questions, though most were recall questions.
- Teachers usually gave directions orally to the whole class.
- Students listened to teacher talk consisting of complete, complex sentences, and peer responses which were frequently single words or short phrases.
- Most of students' time was spent listening to teacher-directed instruction and attempting to keep up with the content delivered.
- Students in an ELD class were observed listening to an individualized language acquisition program via computer for the entire period.

Speaking Opportunities

- Students' home languages were rarely used and most ELs shadowed had very limited opportunities to talk in the English-only environment.
- When using English, most students spoke in limited, short responses, mostly single words or phrases.
- Very few ELs were given opportunities or support to elaborate on their answers.
- Some students only had opportunities to respond to low-level questions using silent responses (thumbs up, pointing, etc.).
- A few students engaged in isolated choral drills.
- Most of the academic language used was related to science concepts.
- Students were not encouraged by teachers to explicitly use their home languages or cultural resources to complete tasks or engage with the content.
- Little time was allocated for students to talk about content and most interactive conversation was social in nature.

Reading and Writing Opportunities

- Few ELs took notes in a journal or on a graphic organizer, following teacher modeling and prompting note-taking strategies or problem solving (mathematics).

Classroom Seating Configurations and Other Interactions

- Students sat in a variety of seating configurations, but most were in some type of group or rows.
- Some students assisted others and a few students used their home language.
- Most of students' off-task behavior was not disruptive to others.
- Some students found non-disruptive ways to avoid engaging with peers or content, such as going to the bathroom multiple times and for extended periods (10–15 minutes), looking through their desks or backpacks to find materials repeatedly throughout the period, or continually getting up to sharpen their pencil.

Appendix C. The California English Learner Roadmap Policy¹⁹

California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners

This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. Many English learners represent the newest members of our society (including recently arrived immigrants and children of immigrants) who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. They also bring skills in their primary languages that contribute enormously to the state's economic and social strengths as a talented multilingual and multicultural population.

This policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, parent/community involvement, and higher education. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.

The impetus for this policy comes from a number of important related developments in California as well as nationally. If properly coordinated and articulated as part of a coherent California English Learner Roadmap, these developments can better serve the state's large population of English learners to attain college- and career-ready standards and to further promote the rich linguistic diversity of the state as it thrives in a global economy and culture of learning, innovation, and advanced technology.

The adopted academic state standards and the Next Generation Science Standards, and corresponding English Language Development (ELD) Standards, signal an important shift toward emphasizing academic uses of language for all students, and student engagement with college- and career-ready curriculum using English and other languages. Taken together, these standards highlight the tightly interconnected nature of developing disciplinary content understandings, analytical practices, and academic uses of language for all students. This shift enables the educational system to move beyond remediating students' English language skills to simultaneously developing their language and literacy skills while engaging in the full range of academic content learning.

The State Seal of Biliteracy encourages districts to recognize students' biliterate proficiency. Developing assessments in languages other than English that are aligned to state academic standards

¹⁹ California EL Roadmap State Board of Education Policy: Educational Programs and Services for English Learners, Adopted July 12, 2017 as part (Appendix A) of the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)*.

(e.g., the California Spanish Assessment) are key to recognizing biliteracy and academic achievement in more than one language. The passage of the California Education for a Global Economy Initiative, known as Proposition 58 (amending Proposition 227), moves us beyond improvement efforts focused solely on language of instruction to programs and pathways that effectively develop academic content knowledge, discipline-specific practices and academic language uses, and bilingual-biliterate proficiency.

California's Local Control Funding Formula (LCFF) is premised on local districts providing equitable learning conditions, pupil outcomes, and effective engagement of English learners. Districts are expected to set, with their parent and community partners, meaningful goals and outcomes that require full access to the curriculum, assure English learners' meaningful progress toward attaining academic English proficiency, and closing gaps in academic achievement for students entering as English learners. LCFF provides districts additional resources to build local capacity to implement and support evidence-based practices. State-produced documents provide coherent guidance for districts on implementing more and better comprehensive, research evidence-based services for diverse groups of English learners via the Local Control and Accountability Plan (LCAP) process and provide support for continuous improvement.

Our accountability system is state-determined, and is consistent with federal guidance provided for states to implement the Every Student Succeeds Act (ESSA), which supports our aligning federal and state policies to better integrate and leverage resources, services, assessment and accountability. Consonant with LCFF, ESSA elevates English language proficiency to a central indicator for Title I accountability. It values English language development, which California has identified as both, designated ELD equally with integrated ELD—as presaged in the California English Language Arts/English Language Development Framework (CA ELA/ELD Framework).

Given ESSA's Title III provisions, California will re-examine standardized, statewide EL entrance and exit procedures and criteria, and report academic performance of key sub-categories of English learners, such as long-term English learners and students with disabilities. The broader federal stance on multiple indicators of performance also complements our system's use of multiple state and locally-collected indicators on academic achievement, EL progress, high school graduation, chronic absenteeism and student suspension, school climate and parent engagement to advance a more complete picture of district program effectiveness.

This policy also reflects the current national research consensus on second language learning, bilingualism, program effectiveness, and policy research²⁰, much of which is consistent with earlier syntheses from the California Department of Education²¹.

²⁰ National Academies of Sciences, Engineering, and Medicine (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press. DOI: 10.17226/24677

²¹ CDE (1984) Schooling and Language Minority Students: A Theoretical Framework; CDE (1986) Beyond Language: Social and Cultural Factors in Schooling Language Minority Students; and CDE (2010) Improving Education for English Learners: Research-Based Approaches.

Findings include the following:

- English language proficiency development is a process that takes five to seven years for those entering with emerging English, benefits from coherent and aligned instruction across that time period, and can take place as an integrated process simultaneous with academic content learning in addition to designated ELD and the development of bilingualism/biliteracy.
- Bilingualism provides benefits from the capacity to communicate in more than one language and may enhance cognitive skills, as well as improve academic outcomes.
- Establishing proper and consistent procedures and criteria for identifying, monitoring, and exiting English learners using appropriate assessment procedures—while developing professional capacity to use assessment results—constitutes a key lever for effective system improvement.
- The diversity of the EL population (e.g., Newcomer ELs, Long-Term English Learners, students with interrupted formal education, students with disabilities, gifted and talented students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.
- Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive, social, and language development. There is great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities.

The current research evidence base also supports the need to attend to the following instructional factors:

- Explicit literacy instruction especially in the early grades
- Peer-assisted and small-group learning opportunities
- Providing academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
- Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning
- Processes related to social emotional development and identity formation

California is a state that welcomes newcomers and their families, and that addresses their linguistic diversity with a positive, additive orientation. Our schools need to reflect this orientation by affirming, welcoming and responding to a diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

CALIFORNIA'S VISION OF SUCCESS FOR ENGLISH LEARNERS

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

MISSION

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career, and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

FOUR PRINCIPLES

Four principles support our vision and provide the foundation of the CA EL Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English learners. Underlying this systemic application of the Principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio- emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle #2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Principle #4: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the

skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual 21st century world.

The California State Board of Education will direct the California Department of Education to provide guidance to districts and intermediary support organizations (e.g., county offices of education, California Collaborative for Educational Excellence) on how districts and schools can implement and strengthen comprehensive, research-based programs and services for all profiles of English learners via the LCAP, and provide support for establishing continuous improvement strategies and expectations that enable access to college- and career-ready learning as well as opportunities to attain the State Seal of Biliteracy.

The guidance will invest in and build educators' professional capacity; emphasize collaborative efforts; support effective pedagogy; and develop systemic solutions to create a coherent and positive education system. The guidance will encourage innovative district and school implementation of evidence-based practices for curricula, materials adoption and development, instruction, professional development, and leadership that are responsive to the differentiated strengths and needs of English learners, and strengthening appropriate assessment tools and practices. The guidance will be consistent with the requirements set forth in state and federal laws addressing English learners.

Adopted by the California State Board of Education (SBE) on July 12, 2017. To obtain the posted SBE agenda and item, please visit the California Department of Education SBE Web page at <http://www.cde.ca.gov/be/ag/ag/yr17/agenda201707.asp>.

California Department of Education, July 2017

Appendix D. Glossary of Terms

A

Academic Proficiency:

Access to Core: Providing English learners with simultaneous access to both ELD and the core content in language arts, mathematics, history/social science and science, using strategies such as primary language instruction, primary language support, designated and integrated English language development, and other instructional approaches designed to make content comprehensible for students whose English is not yet equivalent to that of native speakers.

(AFT) American Federation of Teachers:

(AMAE) Association of Mexican American Educators:

(AP) Advanced Placement:

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development: Credential or certificate which authorizes the holder to provide designated and integrated ELD, instructional strategies that facilitate English learners' access to the core curriculum, and primary language instruction.

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

Bilingual:

Biliterate/Biliteracy:

C

(CAA) California Alternate Assessment:

(CAASPP) California Assessment of Student Performance and Progress: A suite of assessments based on the state standards that measure the degree to which students have mastered the standards in English language arts/literacy, mathematics, and science. The following are included in this suite: the Smarter Balanced system for mathematics and English language arts/literacy, the California Science Assessments for science, the California Alternate Assessments used as an alternative to the Smarter Balanced system, and the Standards Test in Spanish for Spanish reading/language arts.

(CABE) California Association for Bilingual Education

California School Dashboard: A system of metrics regarding school and district performance that is based on the eight state priorities established in California's local control and accountability legislation. The Dashboard results were first published in April 2017. For each metric, the Dashboard report includes

an assessment of annual performance, and when possible, of year-to-year change on each metric. For several of the state priority areas, local school districts and/or county offices of education are responsible for developing their own reports based on locally defined metrics.

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

(CALPADS) California Longitudinal Achievement Data System: A computerized data system developed and operated by the California State Department of Education that brings together historical and current data on students, allowing for long-term analysis of student progress. CALPADS is the centerpiece of California's education data system. It brings together data on student demographics, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment results.

Catch-up Plan: A specialized plan to assist ELs or RFPs with identified language or academic deficiencies they may have developed while learning English.

(CATESOL) California Association of Teachers of English to Speakers of Other Languages

(CCSS) Common Core State Standards:

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

(CELDT) California English Language Development Test: A state assessment given to initially identify English learners in California public schools and to assess growth in English language proficiency on an annual basis. CELDT subtests include Listening, Speaking, Reading, and Writing. A replacement test for the CELDT has been developed and was fully operational statewide in 2018-2019. This successor test is called the English Language Proficiency Assessments for California (ELPAC).

(CFT) California Federation of Teachers:

(CLAD) Cross-cultural Language and Academic Development: A credential or certificate which authorizes the holder to teach ELD and provide core content instruction that facilitates English learners' access to the core.

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

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

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

(CPM) Categorical Program Monitoring: A state review process focused on determining whether a district's programs and practices are in compliance with federal and state law and regulations.

Cross Cultural Competence:

(CTC) California Commission on Teacher Credentialing: A commission which oversees the certification of all teachers in the state of California.

(CTE) Collective Teacher Efficacy: The belief of teachers in their ability to positively affect students, and is strongly correlated with student achievement (Hattie, 2016).

(CTEL) California Teacher of English Learners:

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

D

(DELAC) District English Learner Advisory Committee: a district-level advisory committee with parent representatives from each school that advises the district's school board on programs and services for English learners.

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

(DLLT) Dual Language Leadership Team:

Dual Language Program: a program for EL students and, in some models, English proficient students, in which the goal is acquisition of academic proficiency in two languages, English and another language, usually the EL students' primary language, together with mastery of academic core content. Instruction is in English and the primary language. Students continue to participate in the program after attaining English fluency, in order to continue to develop strong primary language skills and cultural proficiency.

E

Early-Exit Transitional Program: A program that serves EL students in grades kindergarten through grade three. Both the primary language and English are used to deliver instruction. Instruction in the primary language decreases over time, with English increasing and primary language instruction decreasing. By fourth grade, students are receiving all instruction in English. Upon exit from the program, students are expected to meet grade-level standards as well as the criteria for reasonable fluency in English.

(EL) English Learner: A language classification used to identify a student who is not currently proficient in English and whose primary language is not English; (also called English language learner, ELL).

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

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

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

EL Intervention Plan:

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

(ELM) English Language Mainstream Program: An Instructional Model designed for students whose primary language is English, fluent English proficient students, and English learners with reasonable fluency in English. Core content is taught in English using methodology designed to provide for full access to the core curriculum for all students, including English learners, and integrated ELD, along with daily leveled ELD to serve the needs of English learners. In PVUSD, this is the Academic Language and Literacy (ALL) Instructional Model.

(ELPAC) English Language Proficiency Assessment for California: This is the assessment developed by the state that is aligned with the CA ELD Standards and replaces the CELDT.

English Learner Catch-up Plan: A plan to assist English learners in accessing and mastering ELD and recouping any academic deficits that prevent them from mastering grade-level standards in the core curriculum.

Enrollment Center: A central location that enrolls and provides ELPAC assessment of students for all K-8 PVUSD schools. This location also provides technical assistance to the high schools regarding their enrollment and assessment needs.

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

(ESSA) Every Student Succeeds Act: A federal law that provides funding for services to disadvantaged students, including English learners. ESSA includes a mandate for each state to develop an accountability system for school and district performance. It also spells out requirements for the types of services that should be provided using the federal funds under the act.

F

(FACE) Family and Community Engagement:

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

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

Focused Approach to Frontloading: A teaching approach in which the vocabulary and language structures that are needed to participate fully in the learning activities of the upcoming core content lessons are explicitly and intentionally taught before the lesson begins.

G

(GATE) Gifted and Talented Education: GATE is a supplemental program for identified students. By state law, all second graders must be assessed for GATE eligibility.

(GLAD) Guided Language Acquisition Design: One of a handful of existing instructional models that aim to help teachers by providing 35 differentiated strategies to integrate instruction in English and grade-level content in a heterogeneous, mainstream classroom. The model does not simply build basic English conversation skills, but it specifically develops academic English, building the vocabulary and linguistic structures that students must use to participate in context-rich discourse.

H

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

I

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

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

Instructional Model:

L

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

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

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

Language Acquisition Program: An educational program "designed to ensure English acquisition as rapidly and effectively as possible, and that provides instruction to pupils on the state-adopted academic content standards, including the English Language Development standards" (California

Education Code, sec. 306(c). The California Education Code specifies the following types of language acquisition programs: (1) dual-language immersion, (2) transitional or developmental programs for English learners, and (3) structured English immersion, but allows for other such programs.

(LARC) Language Assessment Resource Center:

(LCAP) Local Control and Accountability Plan: A plan developed by the district that shows how the district will use state funds to improve student learning by addressing eight state priorities and serving all students, including English learners.

(LCFF) Local Control Funding Formula: A formula for determining the amount of state funds that will be received by a district, based on student enrollment. Supplemental and concentration funding to provide services to low income students, English learners, foster youth, and other disadvantaged groups are included in the formula.

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

(LEAP) Local Educational Agency Plan: A district plan that shows how the funds received through ESSA will be used to improve the educational success of disadvantaged students, including English learners.

(LRT) Language Review Team: The LRT is a group of teachers and/or administrators who review English learner student data on language development and academic achievement in order to make recommendations regarding the program for English learners.

(LTEL) Long-Term English Learner:

M

Monolingualism/Monolingualistic:

N

(NABE) National Association for Bilingual Education

(NEA) National Education Association

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

Newcomer Program: A program that serves English learners in grades four and above who have been in U.S. schools for less than 24 months. Students receive instruction in the content areas in English, with some primary language support. The curriculum and manner of presentation are designed for students learning English. Designated and integrated ELD are provided. Upon exit from the program, students are expected to be at grade level in content areas and meet the criteria for reasonable fluency in English.

(NGSS) Next Generation Science Standards:

O

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

One-Way Dual Language Immersion: A dual language program that serves EL students who share a common language (e.g., Spanish). Instruction occurs in the primary language and in English, with the goal being that the participating students attain a high level of fluency in both languages, and demonstrate a high level of academic achievement, whether assessed in English or in the primary language. Students may continue in the program after they have been reclassified in order to continue to develop strength in both languages.

P

Paraprofessional: A person who assists teachers in the classroom. A bilingual paraprofessional is fluent in both English and another language.

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

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

Primary Language Instruction: The use of a student's primary language by a teacher as a primary medium of instruction in core content.

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

R

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

Right to Informed Consent:

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

(RT) Reclassification Team: The RT is group of school staff (teachers and administrators) and the parent. The RT considers the EL student's data to determine whether to reclassify the student from EL to RFEP.

S

(SBE) State Board of Education

Scaffolding:

Seal of Biliteracy:

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

(SEI) Structured English Immersion Program: An instructional model, designed for English learners with less than reasonable fluency in English. Core content is taught in English, with content and manner of presentation designed for students who are learning English. Designated and integrated ELD are provided. Students are expected to exit the program on grade level in core academic content and with reasonable fluency in English. In PVUSD, this is the Academic Language and Literacy Instructional Model.

(SIFE) :

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

(SPSA) School Plan for Student Achievement: A school-level plan approved by the school site council, which outlines the goals, actions, timelines, and resources for continuous school improvement.

(SRT) Schoolwide Review Team: A school team that formally reviews the progress of all students and develops Catch-Up Plans when appropriate. The SRT monitors students with Catch-up Plans.

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

Sheltered English Immersion:

(SST) Student Study Team: The SST is a group of school staff that is convened to review a particular student's progress or education needs.

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

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

T

Teaching and Learning Cycle:

Title I: A federal program from ESSA that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement. Title I funds many types of services to English learners.

Title III: A federal program from ESSA which provides for improvements in the education of English learners and immigrant students by assisting them in learning English and meeting academic standards, as well as professional development for teachers of English learners.

(TK) Transitional Kindergarten:

Translanguaging: The process by which students acquire a new language through the application and use of their home language to leverage content and language acquisition in a new language.

Two-Way Dual Language Immersion: A dual language program that serves a mixed population of EL students who share a common language (e.g., Spanish), and students who are fluent in English (EOs and FEPs). Instruction occurs in the EL students' primary language and in English, with the goal being that the participating students attain a high level of fluency in both languages, and demonstrate a high level of academic achievement, whether assessed in English or in the primary language.

Students may continue in the program after they have been reclassified, in order to continue to develop strength in both languages.

V

(VCCALPS) Ventura County Comprehensive Alternative Language Protocol:

Appendix E. Definitions of Terms Used in State English Learner Reports

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who upon initial assessment in California using the English Language Proficiency Assessment for California (ELPAC) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

EL 0–3 Years: An EL student in kindergarten through grade 12 who has been enrolled in a U.S. school for 0–3 years.

EL 4–5 Years: an EL student in kindergarten through grade 12 who has been enrolled in a U.S. school for 4–5 years.

EL 4+ Years Not at Risk or LTEL: An EL student in kindergarten through grade 12 who has been enrolled in a U.S. school for four or more (4+) years and who has been determined to not meet the criteria for being “at risk” or LTEL, either because they are not in the applicable grade levels or because they have made progress on the ELPAC and CAASPP-ELA.

EL 6+ Years: An EL student in kindergarten through grade 12 who has been enrolled in a U.S. school for six or more (6+) years.

English Learner “At Risk” of Becoming a Long-Term English Learner (“At Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3–12 inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the ELPAC; and (4) for students in grades 4–9, inclusive, has scored for the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “at-risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3–8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available. For more information see Education Code 313.1.

English Only (EO): A student in kindergarten through grade 12 for whom the only language reported on the Home Language Survey (HLS) is English or American Sign Language.

“Ever EL”: A student who is currently an English learner (EL) or who was formerly designated an EL, but who has now been Reclassified Fluent English Proficient (RFEP).

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey and who, upon initial assessment in

California using the English Language Proficiency Assessment for California (ELPAC) and from additional information when appropriate, is determined to be proficient in English.

Long-Term English Learner (LTEL): an English learner (EL) student to which all of the following apply:

(1) is enrolled on Census Day (the first Wednesday in October) in grades 6–12 inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC; and (4) for students in grades 6–9, inclusive, has scored at the “Standard not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above. For more information see Education Code 313.1.

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12, inclusive, who, upon entering public school in California, is identified as an English learner and subsequently reclassified/redesignated in California, per Education Code 313, as proficient in English. Education Code 313 criteria include, but are not limited to, an assessment of English language proficiency in listening, speaking, reading and writing as currently measured by the California English Language Development Test (CELDT) or the English Language Proficiency Assessment for California (ELPAC), teacher evaluation of curriculum mastery, parental opinion/consultation, and student’s performance of basic skills, as measured by the CAASPP-ELA, that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

To Be Determined (TBD): A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the Home Language Survey and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

Ungraded Elementary (UE): A grade level for students enrolled in elementary classes (kindergarten through eighth grades) that are not assigned a specific grade level. This grade level is specifically for students in a special education program.

Ungraded Secondary (US): a grade level for students enrolled in secondary classes (ninth through 12th grades) that are not assigned to a specific grade level. This grade level is specifically for students in a special education program.

Appendix F. References

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