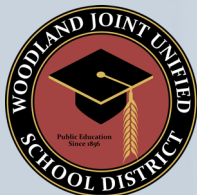


Multilingual Services Plan

WOODLAND
JOINT UNIFIED
SCHOOL DISTRICT



A District guide for
families and educators
of multilingual learners



EXCELLENCE
FOR ALL



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Superintendent

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Dr. Gracie Guerrero,
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Message from the Superintendent

March 2026

As a former English learner student, a migrant farmworker, and the proud daughter of migrant parents, I understand the challenges students face when learning a different language.

That's why supporting English learner students is so important to me. As superintendent, I'm proud that supporting English learners is one of our top four district goals.

At WJUSD, we strive to create a culture that embraces and promotes inclusiveness, biliteracy, multicultural awareness, and rigorous instructional programs that promote high expectations for all students, including our English learners.

Our students must become multilingual communicators, multicultural collaborators, and critical, creative thinkers who are college and career-ready and valued by our communities, colleges, and workplaces.

This Multilingual Services Plan helps us achieve that.

This guide is made in collaboration with families, students, teachers, and community partners to assist all schools in providing every identified English learner and Reclassified student with a high-quality instructional program.

It demonstrates our commitment to our vision of "Excellence for All" and illustrates how we can support every student on their journey toward excellence.

My deepest gratitude to everyone who helped make this Multilingual Services Plan a reality for our students and families.

Respectfully,

Elodia Ortega-Lampkin
Superintendent

Woodland Joint Unified School District Multilingual Services Plan

Board Approved

TBD

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We greatly appreciate the guidance, support, and time dedicated to this project. We thank all who dedicated their time and insight to the development of our Multilingual Services Plan.

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The district gratefully acknowledges guidance and material developed from several California school districts' Master Plans for English Learners. We are particularly grateful for the examples from Fontana Unified School District, Oxnard School District, Newport-Mesa Unified School District, Hayward Unified School District, and Bakersfield City Unified School District.

Due to the effort and commitment of all these people, and likely others not mentioned here, the Woodland Joint Unified School District's Multilingual Services Plan is now our guiding document for improving the delivery and implementation of programs for English learners.

Mission

The mission of the Woodland Joint Unified Schools District's plan for multilingual learners is to provide effective and high quality programs and services to multilingual learners to ensure excellence for all. Our school district's mission is closely aligned with the principles of the English Learner Roadmap, ensuring that we support the academic, linguistic, and cultural development of all English Learners in our community. We believe that students can be successful when given intentional, explicit, and deliberate instruction, opportunities, and support. We are committed to foster and develop cultural proficiency. We empower students and guardians to build capacity by honoring languages and cultures. We are fully committed to implementing the District's Multilingual Services Plan. This includes providing English learners with comprehensive support to develop English language proficiency and ensuring that students in Dual Immersion Programs achieve bilingualism and biliteracy. Our ultimate goal is to support the academic success of all students.

Introduction

Woodland Joint Unified School District (WJUSD) is an ethnically, culturally, and linguistically diverse learning community striving to meet the unique needs of its approximately 9,200 student population; 1,600, or twenty percent (17.5%), are English learners. Our English learners represent a variety of cultural and linguistic backgrounds. The largest language group comes from Spanish speaking backgrounds and constitutes 85% of the total number of English learners. The second largest language group is Punjabi speaking students, which constitutes approximately 5% of the total number of English learners. The remaining 10% of the English learner population includes approximately 18 other languages.

The Woodland Joint Unified School District Multilingual Services Plan serves as an operational guide for all district personnel as we seek to implement outstanding programs for all of our students. The plan describes how Woodland Joint Unified School District identifies, serves, and supports English learners to ensure access to the core curriculum and acquisition of the English language by using the seven keys to managing successful programs for English learners:

- Convey Respect
- Develop Systems
- Use Consistent Images
- Conduct Appropriate Trainings
- Plan, Organize, and Calendar
- Monitor
- Create a Collaborative Culture

The Multilingual Services Plan is a guide that was revised using the California English Learner Roadmap as a framework in order to provide excellence for all Multilingual learners. This plan will assist all schools in providing every identified student an instructional program that includes daily English Language Development, access to the core curriculum, and the promotion of multicultural proficiency. This plan also guides the implementation of our dual immersion program for English and Spanish learner students. The Multilingual Services Plan demonstrates a collaborative effort among all departments to effectively serve these students. It also demonstrates our commitment to collaborate with all members of our extended learning community: employees, guardians, students, and community partners because together we can devise compelling and powerful programs for our English learners.

This plan is based on state and federal laws, district board policies, research, the California English Learner Roadmap, and the input from educational partners who collaborated to ensure that the very best pedagogy, practice and procedures will be used in Woodland schools. The district demonstrates compliance with laws and policies that have been put into place to safeguard student needs. It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revision and improvement over time. In this way, the Woodland Joint Unified School District will ensure that programs and services for English learners will be of the highest quality.

All WJUSD personnel at the school and district level—teachers, counselors, instructional paraprofessionals and administrators—are expected to follow the procedures specified in this Multilingual Services Plan.

We recognize and value the importance of nurturing one of the most important resources of our district: the languages and cultures of our diverse student population.

For support with any aspect of English learner services, please contact:
English Learner Services Department | (530) 662-0201 or (530) 406-3240

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Woodland Joint Unified School District ensures that students are appropriately identified, assessed, and placed in the instructional setting of choice.

The state and federal requirements for programs serving English learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English learner (EL) Instrument. These are revised periodically.

WJUSD provides instructional practices to English learners (ELs) that align with EL Roadmap Principle One, Two and Three. We strive to be responsive to strengths, needs, and identities while supporting the socio-emotional health and development of ELs. Staff engages students in intellectually-rich and developmentally-appropriate learning experiences that foster high levels of English proficiency and biliteracy, which integrate language development, literacy, and content learning as well as provide access through native language instruction and scaffolding. Teachers and EL Specialists through their instructional planning and responsiveness to students' needs use valid assessment and other data systems that inform instruction and ensure continuous improvement.

chapter **one**

Identification, Assessment, Notification, and Program Placement





IN THIS CHAPTER

Identification

Assessment

Notification

Program Placement

Notification of Annual
Assessment Results and
Student Placement

Transfer Students

Identification

Home Language Survey (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home of each student. To gather this information, all guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school aged children. The HLS is part of the Woodland Joint Unified School District's (WJUSD) registration packet. The HLS information will assist schools in providing appropriate instruction for all students. All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed in English language proficiency. The guardian is notified of the result and is given an explanation of the program placement options open to the student. (The 4th HLS question provides information for schools to consider if a child may have limited English proficiency but does not mandate assessment.) If the answers to questions 1, 2, and 3 on the HLS are "English", the child is classified initially as English Only (EO). Guardians of EO students may request to participate in the district's Dual Immersion (DI) program.

Assessment

English Language Proficiency Assessment

For students whose HLS includes a language other than English for questions 1, 2, or 3, the state-approved Initial English Language Proficiency Assessments for California (Initial EL-PAC), is administered by trained and calibrated test administrators within 30 calendar days of enrollment to determine English language proficiency skills and initial identification. However, Woodland Joint Unified School District prefers to administer this assessment as soon as possible, preferably within one week of enrollment. A student may score as either Initially Fluent English Proficient (I-FEP) or as an English learner (EL). The Initial ELPAC is a criterion-referenced test based on the English Language Development (ELD) Standards. It assesses a student's English language proficiency in listening, speaking, reading, and writing. The student receives Initial ELPAC scores for oral language and written language, as well as an overall score.

To assess English Learner progress, the Summative ELPAC is administered annually to all English learners who are currently enrolled during the state's annual assessment testing window. Guardians are notified of Summative

ELPAC annual assessment results within 30 calendar days of receipt of test results from the state test contractor. The Summative ELPAC assessment results are used to measure a student's annual progress in English language proficiency in listening, speaking, reading, and writing.

Provisions for Special Education Students

If an Individual Education Plan (IEP) team has determined that a student is unable to take one or more parts of the Summative ELPAC, the student will be given the Alternate ELPAC assessment (to be determined by the IEP team according to individual need), in accordance with California Department of Education regulations. The assignment of the Alternate ELPAC assessment must be written and documented in the IEP.

Primary Language Proficiency Assessment

All identified English learners are assessed for primary language proficiency within 30 calendar days of initial enrollment. The individual Proficiency Test (IPT) in Spanish is administered to determine primary language proficiency; the oral test is given for grades TK-12 and the reading and writing assessments are administered for grades 2–12. Test administrators who are fluent in Spanish conduct the assessment. For languages other than Spanish, a Primary Language Questionnaire is completed by the guardian.

Notification

Notification of Initial Assessment Results and Student Placement

Guardians of children with a home language other than English must be notified no later than 30 calendar days after enrollment of their child's initial English proficiency, primary language proficiency, and program placement

options. Results of initial assessments are shared with the guardians in a conference with the English Learner Specialist (EL Specialist) or principal. The purpose of the conference is to explain the English proficiency, primary language assessment results and program options offered by the district. The conference is conducted in English or Spanish and may include an interpreter for other languages.

Using the assessment information and program placement options, the principal or EL Specialist works with the guardian to place the student in the most appropriate instructional setting of the guardian's choice. The EL Specialist clarifies any questions as needed and discusses any concerns guardians may have regarding testing results or program placement. Guardians are asked to sign, initial, and date the K–12 Initial Identification and Placement Notification and are provided copies from the conference. The guardians of Initially Fluent English Proficient (I-FEP) students are informed of the results and given the same program options as those given to EO students, requesting enrollment in the Dual Immersion Program.

Language proficiency, program placement, and services are entered for each student in the district database by the school secretary or clerk. In addition, the results are provided to the child's teacher(s). Copies of the Home Language Survey, original Initial ELPAC score report, IPT or Primary Language Questionnaire, and K–12 Initial Identification and Placement Notification forms are placed in the student's record by the EL Specialist. The student record is a part of the student's cumulative record file. The principal or EL Specialist is responsible for monitoring the accuracy of language proficiency, program placement, and services data.

*Table 1.1: Instructional Programs
for English Learners*

1. Structured English Immersion Program (SEI)
2. Dual Immersion Program (Currently offered Spanish-English)

Program Placement

Placement of Students

Woodland Joint Unified School District uses different program models to serve students who are English learners. It is imperative that each English learner be placed in the instructional program of their choice that meets their needs. Staff works very closely with guardians to explain the instructional choices and report student progress regularly. Guardians' decisions regarding the education of their children are valued and critical to students' academic success.

Instructional Program Options

The site EL Specialist or principal informs guardians of the options for an English learner's program placement after reviewing Initial ELPAC and primary language assessment results. The EL Specialist or principal place the student in the instructional setting of the guardians' choice.

Placement Considerations

Factors considered for program placement of English learners include: English language fluency, years of schooling, prior program placements, primary language proficiency, and documented special education needs among other factors. English language fluency is a critical factor in determining program placement of English learners. WJUSD determines that a child has proficiency in English when he or she fully meets the

district's reclassification criteria. The student is placed in an appropriate program with consideration given to the guardian's choice.

Structured English Immersion (SEI) Program Placement Criteria

Structured English Immersion (SEI) is a language acquisition program for English learner (EL) students in which nearly all classroom instruction is provided in English, but with integrated curriculum and presentation designed for students who are learning English. Primary language support and other types of support services are provided as needed and as resources allow. Designated English Language Development (D-ELD) is provided each day as well as access to grade-level academic subject matter content with Integrated ELD (I-ELD).

Dual Immersion (DI) Program Placement Criteria

Dual Immersion (DI) is a dual language immersion program for multilingual students in which instruction is delivered in two languages beginning in preschool and continuing through 12th grade. The goal for all students in a dual immersion program is to become bilingual and biliterate. EL students receive D-ELD daily as well as access to grade-level academic subject matter content with I-ELD.

Program Placement vs. Classroom Placement

One classroom setting may provide different students in that class with different instructional programs. For example, a classroom may provide English Only (EO) and Fluent English Proficient (FEP) students with an English language program of instruction while providing English learners (EL) in the class with a program of Structured English Immersion. When more than one program exists within a classroom, it is extremely important that students in each program are clearly identified as to the program to which they are assigned,

and that they receive the services appropriate to that program. This requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed.

Notification of Annual Assessment Results and Student Placement

Guardians of English learners must be notified of their child's most recent English proficiency assessment results and ongoing program placement no later than 30 calendar days after the beginning of the school year. Guardians are sent a copy of the K–12 Annual Notification of Language Assessment and Program Placement. This written notification is available in the guardian's correspondence language choice. Guardians may request a conference with the site principal or EL Specialist to clarify any questions as needed and discuss any concerns regarding test results or program placement.

Language proficiency, program placement, and services are reviewed for each student by the principal and EL Specialist in the district database and any changes are entered by the school secretary or clerk. In addition, the results are provided to the child's teacher(s). A copy of the K–12 Annual Notification of Language Assessment and Program Placement is kept as part of the student's academic records.

Transfer Students

In order to ensure appropriate placement, for transfer students, each student's relevant assessment, academic progress, and placement information is entered from the state database, CALPADS, into the local student data system within fifteen (15) calendar days of enrollment by the district's information system programmer.

Transfers between WJUSD Schools

Guardian-initiated Intradistrict Transfer requests are made through the school site registrar/clerk. The site EL Specialist will request current ELPAC data to facilitate placement. All data regarding the student's English learner assessment history (current scores, current placement, records of academic progress, and interventions) are sent to the receiving school. Before approving the Intradistrict transfer request, the site principal at the receiving school is responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student is properly placed in the instructional program, as specified in the student's current records.



Transfers from Other California Schools

Students transferring into WJUSD from another district within the state often have records of a Home Language Survey, scores on mandated assessments including the ELPAC, and an initial language status (EO, I-FEP, EL). These students do not need to go through the Woodland Joint Unified School District initial identification process. If the guardian provides the student's records, staff uses this information and data from CALPADS to place students. If not, the EL Specialist will contact the former district in order to obtain information by phone or email.

Once records are obtained from the previous school or district, the appropriate information is entered into WJUSD's recordkeeping system by the school registrar and shared with the classroom teacher(s). The district of origin is encouraged to expedite the process of forwarding records. If these records cannot be acquired at the time of enrollment, the

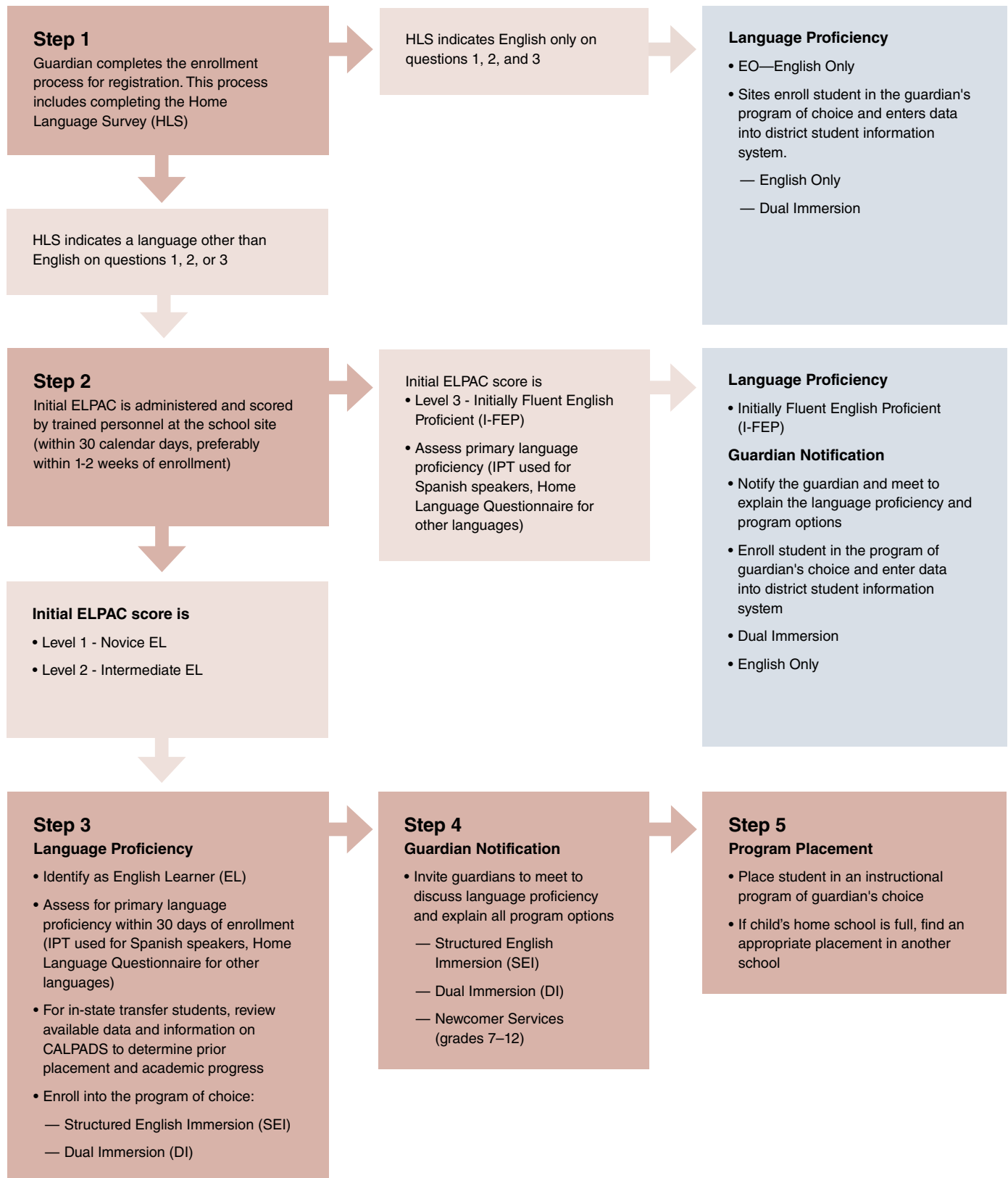
identification, assessment, notification, and placement process is implemented per the previous description. The site principal or EL Specialists, and academic counselor (when appropriate) are responsible for reviewing all student information to make sure the student is properly placed in their new class(es).

Transfers from Out of State or from Other Countries

The State of California does not recognize language proficiency assessments from other states. As such, the identification assessment, notification, and program placement described previously is followed for students entering the district from another state or country. The student is placed in the grade level that is aligned with the district's TK–12 Age Grade Placement.



Figure 1.1: Initial Language Proficiency Identification, Assessment, Notification and Placement Process



Woodland Joint Unified School District provides instructional services to English learners to ensure that they acquire English language proficiency and academic achievement in all areas of the curriculum.

The state and federal requirements for programs serving English learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English learner (EL) Instrument. These are revised periodically.

chapter two

Instructional Programs

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IN THIS CHAPTER

Instructional Settings
for English Learners

Primary Language
Instruction vs. Primary
Language Support

English Language
Development (ELD)

Accessing the Core
Curriculum in Content
Areas

Small Scattered
Populations

Gifted and Talented
Education (GATE)

Commitment to Special
Education Services

English Learner
Typologies

The district will offer the following program options to English learners (ELs): Structured English Immersion (SEI) and Dual Immersion (DI). Each of these options is designed to ensure that students acquire English language proficiency. Both options contain the following required components:

- Well-articulated, standards-based and research-based differentiated English Language Development (ELD) instruction, specifically designed for ELs, which includes Designated and Integrated ELD
- Well-articulated, standards-based differentiated instruction in the core curriculum, featuring primary language support, frontloading of content and vocabulary to ensure understanding of the content, and instructional strategies that support rapid and effective language acquisition
- Structured activities designed to develop cultural proficiency and positive self-esteem
- Sufficient resources are allocated so that all curriculum is effectively implemented

Instructional Settings for English Learners

English Language Programs

1. TK–12 Structured English Immersion (SEI)

The goal of the Structured English Immersion program is for English learners to develop grade-level proficiency in English. This model provides structured and sequential instruction for all students in English. Curricula and presentations are specifically designed for children who are English learners and include English Language Development. In addition, English learners receive daily leveled Designated ELD instruction. Access to core content is accomplished through language acquisition instructional strategies that enable English learners to access grade-level subject matter in mathematics, language arts, social studies, science, and other required academic subjects. Instruction may include primary language support to motivate, clarify, direct, support, and explain.

Table 2.1: TK–12 Structured English Immersion (SEI) Program Components

Type of Setting	Program Recipients	Program Elements	Staffing
Structured English Immersion (SEI)	English learners - Summative ELPAC Level 1 (Minimally Developed) - Summative ELPAC Level 2 (Somewhat Developed) - Summative ELPAC Level 3 (Moderately Developed) - Summative ELPAC Level 4 (Well Developed)	- Core instruction taught through structured and sequential lessons in English with primary language support - Additional research based EL strategies that integrate language development with academic content to access core curriculum - Specially Designed Academic Instruction in English (SDAIE) is a teaching approach that uses various strategies to teach academic content - All lessons include language objectives to help access the core curriculum and for further language development - Daily leveled Designated ELD instruction: minimum of 15 minutes (Transitional Kindergarten), 30 minutes (Kindergarten), 45 minutes (Grades 1–6), at least one period per day (Grades 7–12) - Designated ELD includes listening, speaking, reading, and writing - Integrated ELD where teachers provide language clarification and language acquisition support during regular content area lessons - Promotion of multicultural competency and positive self-esteem - District-adopted, standards-aligned ELD and core curriculum will be used - Materials include print, audio, visual, graphic, and electronic resources from core curriculum as well as supplemental materials	- All teachers must be appropriately certified with a CLAD or equivalent EL certification - CLAD teacher who is bilingual and biliterate is preferred - The assignment of a BCLAD teacher is the best method for providing primary language support - Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher's direction, provide primary language support as needed in the content areas
Special Support Options for English Learners in SEI Programs: - Tutoring - Additional ELD instruction - Specialized instruction by personnel with literacy and EL expertise - Participation in interventions as needed - Before and/or after school intervention programs - Migrant Education support, if eligible - Grouping of students (leveling by language proficiency) during Designated ELD - Other appropriate services			

2. Dual Immersion Program (TK–12)

The goal of the Dual Immersion program is to develop academic language proficiency in English and Spanish. This model is designed to support Spanish language development for students of all levels of English proficiency, including native English speakers, as well as students of language backgrounds other than English or Spanish. The Dual Immersion Program is designed to teach all students the core curriculum in Spanish and English. In

addition, English learner students receive daily, leveled Designated ELD and Integrated ELD instruction. English learners, English Only and Fluent English Proficient students are mixed in the same classroom and receive instruction in both languages. WJUSD's Dual Immersion program design combines the most successful features of second language instruction and bilingual education giving Spanish and English-speaking students the opportunity to become fluent in both languages.

Table 2.2: TK–12 Dual Immersion Program Components

Type of Setting	Program Recipients	Program Elements	Staffing
Dual Immersion (TK–12)	All students	- Core instruction taught in Spanish and English - All lessons include language objectives to help access the core curriculum and for further language development in English and Spanish - Daily leveled Designated ELD instruction—15 minutes (Transitional Kindergarten), 30 minutes (Grades K–6), at least one period (Grades 7–12) - Designated ELD Instruction must include listening, speaking, reading, and writing - Integrated ELD where teachers provide language clarification and language acquisition support during regular content area lessons - Promotion of multicultural competency and positive self-esteem - District-adopted, standards-aligned ELD and core curriculum - Materials include print, audio, visual, graphic, and electronic resources from core curriculum as well as supplemental materials	All teachers must be appropriately certified with a BCLAD or equivalent
Special Support Options for English Learners in Dual Immersion Programs: - Tutoring - Additional ELD/SLD instruction - Specialized instruction by personnel with literacy, dual immersion, and english learner expertise - Participation in interventions as needed - Before and/or after school intervention programs - Migrant Education support, if eligible - Grouping of students (leveling by language proficiency) during Designated ELD/SLD - Other appropriate services			

The program begins in Transitional Kinder or Kindergarten and continues through sixth grade with 50% of instruction in Spanish and 50% in English. Dual Immersion Spanish classes are also offered in middle and high school.

At the middle and high school levels, students are able to maintain and continue to improve their Spanish with history courses in grades 7–8, and Spanish courses for Spanish Speakers and Advanced Spanish (AP) courses in grades 9–12.

Primary Language Instruction vs. Primary Language Support

Primary Language Instruction

Primary language instruction is part of the Dual Immersion program. It includes directed lessons, as well as student participation, in and through the primary language. This instruction makes use of grade-level materials in Spanish (textbooks, audio-visuals, electronic media, and online resources) that meet state content standards. Spanish and English-language assignments and assessments are given. For students in the Dual Immersion Program, especially those at the beginning levels of English, Spanish language instruction is both an avenue to meeting grade-level content standards and a means of continuing to build full literacy in their primary language and their second language.

Primary Language Support

The California Department of Education (CDE) defines the primary language of a student as the language other than English that the student first learned or the language spoken in their home. School districts are required to provide learning support to students in their primary language to scaffold instruction and provide student access to content learning.

Primary language support does not include directed lessons, assignments, or assessments in the primary language. Instead, we recommend the strategy of Translanguaging. Translanguaging is the use of multiple languages in a flexible, integrated way to communicate and make meaning. It's a dynamic process where bilingual or multilingual individuals draw on all of their linguistic resources—whether that's speaking, writing, or listening in different languages—depending on the instruction being delivered.

In the classroom, translanguaging allows students to use their home language alongside English (or other languages) to enhance understanding and expression. It recognizes that language is not just about learning words but about connecting with ideas and cultural experiences across different languages. By promoting translanguaging, educators can create more inclusive and effective learning environments for English learners.

The support may be provided within the Structured English Immersion program by a teacher who is bilingual, a trained bilingual paraprofessional, or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is also given to motivate students and to clarify, direct, or explain concepts. Even where daily primary language support cannot be provided by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support is available to students and their families such as, cross-age bilingual tutors, guardian or community volunteers, and occasional teaming with bilingual staff in the school. Classroom libraries should be stocked with age-appropriate books that include fiction and non-fiction books in the primary language. Students

should be encouraged to take home materials in the primary language that they can review with guardians and other family members. Every classroom enrolling English learners should have some primary language support materials. In addition, when 15% or more of the school's students are speakers of the same language, the school must translate all materials for guardians into the primary language.

English Language Development (ELD)

Each English learner is enrolled in a program of instruction in English Language Development (ELD) to develop proficiency in English as rapidly and as effectively as possible. Designated ELD lessons are appropriate for students of all levels of English proficiency. ELD lessons reflect curriculum, materials, and approaches that are designed to promote English learners' acquisition of listening, speaking, reading, and writing skills. ELD is designed to facilitate the acquisition of the linguistic competencies that native English speakers possess.

Designated English Language Development (D-ELD)

Designated ELD is provided during a protected time of the regular school day for focused instruction on the state-adopted ELD standards. The instruction assists English learners in developing critical English language skills to learn academic content in English. The English Language Development (ELD) component of all instructional program models is research-based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students develop proficiency in English at the same rate. In many cases, social language skills appear long before academic language skills. Time and explicit direct instruction of academic language are necessary for this development to occur. It

takes an average of five to seven years for ELs achieve academic English proficiency comparable to that of their native English-speaking peers. Each English learner develops at their own pace, depending on a multitude of environmental, personality, learning, and educational factors.

Designated ELD is a component of all WJUSD instructional programs designed to serve the needs of English learners. Further, ELD is taught using curriculum that is based on the California ELD Standards. When used along with the state content standards, this curriculum supports English learner students in building English proficiency and refining the academic use of English, thus providing students access to subject area content. English learner students need to understand how to use the language meaningfully, and access resources to be knowledgeable in language selection to communicate with precision and meaning.

Designated ELD can take place in a variety of instructional settings including self-contained classroom, flexible grouping, and clustering of students at the same levels.

Integrated English Language Development (I-ELD)

Integrated ELD (I-ELD) is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. I-ELD includes specifically designed academic instruction and is embedded throughout the school day in every subject area. It provides English learners with language clarification and language acquisition support during regular content area lessons.

Conditions Favorable to Acquiring Language

Various conditions help facilitate second language development. Language is comprehensible to the English learner when:

- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is accessed and developed
- The affective filter is low
- Risk-taking and approximations are encouraged
- Students are provided immediate, supportive and corrective feedback
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures)

English Language Development (ELD) Materials

Students will be taught using the most current district-adopted ELD curriculum materials.

English Language Development (ELD) Standards and Assessments

The ELD Standards provide expectations and descriptions of achievement at the Emerging, Expanding and Bridging levels for English learners. ELD Standards address skills English learners must acquire in order to interact in meaningful ways, as well as to learn about how English works.

The ELD Standards are designed to supplement the ELA Standards to ensure that English learners develop proficiency in both the English language and the concepts and skills contained in the English Language Arts (ELA) Standards.

The ELD Standards integrate listening, speaking, reading, and writing to create a distinct pathway to reading in English rather than delaying the introduction of English reading.

A number of assessments are used to track our students’ progress through the ELD Standards. These assessments include, but are not limited to, the following:

- Curriculum embedded assessments
- Teacher created assessments aligned with the ELD Standards
- Summative ELPAC assessments
- Interim ELPAC assessments

Grouping for Designated English Language Development

Students will be grouped for ELD instruction based on their English proficiency level. The optimum placement is one ELD level per class. Whenever possible, no more than 2 levels of ELD will be combined into one class. The exception occurs with small scattered populations which, with careful consideration, may have multi-level/multi-grade combinations. Throughout the year progress in ELD will be



monitored and regrouping of ELD groups will be considered for the most optimal instructional setting. At the secondary level, the master schedule will vertically align ELD courses to allow year-round flexibility in moving/scheduling students and provide them with the access to courses taught in Spanish.

Accessing the Core Curriculum in Content Areas

It is essential that English learners also access well-articulated, standards-based core curriculum instruction. In the Structured English Immersion program for English learners nearly all classroom instruction is provided in English. The curriculum and presentation are designed for students who are learning English and primary language support is provided as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain content. When appropriate, English learners should be grouped together by language for primary language content support from a bilingual instructional aide.

Students enrolled in the Dual Immersion program will receive full access to grade-level core curriculum by means of direct instruction in Spanish and in English, using language acquisition strategies, as appropriate to their levels of English language proficiency.

What are language acquisition strategies?

Language acquisition strategies for English learners are ways of teaching that ensure English acquisition happens as rapidly and effectively as possible. These strategies provide instruction on the state-adopted academic content and ELD standards through Integrated and Designated ELD. Language acquisition strategies provide students with the supports they

need to work with concepts and the language of those concepts in a variety of ways. Some examples of language acquisition strategies are:

- Clear Communication
- Making Content Understandable
- Check Students' Understanding
- Seek Student Responses
- Demonstrate and Model
- Encourage Interpersonal Communication
- Group Students to Assist Learning
- Promote Cross-cultural Awareness

Small Scattered Populations

Guidelines

At some district schools, there are very few English learners enrolled. Thus, it is not possible to create Designated ELD groups. The following guidelines will be followed in providing services to these small and scattered populations:

1. The principal and the site EL Specialist are current on all requirements, attend training on the WJUSD Multilingual Services Plan and attend district meetings focused on English learner issues.
2. The principal ensures that properly credentialed personnel utilize language acquisition instructional strategies and primary language support as needed and as feasible. ELPAC data will determine program delivery and instructional methods.
3. Each school aims to have at least one BCLAD teacher per grade level, regardless of the current enrollment of English learners.

Gifted and Talented Education (GATE)

Woodland Joint Unified School District is committed to ensuring equity in the Gifted and Talented Education (GATE) program. The district ensures equal access to all English learners through its identification, referral process, testing and teaching methodologies in its GATE program. It is the intent of the GATE program to place special emphasis on identifying students from varying backgrounds. Multiple criteria are used to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. All students will be tested starting in Grade 3 (or per teacher or guardian request). Site administrators and/or site designee GATE coordinators work with school staff and guardians to inform all about the GATE referral process, testing process, and GATE services. The district GATE administrator and the site administrators monitor GATE services. All aspects of GATE funding are under the control of the LCAP.

Commitment to Special Education Services

English learners have access to Special Education services just as all other students in the district. Referrals are reviewed by a Student Study Team consisting of the school principal, counselor, EL Specialists, classroom teacher, and a special education teacher. Careful review by the Student Study Team of all referrals takes place first. This review includes SST referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, and a guardian interview as well as an interview with the student, if age appropriate. This review is required to deter-

mine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country, and growth being made. When it is determined that an English learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon guardian's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences as well as the student's established language dominance are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status must be completely individualized and described in the Individualized Education Plan (IEP). An IEP team should include admin, case manager, general education teacher, EL Specialist, and other support staff as necessary. When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student's ELD program relates to the student's need for Special Education services, the IEP must document the provision of these services.

English learners in grades TK–12 with an IEP, as reflected on ELPAC sub-scores in listening, speaking, reading, and writing, continue to receive both Integrated and Designated ELD instruction in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class (SDC) staff, will receive the same training as general education staff in working with English learners. In SDC classes, the Special Education staff provides ELD instruction to the English learner. Bilingual Paraprofessionals may be

assigned to the program to provide direct support to English learners with an Individualized Education Plan (IEP). The Special Education department and the site will work together with the guardian to ensure their requests and educational goals are met. In addition, the Special Education department and site will ensure that interpretations are provided during IEP meetings and that translated IEP documents are made available to guardians in their primary language as required by state law.

English Learner Typologies

There are several types of English learners in the Woodland Joint Unified School District:

1. **Newly arrived English learners with adequate formal schooling**
2. **Newly arrived English learners with limited formal schooling**
3. **English learners who are meeting benchmarks and making expected progress toward language and academic goals**
4. **At-Risk of Becoming Long-Term English Learners** who have been enrolled in US schools for 4 or 5 years and have scored at an English proficiency level of intermediate or lower on the Summative ELPAC assessment
5. **Long-term English learners** who have been enrolled in US schools for 6 or more years and who remain at the same English proficiency level for 2 or more consecutive years or who have regressed to a lower level of English language proficiency

Instruction will be adapted to meet the needs of students in each of these groups as discussed below:

1. Newly Arrived English Learners with Adequate Formal Schooling

These students may or may not have had some exposure to formal instruction in English. However, they have had a formal educational program in their native country, and many have the knowledge background that supports the content instruction in English. At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the exception of English Language Arts. To continue to develop their primary language literacy, a Dual Immersion placement is recommended.

At the secondary school level, Spanish-speaking students benefit from the Spanish Dual Immersion program. They may also be candidates to receive newcomer services which may include the following:

- Year-long leveled Designated ELD for two periods
- Academic content classes and elective courses are taught with primary language support when possible to meet the students' varying language needs
- English Language Arts (ELA) instruction with accommodations for language proficiency level
- Additional research based EL strategies that integrate language development with academic content and with primary language support when available

2. Newly Arrived English Learners with Limited Formal Schooling

Newly arrived students with little or no prior schooling typically face challenges with literacy in English as well as their primary language and will need extra support in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in

a grade-level academic program. These students need an academic program that will address their primary language literacy needs. At the elementary school level, appropriate grade-level placement with appropriately leveled Designated ELD is critical. Guardians have the option to place a student in a Structured English Immersion program, but the Dual Immersion program is optimal for many of the students in this group.

In secondary schools, English learners of this typology will need an academic program with the following features:

- Year-long leveled Designated ELD for 2 periods daily
- Primary language literacy
- Other content classes taught in the primary language

Every effort will be made to provide needed primary language content classes. When this is not possible in a particular content area, students will be provided with primary language support.

3. English Learners who are Meeting Benchmarks and Making Expected Progress

These students are typically showing expected growth on the Summative ELPAC and are proficient, or close to proficient, on the CAASPP Assessment, or are meeting benchmarks on district established literacy and numeracy assessments. In the elementary grades, these students should move along a pathway to English language proficiency and reclassification.

In 7th through 12th grades, these students are offered LTEL classes designed to support their language acquisition and growth toward reclassification.

Student placement at a given Designated ELD course level is based on test results of the Initial ELPAC or the Summative ELPAC, and ELD benchmark test performance as described in our district placement chart.

Each Designated ELD level is flexible with respect to duration, in order to allow a student to move up a level during the year when assessment results indicate the student is ready. Students who master the course content standards are promoted to the next level or exited from the program. Students may need to repeat a level until they meet requirements for transition to the next level. Secondary master schedules allow for fluid and flexible movement throughout the year. In order for students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace and must be able to move up ELD levels whenever necessary. They should not have to wait until the end of a semester or trimester or course in order to move levels.

Change in ELD levels will be based on the following:

- Summative ELPAC progress
- Designated ELD benchmark test results
- Classroom performance
- Teacher recommendation

Students who meet or exceed benchmarks as evidenced by semester or trimester reviews and/or teacher recommendation should be encouraged to accelerate to higher D-ELD levels.

4. At Risk of Becoming Long-Term English Learners

Students who are considered at risk of becoming a Long-Term English learner typically remain at the same English language proficiency despite receiving D-ELD for several years and consistently receive low scores on the ELPAC assessment. These students may also

have difficulty accessing academic content due to limited English proficiency, high absenteeism, as well as school mobility.

Students in this typology benefit from:

- Vocabulary Development
- Reading and Writing Support
- Speaking and Listening Instructional Activities
- Structured Peer Interactions
- Modeling of Target Language
- Classroom Environment Where Students Feel Comfortable Interacting
- Grade Level Instruction with High Support
- Connecting Learning to Students' Background Knowledge and Cultural Experiences
- Project Based Learning

5. Long-Term English Learners

These students have six or more years of uninterrupted schooling in the United States. Long-term English learners often have high oral fluency in English, but have not yet achieved the academic criteria to qualify for reclassification. In determining program placement, it is important to first identify the student's academic and linguistic needs and then consider the following in regards to the student's educational history, in order to determine if the student's performance is related to their level of English proficiency, or to other issues that may affect academic performance:

- The student's number of years in U.S. schools
- The quality and consistency of Designated and Integrated ELD instruction the student has had
- The consistency of the language instructional program of choice

At the elementary school level, these students should be on an Intervention Action Plan. As part of these plans, students will be assigned to formal interventions that address both language and academic needs.

Secondary school students in this category will need the following:

- Best first instruction in the core academic subjects, provided by an appropriately credentialed teacher
- Specialized English Language Development courses that focus on powerful oral language development, explicit literacy development, instruction in the academic use of English, high quality writing, reading of relevant texts, as well as an emphasis on academic language and complex vocabulary
- Explicit language and literacy development across content areas to build vocabulary and comprehend grade-level texts and participate in discussion about the content
- Counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/graduation requirements
- School-wide focus on study skills and learning strategies
- Enrolled in Advanced Placement native speaker courses as part of an articulated, high quality Dual Immersion program
- Intervention Action Plan that delineates support (before, during or after the school day)



Dual immersion programs are part of Woodland Joint Unified School District's Multilingual Services Plan. WJUSD's dual immersion program is based on research-based instructional models that have proven to be effective in educating both English and Spanish learner students while in the same classroom setting. Multilingual students receive instruction in two languages beginning in preschool and culminating in 12th grade. Students in dual immersion programs benefit from asset-oriented and needs-responsive instruction as affirmed by Principle One of the English Learner Roadmap.

The state and federal requirements for programs serving English learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English learner (EL) Instrument. These are revised periodically.

chapter **three**

Dual Immersion

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IN THIS CHAPTER

Dual Immersion Program
Implementation &
Procedures

Program Model

Student Assessment

Scope Of Support From
The District Office

Enrollment Process

Biliteracy Pathway
Recognitions

California State Seal Of
Biliteracy

Research-based models of dual immersion programs have been proven effective in educating English Learner (EL) and Spanish Learner (SL) students in the same classroom setting. Multilingual students are mixed in the same classroom and receive instruction in two languages beginning in preschool and continuing through 12th grade. Students in dual immersion programs also benefit from an asset-oriented and needs-responsive teaching as affirmed by the first principle of the English Learner Roadmap. Furthermore, students have access to intellectual quality of instruction and meaningful access.

The goals for all students in a Dual Immersion program based on the Guiding Principles for Dual Language Education:

1. **Bilingualism and Biliteracy:**
The program emphasizes the development of proficiency in both languages, aiming for students to become bilingual (speaking) and biliterate (reading and writing) by the end of the program
2. **High Academic Achievement:**
Dual immersion programs are designed to maintain high academic standards in all

subjects, ensuring that students achieve academic success in both languages without compromising content knowledge

3. **Cultural Competence:**
Students are encouraged to understand, appreciate, and respect the cultures associated with both languages. This pillar fosters cultural awareness and prepares students for a diverse, global world

The 7 principles or strands of a Dual Immersion Program guide effective dual-language education. These principles ensure that the program supports both language acquisition and academic achievement for students in two languages. The seven strands are as follows:

1. **Program Structure:**
Focuses on creating a well-articulated, sustainable program model that supports both languages across all grade levels.
2. **Curriculum:**
Emphasizes a rigorous, standards-based curriculum that is culturally and linguistically responsive and promotes academic achievement in both program languages.

3. **Instruction:**
Highlights research-based instructional practices that support bilingualism, biliteracy, and cross-cultural competencies, while differentiating for diverse learners.
4. **Assessment and Accountability:**
Encourages the use of valid, reliable, and culturally appropriate assessments in both languages to monitor student progress and program effectiveness.
5. **Staff Quality and Professional Development:**
Stresses the importance of qualified, bilingual/biliterate staff and ongoing, targeted professional development to maintain high program quality.
6. **Family and Community Engagement:**
Promotes meaningful partnerships with families and communities to support student learning and affirm cultural and linguistic diversity.
7. **Support and Resources:**
Ensures that dual language programs are supported with sufficient resources, leadership, and policies that promote equity and long-term success.

Dual immersion programs are a part of the Woodland Joint Unified School District's (WJUSD) Multilingual Services Plan for English Learners. The dual immersion program in Spanish and English at Beamer Park Elementary School has been in existence for 40 years. To accommodate the growing demand for dual immersion, a second program was established at Woodland Prairie Elementary in 2014 and a third started at Dingle Elementary in 2016. In addition, the secondary dual immersion program includes opportunities for ongoing Spanish language development by offering courses in Spanish.

Dual Immersion Program Implementation & Procedures

District staff is committed to the following procedures for implementing a research-based dual immersion program model. These procedures will assist in the successful implementation of a quality research-based dual immersion program.

Commitment from All Educational Partners

The support and commitment of all educational partners are vital to the success of the dual immersion program. It is important that all educational partners work collaboratively toward consistency.

The following conditions will exist in the school:

- Commitment from the staff, guardians and community
- Administration committed to the goals of the dual immersion program: bilingualism, biliteracy, academic achievement in all content areas, and cultural competency
- Staff participation in professional development
- Guardian participation in trainings, conferences, school activities and supporting children with practice at home
- Teacher commitment to engaging guardians and community as partners in their children's education and the school community

Class Composition and Language Proficiency of Students

To the extent possible, preschool through sixth-grade classrooms are composed of ⅓ English-speaking students, ⅓ Spanish-speaking students and ⅓ Spanish/English bilingual students. The desired classroom composition produces optimal results when there is a balance of Spanish-dominant and English-

dominant students. This is especially true since natural enrollment changes occur as students go from one grade to the next.

To maintain an adequate student population for a dual immersion program, the following should be considered:

- An adequate number of Spanish-dominant and English-dominant students within the school community so that classroom composition does not exceed a maximum representation of 50 percent from either of the two language groups
- A student population that is reasonably stable, with a low transience rate
- A sufficient pool of students with grade-level proficiency in Spanish in order to allow for enrollment changes

CA Education for a Global Economy Initiative (Prop 58/CA Ed.G.E.)

In November 2016, California voters approved Proposition 58, also known as the CA Ed.G.E. Initiative. The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy.

The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers, and requires school districts and county offices of education to solicit guardian and community input in developing language acquisition programs.

Teacher & Staff Qualification

The WJUSD dual immersion program ensures the recruitment and retention of highly qualified dual language staff. Teachers are provided with needed supports, including

high-quality materials, professional learning, collaborative planning time, coaching, and resource teacher support. Furthermore, administrators are knowledgeable about English learners and about effective instruction for the programs within their school (Olsen & Hernandez, 2017). The minimum educational requirement for dual language teachers is a BCLAD (Bilingual, Cross-Cultural, Language and Academic Development) credential. In determining highly qualified staffing to implement a dual immersion program, the following is considered:

- Sufficient numbers of qualified bilingual teachers across the grade levels interested in teaching dual language classes
- Sufficient numbers of qualified bilingual support staff such as psychologists, special education resource teachers, and counselors to support dual immersion sites
- Bilingual classified staff (e.g. office coordinators, librarians, paraprofessionals, attendance clerks)
- A plan for hiring of highly qualified staff
- Designated bilingual substitutes to create stability and continuity for students whenever possible
- Committed bilingual administrators with experience in dual immersion programs

Table 3.1 Dual Immersion Minute/Language Allocation

	M,T, Th and Fri		Wednesday		Minimum Day
Subject Matter	TK–3	4–6	TK–3	4–6	TK–6
English Language Arts	60 minutes (English)	45 minutes (English)	35 minutes (English)	35 minutes (English)	20 minutes (English)
English Language Development / Academic Language Development	30 minutes (English)	30 minutes (English)	30 minutes (English)	30 minutes (English)	30 minutes (English)
Spanish Language Arts	70 minutes (Spanish)	65 minutes (Spanish)	65 minutes (Spanish)	55 minutes (Spanish)	65 minutes (Spanish)
Spanish Language Development	20 minutes (Spanish)	20 minutes (Spanish)	20 minutes (Spanish)	20 minutes (Spanish)	0 minutes
Math	60 minutes (English)	60 minutes (English)	60 minutes (English)	60 minutes (English)	45 minutes (English)
Social Science	20 minutes (Spanish)	40 minutes (Spanish)	20 minutes (Spanish)	25 minutes (Spanish)	15 minutes (Spanish)
Science	20 minutes (Spanish)	40 minutes (Spanish)	20 minutes (Spanish)	25 minutes (Spanish)	20 minutes (Spanish)
Physical Education	20 minutes (Spanish)	30 minutes (English)	0 minutes	0 minutes	0 minutes
El Puente	At the end of each unit of study		At the end of each unit of study		
Social Emotional Learning	30 minutes every other week taken from Language Arts (Recommendation is to alternate languages)		30 minutes every other week taken from Language Arts (Recommendation is to alternate languages)		0 minutes
Total instructional minutes	150 minutes (English)	165 minutes (English)	125 minutes (English)	125 minutes (English)	95 minutes (English)
	150 minutes (Spanish)	165 minutes (Spanish)	125 minutes (Spanish)	125 minutes (Spanish)	100 minutes (Spanish)
	300 total minutes	330 total minutes	250 total minutes	250 total minutes	195 total minutes

Above Dual Immersion Schedule current as of April 2025

Staff Development

The intensive nature of research-based dual immersion programs requires a dedicated and knowledgeable staff. The District administration, school administrator, coordinators, instructional coaches, dual immersion teachers and other support staff are committed to training that includes:

- Equity and social justice pedagogy
- Culturally responsive instruction
- Standards-based teaching
- Literacy instruction
- Scaffolded instruction
- High standards for all students
- Guardian and community involvement

Additionally, teachers and support staff must receive high-quality professional development that is tailored to the needs of dual language educators. They participate in professional development in language education pedagogy as well as professional development in the partner language. Furthermore, dual language teachers have a deep understanding of how to provide authentic primary literacy instruction in the partner language, particularly in the primary grades (preschool–2nd grade). Lastly, to support the acquisition of language and literacy, teachers use content pedagogy methods and choose strategies that fit with the goals and needs of dual language students. Professional development is provided by the central office.

Table 3.2: Secondary Dual Immersion

	Grade	Target Language	English
Middle School	7 th	20–40% Approximately	60–80% Approximately
		• World History • DI students automatically enrolled • Non-DI students may test in • Spanish 7 • Elective for DI students • Non-DI students can test in	• ELA/ELD • PE, Electives, Math, Science
	8 th	20–40% Approximately	60–80% Approximately
		• US History • DI students automatically enrolled • Non-DI students may test in • Spanish 8 • Elective for DI students • Non-DI students can test in	• ELA/ELD • PE, Electives, Math, Science
High School	9 th	20%	80%
		Spanish for Spanish Speakers I/II	All Subjects
	10 th	20%	80%
		Spanish for Spanish Speakers II	All Subjects
	11 th	20%	80%
		Spanish AP–Language	All Subjects
	12 th	20%	80%
		Spanish AP–Literature	All Subjects

Collaboration Time

Teachers participate in effective collaborative cycles of inquiry following the Professional Learning Communities (PLC) model. Teachers collaborate in creating common formative assessments and goals to support student growth. In addition, the three dual immersion schools collaborate throughout the year to create common agreements and alignments to improve the implementation of the dual immersion program district wide.

Family and Community

Guardians are an integral part of dual immersion program implementation. Therefore, the school environment offers a welcoming environment for families of all languages and cultures. Accordingly, the school includes ongoing training to guardians of students in the dual immersion program. This training is in addition to guardian conferences, back-to-school night, and open house. Guardian trainings include these areas of focus:

- Introduction to the dual immersion program
- Revisiting the dual immersion program model and commitments
- Guardian Workshops

Program Model

Elementary 50/50 Dual Immersion Program

- 50 percent of instruction is conducted in Spanish and 50 percent of instruction is conducted in English in preschool through 6th grade.
- English and Spanish literacy skills are taught systematically beginning in preschool.

Daily schedules in grades preschool through 6th grade are established by grade-level teams each year for consistency and to guide the school in planning, focusing on the language of delivery, and the appropriate

allocation of instructional minutes. The site principal reviews, approves and monitors the implementation of daily schedules.

Secondary Dual Immersion Model

40/60 Dual Immersion Expansion Model

In order to continue to promote high levels of Spanish language proficiency as well as academic achievement for all students in a dual immersion program at secondary schools, a minimum of one course must be offered in Spanish during the instructional day at each grade level. Secondary schools may consider additional courses in Spanish to further support the students' biliteracy skills. If a school's master schedule does not allow for a second course in Spanish, then the course credits can be offered outside of the instructional day. As of 2018 at both Douglass and Lee middle schools History 7 and 8 have been offered as core courses in Spanish, as well as Spanish 7 and 8 as electives. Students who choose the elective courses, are in the 40/60 dual immersion program.

Student Assessment

Use of district-approved assessments and benchmarks in both English and Spanish will ensure standardization of reporting for accountability purposes and ongoing student progress monitoring. All students in dual immersion programs must be assessed annually in English, according to district and state mandates. The results of these tests are entered into the district database yearly for program evaluation.

In addition to assessments in English, the following are district-approved Spanish assessments for students in the dual immersion program:

- IPT for potential English learners
- California Spanish Assessment (CSA)
- iReady Spanish Reading Assessment
- FLOSEM

Schools may use school-developed tests and student work samples as measures of student growth. Grade-level specific assessments can be reviewed by requesting them from the school site.

Scope of Support from the District Office

The District Office provides the following services to the dual immersion program:

- Prompt and timely communication of assessment data
- Assistance in acquisition and preparation of testing materials
- Reasonable testing windows to accommodate increased testing required for English and Spanish assessments
- Maintenance of a database to ensure access and continued enrollment in the TK–12th grade dual immersion model
- Annual training on program implementation issues for school administrators and personnel designated to work with dual immersion programs
- Annual professional development for new and veteran teachers on program implementation
- Technical support on implementation of the dual immersion programs
- Exploration of possible funding for transportation for students residing outside attendance boundaries to aid the dual immersion program in maintaining research-based classroom composition
- Instructional support through dual immersion teacher on special assignment
- Vertical alignment opportunities across the district
- Instructional rounds
- Ongoing cycles of inquiry
- Additional collaboration time that includes all district dual immersion teachers

Enrollment Process

Mandatory Guardian Orientation

Guardians may choose to enroll their children in the dual immersion program for a variety of reasons, including the personal, social, cognitive, and economic benefits of developing bilingualism and biliteracy. However, it is also critical that the guardians have a clear understanding of the commitment that they make to the program before signing on to a 7–13 year program commitment. All guardians are required to:

- Sign a “DI Commitment Agreement/Parent School Compact” upon initial enrollment as well as at the beginning of each school year
- Attend the Program Orientation meeting before entering TK, Kindergarten and 7th grade
- Attend the Program Orientation meeting at school site for late enrollment

All guardians (including guardians of students enrolled after TK or Kindergarten) wishing to enroll their students in the dual immersion program are required to attend a mandatory Parent Orientation before their application will be considered. Mandatory guardian orientations provide guardians with critical information. The guardian orientations include topics such as:

- The District’s research-based program model of dual immersion, preschool through 12th grade
- The time needed to acquire a second language
- How guardians can support their children in school
- DI Commitment Agreement/Parent School Compact

Dual Immersion Priority Enrollment Criteria

The following criteria is used to determine priority when enrolling:

- Dual immersion site attendance area based on language model and date stamp of application
- Siblings of current students attending the dual immersion site based on language model and date stamp of application
- Children of staff employed at the dual immersion site based on language model and date stamp of application
- Out of attendance area based on language model and date stamp of application

Application

The application period for guardians wishing to enroll students in dual immersion Transitional Kindergarten or Kindergarten is during the annual District enrollment period. To enroll in the dual immersion preschool program, contact the State Preschool office at 530-406-5951.

The online dual immersion application is available on the district's website.

The following steps are followed for dual immersion enrollment:

1. Guardians complete an online application to enroll their student in the dual immersion program.
2. Guardians submit their application online to the Enrollment Services specifying their 1st, 2nd or 3rd choice of DI programs.
3. Enrollment Services maintains an ongoing application list with guardian's 1st, 2nd, and 3rd choice of dual immersion programs.
4. Guardians attend the mandatory guardian orientation and sign the Dual Immersion Commitment/Guardian School Compact. Orientation meetings are held in February through May as needed.

5. Designated staff prioritizes applications according to enrollment criteria in early May.
6. Enrollment Services staff determines placement based on enrollment criteria by mid-May. Students are entered into the district's student information system, and guardians are notified of enrollment by the end of May.
7. Guardians return confirmation for dual immersion enrollment to the school site office.

Late Applications and Late Entry after Open Enrollment

It is common for dual immersion classes to experience a decrease in enrollment over time. This is typically due to mobility or program choices. Therefore, it is common and expected that dual immersion programs add students at various grade levels beyond TK and Kindergarten. The process for enrollment after TK or Kindergarten is:

1. The guardian completes the dual immersion application online on the district's website.
2. The student is added to the waitlist.
3. The site principal and English Learner Specialist enroll new students according to previously described Enrollment criteria.
4. The site clerk notifies the guardians of new enrollees.
5. If a student is not admitted, the student remains on the waitlist until there is space based on the enrollment criteria. The site clerk notifies guardians that their child is on the district waitlist.

Biliteracy Pathway Recognitions

Purpose

The Biliteracy Pathway Recognitions are established to recognize TK through middle school students who have demonstrated progress toward proficiency in speaking, listening, reading, and writing in one or more languages in addition to English.

Additional Purposes:

- Encourage students to study languages, continue their language study, and become multilingual
- Raise awareness of the State Seal of Biliteracy requirements and ensure that multilingual students have the information they need to meet these requirements and earn the State Seal of Biliteracy upon graduation from high school

- Certify progress toward biliteracy
- Prepare students with twenty-first century skills for a global economy
- Recognize and promote world language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures, histories, and languages of a community
- Implement principles one and four of the English Learner Roadmap Policy by creating an aligned and articulated pathway to multilingualism that embraces students’ home and community languages and cultures as assets

Table 3.3: Criteria for the Biliteracy Pathway for TK/K or Initial Students

Student's Language Fluency*	Criteria	TK/K
English	English IPT	Fluent English Proficient
	Spanish IPT	Fluent Spanish Proficient
Spanish	ELPAC	Initially Fluent English Proficient
	IPT	Fluent Spanish Proficient
Biliteracy Pathway Awards		Certificate and medal awarded at school

*Primary language determined by home language survey.



Table 3.4: Criteria for the Biliteracy Pathway for 4th, 6th, and 8th Grade

	Criteria	4 th Grade	6 th Grade	8 th Grade
Demonstrate English Proficiency <i>through one of the following methods</i>	SBAC	At each grade level, must meet a score of at least: Level 2 – Standard Nearly Met The student shows partial understanding, but there are gaps. May need additional support to be successful in the next grade level.		
	iReady	Grade level placement must be no more than one grade level below current grade.		
English Learners	ELPAC	At each grade level, must meet a minimum overall level of 3: Level 3 – Moderately Developed The student has a moderate command of English and can understand and communicate in many academic situations, but may still need some support, especially with complex language. Making good progress, but not quite ready for reclassification. Level 4 – Well Developed The student shows a well-developed understanding and use of English and can engage in grade-level academic work with minimal language support.		
Spanish	CSA	At each grade level, must meet a score of at least: Level 2 – Nearly Met Standard The student shows developing proficiency, but has some gaps in understanding or application. They may need targeted support to improve specific language skills.		
Pathway Awards		Certificate and medal awarded at school		Certificate and medal awarded at Multilingual Celebration Ceremony

California State Seal of Biliteracy

Purpose

The California State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

Additional Purposes:

The purpose of the California State Seal of Biliteracy is to:

- Encourage pupils to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying candidates with language and biliteracy skills
- Provide universities with a method of recognizing and giving academic credit to applicants seeking admission
- Prepare students with 21st century skills for a global economy
- Recognize and promote world language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community



Table 3.5: Criteria for the California State Seal of Biliteracy

To earn the California State Seal of Biliteracy the student must:	If using coursework to satisfy this requirement, you must meet one of the following:	If using assessment to satisfy this requirement, you must meet one of the following:
Demonstrate English proficiency <i>through one of the following methods</i>	Complete all English Language Arts requirements for graduation with an overall GPA of 3.0 or above in English courses	1. State Assessment (CAASPP) ELA Exam: Pass the 11th grade exam with a minimum score of 3 (Standard Met) 2. Advanced Placement (AP) Exam: Pass an AP English Exam with a minimum score of 3 (Standard Met) 3. SAT Exam: Achieve a score of 480 or higher on the Evidence-Based Reading & Writing section of the SAT Exam Additional English Proficiency Requirement for English Learners Only: In addition to one of the above assessment criteria, English learners will also need an Oral Language composite score of level 4 on the ELPAC Exam
Demonstrate proficiency in one or more languages, other than English <i>through one of the following methods</i>	Complete a 4-year course of study in a world language, attaining an overall GPA of 3.0 or above in those courses and passing a local oral assessment in that language	1. Advanced Placement (AP) Exam: Pass a world language AP exam with a minimum score of 3 (Standard Met) 2. District-Approved Assessment: Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher.
Meet District Criteria <i>through all of the following</i>	All applicants must: 1. Submit an application of intent for this recognition 2. Meet all District and State criteria for receiving a high school diploma	

Woodland Joint Unified School District monitors English learners' progress toward meeting English Language proficiency and academic grade-level standards. Interventions are provided to support students' progress towards academic success. The academic monitoring work and attention to interventions align with English Learner Roadmap Principles Two, Three and Four. WJUSD stresses the importance of providing students with rigorous instructional experiences that support high academic outcomes through the regular administration of State mandated and local assessments and with adequate allocation of resources.

The state and federal requirements for programs serving English learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English learner (EL) Instrument. These are revised periodically.

chapter **four**

Monitoring Student Progress

4



IN THIS CHAPTER

Monitoring of Student Progress

English Learner (EL) Intervention Action Plan

Monitoring of Student Progress

Language proficiency and academic progress of English learners will be evaluated and monitored on an ongoing basis throughout the year (minimum of 2 times each year). Each site will establish an English Learner Review Team (ELRT). The elementary ELRT will consist of the site English Learner Specialist (EL Specialist), classroom teachers, special education resource teachers, and principal. The secondary ELRT will include at a minimum the EL Specialist, English/ELD teacher, academic counselor and principal. The principal (or designee) will lead and facilitate the analysis of data using the Cycle of Inquiry process during Professional Learning Community (PLC) Meetings or similar forums.

Assessments Used in the District

Student progress is monitored using district-adopted and state-mandated assessments. The assessments used to determine English language proficiency and evaluate student academic performance include:

- Summative English Language Proficiency Assessments for California (S-ELPAC)
- ELA curriculum-embedded benchmark assessments
- Math curriculum-embedded assessments
- Reading assessments (Phonics surveys, iReady, and other district assessments)
- Smarter Balanced Assessment System (SBAC/CAASPP)
- California Standards Test in Spanish (CSA)
- California Alternative Assessments (CAA)
- Alternate English Language Assessment for California (Alt ELPAC)
- Interim ELPAC Assessments
- Interim ELA and Math SBAC/CAASPP Assessments
- Grades/Transcripts

Assessment results are maintained in electronic form in the district's database. This allows district administrators, principals and teachers rapid access to results in a variety of formats. This information is used for a variety of purposes, including, but not limited to, information

Table 4.1: English Language Development (ELD) Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Initial English Language Proficiency Assessments for California (I-ELPAC)	K–12	- Assesses listening, speaking, reading and writing in English - State-mandated instrument - Used to measure initial English language proficiency for students in a general education setting	- At initial registration (legal allowance—within 30 calendar days from date of enrollment) - Assessment is given to all students who have a language other than English on the Home Language Survey	Trained and calibrated staff
Summative English Language Proficiency Assessments for California (S-ELPAC)	K–12	- Assesses listening, speaking, reading and writing in English - State-mandated instrument - Used to measure adequate yearly progress in English language proficiency for English learner students in a general education setting	Administered yearly within the state-mandated testing window of February to May	Trained and calibrated staff
Interim California English Language Proficiency Assessments for California (Interim ELPAC)	TK–12	- Assesses listening, speaking, reading and writing in English - State-provided instrument - Used to measure adequate interim progress of English language proficiency in a general education setting	At least twice each school year	Classroom teacher
Initial Alternate English Language Proficiency Assessments for California (Initial Alt. ELPAC)	K–12	- Assesses listening, speaking, reading and writing in English - State-mandated instrument - Used to measure English language proficiency for newly enrolled students with the most significant cognitive disabilities	- At initial registration (legal allowance--within 30 calendar days from date of enrollment) - When assigned to a student based on their IEP - Assessment is given to students who have a language other than English on the Home Language Survey	Trained and calibrated staff
Summative Alternate English Language Proficiency Assessments for California (Summative Alt. ELPAC)	K–12	- Assesses listening, speaking, reading and writing in English - State-mandated instrument - Used to measure the progress toward English language proficiency of an English learner student with the most significant cognitive disabilities	- Administered yearly within the state mandated testing window of February to May - When assigned to a student based on their IEP	Trained and calibrated staff

Table 4.2: Academic Achievement—Assessments in English

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Assessment of Student Performance and Progress (CAASPP)	3–8, 11	• Criterion-referenced tests assessing student mastery of grade-level standards in English Language Arts, Math, Science and Social Studies • State-mandated instruments • Used to measure adequate yearly academic progress	Annually in spring	Classroom teacher
iReady Diagnostic	K–6	• Adaptive diagnostic assessment and instructional program • Assesses students reading skills and prescribes differentiated instruction based on the assessment results	According to district pacing guide	
Wonders Phonics Survey	K–3 and as needed in 4–6	• Phonemic awareness, phonics, decoding, and sight words		
Wonders Curriculum for English Language Arts	K–3	• Curriculum-embedded ELA assessments • Optional curriculum-embedded ELD assessments		
Benchmark	TK and 4–6	• Curriculum-embedded ELA assessments		

Table 4.3: Academic Achievement—Assessments in Spanish

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Spanish Assessment (CSA) — Common Core Spanish Standards Test	3–12	• Assesses Spanish language arts, including reading, writing, speaking, and listening, and is aligned with the Common Core Standards in Spanish • Administered to Spanish-speaking students who have: 1. been in a US school for 12 months or less 2. received academic instruction in Spanish during the same school year	Annually in spring	Classroom teacher
Maravillas / Benchmark Adelante Spanish Language Arts Assessments	TK–6	Curriculum-embedded language arts assessments	According to district pacing guide	Classroom DI Teacher
Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM)	TK–6	Assesses auditory comprehension and expression	According to district pacing guide	Classroom DI Teacher

that relates to identification, placement, progress toward reclassification, and identification of students in need of an intervention action plan.

Provisions for Students on Individualized Education Plans (IEPs)

In some circumstances students with IEPs may be given alternative assessments in place of the SBAC/CAASPP, ELPAC, and district benchmark tests. The current state-approved alternative assessment to the CAASPP is the California Alternative Assessment (CAA). The current state-approved alternative assessment for ELPAC is the Alternate English Language Proficiency Assessment for California (Alt. ELPAC).

Use of Assessment Data for Instructional Planning

Teachers use formative ELD, language arts, and mathematics curriculum-embedded assessments to analyze student progress after each testing window. These assessments are also used for planning differentiated instruction and to provide classroom interventions or enrichment as appropriate. ELPAC data is used for instructional grouping in Designated ELD at elementary schools and student placement in appropriate ELD courses at secondary schools. SBAC/CAASPP test results are used in conjunction with benchmark assessments in language arts and mathematics to identify students in need of interventions. Students who meet or exceed grade-level benchmarks for growth on these assessments will be encouraged to accelerate their learning and move to more advanced placements as appropriate.

Ongoing Monitoring of Student Progress

1. At least twice each year, the English Learner Review Team (ELRT) will meet to formally review the performance of each English learner during an ELRT meeting. These meetings result in the

development of an Intervention Action Plan for students who need support in any academic or social-emotional area.

2. Grade-level and/or department teams hold regular collaboration meetings in the form of a Professional Learning Community (PLC) to examine student data on assessments used to determine short-term needs and plan instruction accordingly. These collaboration meetings may include a plan to provide English learners with appropriate interventions and/or enrichment.

English Learner (EL) Intervention Action Plan

English learner academic performance is monitored in grades TK–12 using formative assessments in order to identify academic needs and develop action plans and goals for improvement. This monitoring of academic progress will ensure that English learner students are continuing to make expected academic growth. District formative assessments provide information that informs instruction and alerts teachers to students who demonstrate a need for academic support or who need to be challenged academically.

The district will integrate interventions for English learners with systems, strategies, and procedures to be used throughout the district for any student not making expected academic growth targets.

Supports may include, but are not limited to:

- Intervention Action Plan
- Referral to a Student Study Team (SST)
- Additional diagnostic assessment
- Tutoring
- Specialized Reading Instruction

- Additional Targeted English Language Development (ELD) instruction
- Additional research based EL instruction that integrates language development with academic content
- Primary Language Support
- Response to Intervention (RTI) support provided at school
- Additional Academic/Social Emotional Counseling
- The teacher shares outcomes of interventions that have been previously implemented to provide support.
- The team develops an Intervention Action Plan to be implemented immediately.
- The team will identify the appropriate Response to Intervention Tier within the Intervention Action Plan.

Intervention Action Plan Elements

1. *Standards*: clearly articulated and implemented standards for English Language Development (ELD) and the District's core curriculum (i.e. English language arts, math, science, social studies/history)
2. *Interim Benchmarks*: clearly defined interim benchmarks to measure expected growth toward meeting ELD and grade-level content standards, including use of interim ELPAC and CAASPP assessments
3. *Assessments*: a process to objectively assess English learner progress in ELD and core curriculum using multiple measures
4. *Interventions*: defined interventions, implemented for English learners who are not meeting the established interim benchmarks according to grade-level standards. An Intervention Action Plan is designed by an English Learner Specialist or site principal and implemented by one or more classroom teachers.
2. Guardians are then notified by the site EL Specialist that their child has been identified for intervention.
3. The ELRT reviews the results of the most recent assessment data and revises or develops an Intervention Action Plan for each student not meeting the growth expectations.
4. The Intervention Action Plan is to be reviewed with the guardian, modified if necessary to include the guardian's input, and documented on the appropriate forms. This plan includes interventions to be provided and timelines. All records are kept in the student's academic record.
5. The student is provided with the intervention programs/services as specified in the Intervention Action Plan. His/her progress is carefully monitored throughout the school year (during PLC meetings or similar forums). Adjustments and modifications to the plan are made when necessary based on data collected.
6. All records of the student's progress are kept in the student's academic record.

Developing Intervention Action Plans

1. Twice each school year, once in the fall and again the spring, for students who are not progressing adequately, the site English Learner Review Team (ELRT) reviews the Summative ELPAC scores, benchmark assessment results, and classroom performance. At this meeting:
7. In the spring of each year, the ELRT assesses the growth of students with an Intervention Action Plan and the effectiveness of their plans.
8. If the student continues to demonstrate a need for support, a meeting is held with the ELRT, which includes their guardian.

9. A new Intervention Action Plan is developed based on the analysis of the student's needs and the results of the evaluation from the previous interventions.

Process for Second Year Intervention Action Plans

1. During the second year of intervention, the student's progress is monitored regularly, and adjustments and modifications to the Intervention Action Plan are made when necessary. Records of this monitoring and adjustment process are kept in the student's academic record.
2. At the end of the second year of intervention, the ELRT reviews the student's most recent data in order to assess growth.
3. If the student continues to make inadequate progress in the second year after various strategies have been employed, he or she is referred to the Student Study Team (SST) for a more comprehensive examination of his/her needs, and planning of a more specialized program.
4. The student's progress and the program effectiveness are then monitored through the Student Study Team (SST) process. If warranted, a student may be referred to the SST prior to the completion of two years of intervention services.

The district Department of English Learner Services, working in collaboration with other departments as appropriate, will provide guidance to schools on how to manage the process of developing and monitoring the Intervention Action Plan, including forms to be used.

Table 4.4: Response to Intervention (RTI) / Multi-Tiered System of Supports (MTSS)

Tier	Criteria	Description
Tier 1	Universal Support (75-90% of students): High-quality, differentiated instruction for all students	Students identified in Tier 1 receive high quality, best first instruction that is standards-based and incorporates evidence-based strategies that typically meet the needs of most students. Students receive instructional support through differentiation within their assigned instructional setting (Structured English Immersion or Dual Immersion).
Tier 2	Targeted Support (10-25% of students): Small group interventions for students who are struggling	Students identified in Tier 2 receive targeted, small group instruction with more frequent progress monitoring for appropriate modifications and regrouping. The targeted small group instruction is designed to supplement and accelerate areas like reading, math, or behavior for students not making adequate progress in Tier 1.
Tier 3	Intensive Support (less than 10% of students): Intensive, individualized interventions for students with significant needs	Students identified in Tier 3 receive high quality instruction using evidence-based academic, social and behavioral strategies applied to individual students with a more intense focus on specific at-risk behaviors designed to accelerate students in reading and language development. This replaces the core instructional program.

Woodland Joint Unified School District ensures that the reclassification process is continually implemented to monitor students' progress in attaining criteria toward fluent English proficiency (R-FEP).

The state and federal requirements for programs serving English learners are found in the California Department of Education Federal Programs Monitoring (FPM) English learner (EL) Instrument. These are revised periodically.

chapter **five**

Reclassification Process
and Monitoring

5



IN THIS CHAPTER

Reclassification

Reclassification Process

Reclassification
Monitoring

Reclassification

An English learner who has been Reclassified Fluent English Proficient (R-FEP) has demonstrated English language proficiency comparable to that of average native English speakers and can participate equally with average native speakers in the school's regular instructional program.

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. Typically, acquisition of proficiency in another language ranges between 5 to 7 years. Reclassification is an exit from English learner programs and the student designation changes from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (R-FEP). These students are no longer considered current English learners.

Reclassification inherently involves many aspects of the California English Learner Roadmap. It involves Principle One in supporting the student as a unique learner towards the goal of English proficiency. Students need meaningful access to high-quality education

that includes standards-based curriculum that is culturally relevant, which is the essence of Principle Two of the roadmap. Whether monitoring current English learner progress or recently reclassified students, we must set up systems that analyze assessment data to inform instruction. This is the heart of Principle Three of the English Learner Roadmap. Lastly, in Principle Four, we work cross-departmentally within our district to analyze the strengths and needs of our English learner services for improvement and continual alignment with best practices with the ultimate goal that all of our students achieve English proficiency.

Criteria for Reclassification

The state of California holds four requirements for reclassification:

1. A score of level 4 on the Summative ELPAC
2. Performance in basic skills
3. Teacher evaluation
4. Guardian opinion and consultation

For criteria 2, WJUSD examines a student's performance on state standardized tests, district assessments, and a writing sample.

Criteria 3 is achieved through teacher recommendation in conjunction with student work samples, and the student report card. The above state-required criteria as well as district criteria are collected. When a student meets WJUSD's criteria, they exit the English learner program and their designation changes to Reclassified Fluent English Proficient.

Reclassification Process

Step: 1

The site English Learner Specialist will collect data for students who met the overall score requirement on the most recent summative ELPAC. They will begin the reclassification process by initiating a reclassification application. The report will include the following data for English learners:

- ELPAC scores
- SBAC scores
- i-Ready benchmark assessments in reading and math
- Report card/grades
- CAASPP/ELPAC interim assessments
- A grade-level appropriate writing sample
- Demographic information

Step: 2

The student is recommended for reclassification. The EL Specialist will meet with the classroom teacher and site administrator to review the data to determine if the student meets the criteria and has demonstrated English language proficiency comparable to that of an average native English speaker and can participate equally with them in the school's regular instructional program.

Step: 3

The EL Specialist will schedule a consultation meeting with guardians. At that time, the guardian will review the student data with the EL Specialist. If the student's scores indicate Fluent English Proficiency, the guardian will be advised that the child meets all the qualifications to move from EL to R-FEP. The guardian signs the English Language Proficiency Reclassification Application indicating that they agree to their child's reclassification to R-FEP status. The student may be reclassified even if the guardian does not attend a consultation meeting or objects to the reclassification.

The EL Specialist will send all completed reclassification applications (including a writing sample) to the English Learner Services Coordinator for review and final approval.

Step: 4

The English Learner Services Coordinator will review, process and determine final approval of all reclassification applications for the district. Once approved, the English Learner Services Department will change the language fluency and enter reclassification data in our student information system. The reclassification forms will be copied for district records and the original will be returned to the site EL Specialist.

Step: 5

The site EL Specialist will document reclassification forms in student's record. The student's record will be updated with R-FEP status. A copy of the form will be sent to guardians. The EL Specialists must verify that all data in the student record is current regarding language fluency, language services, and program.

Reclassification Monitoring

R-FEP Monitoring

Students who have been reclassified as R-FEP must be monitored by the site English Learner Review Team for four years after the official reclassification date. The Department of English Learner Services works with the EL Specialist to generate a roster of students who are in this category each Fall and Spring. If the student's grades show limited progress in grades K–6 or below “C” in grades 7–12 in any academic class, the school re-evaluates the student's progress and intervention steps are recommended. Follow-up support services will be provided for students who do not demonstrate satisfactory progress.

These may include, but are not limited to:

- Intervention Action Plan
- Referral to a Student Study Team (SST)
- Additional diagnostic assessment
- Tutoring
- Specialized Instruction
- Additional Targeted English Language Development (ELD) instruction
- Additional research based EL instruction that integrates language development with academic content
- Primary Language Support/Instruction
- Response to Intervention (RTI) support provided at school
- Additional Academic/Social Emotional Counseling

The EL Specialist will document evidence of academic progress and monitoring of the student's English learner history profile.

Reclassification of Dual-Identified English Learners

The following processes are followed if an English learner has an Individualized Education Program (IEP).

Students with Mild/Moderate Disabilities

The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. The IEP team may decide to administer the ELPAC with domain exemptions if a student being considered for reclassification is unable to meet the reclassification criteria due to the student's disability. Alternative assessment data must be identified for use at the reclassification IEP meeting. Results from these assessments are gathered and reviewed to assess the student's progress in English language proficiency. The results are presented to the IEP team along with guardians to determine if the student has English language proficiency commensurate with their language ability.

Students with Moderate/Severe Disabilities

An alternative reclassification process is used for students with moderate to severe disabilities and are assigned the Summative Alternate ELPAC. Reclassification for these students is based upon alternative proficiency testing. Results of the California Alternate Assessments (CAA) and the Alternate Summative ELPAC are generally reviewed for these students.

Table 5.1: Reclassification Roles and Responsibilities

Role	Responsibilities
Site Administrator	• Oversees reclassification process throughout school year • Oversees R-FEP monitoring process and attends English Learner Review Team site level meetings • Oversees that at-risk R-FEP students receive appropriate interventions
Site English Learner Specialist (ELS)	• Creates and reviews list of eligible students per current reclassification criteria • Attends required district reclassification training sessions for English learners • Schedules and coordinates English Learner Review Team (ELRT) meetings • Completes reclassification paperwork for student record • Notifies guardians of the recommendation for reclassification • Initiates and works with their administrator to ensure that teachers complete R-FEP monitoring at least 2 times per year • Provides data on reclassification and monitoring to the English Learner Services Department • Updates student record to reflect Reclassified status • Schedules meeting to create Intervention Action Plan if R-FEP student is not progressing accordingly and monitors student progress during and after interventions
Classroom Teacher	• Evaluates student work and makes recommendations for reclassification to EL Specialist • Monitors student progress for a four-year period following reclassification and completes R-FEP Screening and Monitoring Form at least 2 times per year • Attends ELRT meetings as needed • Implements recommended interventions
English Learner Services Coordinator	• Coordinates District's reclassification/monitoring procedures • Ensures training for site administrators and site EL Specialists regarding reclassification and monitoring • Reviews and approves all reclassifications • Oversees collection and analysis of data regarding reclassified students • Monitors reclassification process and R-FEP monitoring throughout the district to ensure compliance

Woodland Joint Unified School District has established a process and criteria to determine the effectiveness of the programs provided to English learners as outlined in Principles One through Four of the English Learner Roadmap. WJUSD strives to ensure the best possible learning environment while providing intervention and enrichment opportunities based on recent and relevant data and cross departmental collaboration both at the school sites and at the district level.

The state and federal requirements for programs serving English learners are found in the California Department of Education Federal Programs Monitoring (FPM) English learner (EL) Instrument, which are revised periodically.

chapter **six**

Evaluation and Accountability





IN THIS CHAPTER

English Learner Services
Council

Evaluation Design and
Goals

Monitoring Program
Implementation

Using Data to Improve
Implementation of the
Program

Evaluating Program
Effectiveness

Accountability work is everyone's responsibility. This includes students, guardians, and all personnel at the school and district levels—teachers, counselors, instructional paraprofessionals and administrators. Rather than considering evaluation as a specific event (or an annual report), we consider it to be part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Multilingual Services Plan.

English Learner Services Council

The Director of Equity & Access, or designee, convenes and leads the English Learner Services Council with support from the Coordinator of English Learner Services. The council will convene at a minimum of three times per year. This council is designed to ensure that district educational partners have a mechanism to plan and coordinate the implementation of English Learner instructional services. The council is comprised of Superintendent, Assistant Superintendent, Department Directors, the Coordinators, as well as representatives from

the following groups: principals, EL Specialists, academic counselors, special education department, special education teachers, teachers on special assignment (TOSAs), classroom teachers, and Woodland Education Association (WEA), California School Employees Association (CSEA), and student representatives.

The English Learner Services Council meets to discuss topics pertaining to the implementation of programs for English learners in the district. The council also:

1. Serves as a central resource for strategies, ideas and suggestions for English learner programs, staff development, as well as a focus group for collaborative problem-solving
2. Provides a forum to evaluate and to ensure that the practices, resources, and personnel are being used effectively to implement the district's programs for English learners
3. Makes recommendations for reporting on the performance of English learners
4. Contributes to the review of annual English learner related data.

5. Ensures communication as we continue to bring clarity, consistency, compliance and continuing improvement to the district's programs for English learners
6. Meeting agendas and minutes will be distributed to all district administrators and EL Specialists

Evaluation Design and Goals

The district will conduct an annual evaluation of programs and services for English learners which are structured around seven goals.

The evaluation process will focus on the questions listed in Table 6.1 below.

Table 6.1: Evaluation Design—Goals and Evaluation Questions

Goals	Evaluation Questions
1. English Learner programs are fully implemented as described in the Multilingual Services Plan	1.1 Are English Learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? 1.2 To what extent is the Multilingual Services Plan useful to teachers, administrators, and guardians as a tool to meet the needs of English learners and staff?
2. English learners have full access to the core curriculum	2.1 Are English learners provided full access to core instruction? 2.2 Are English learners receiving daily designated ELD leveled instruction?
3. All English learners become proficient in the English language as efficiently and effectively as possibly	3.1 Are English learners making adequate progress toward English language proficiency? 3.2 Do English learners grow at minimum by one English language progress indicator (ELPI) level on the ELPAC Summative test? 3.3 Are 60% or more of English learners reaching proficiency on the Summative ELPAC in 5 years or less? 3.4 Are 85% or more of English learners reclassified within 7 years?
4. English learners achieve academic success comparable to English-proficient students	4.1 Are English learners making adequate progress on benchmark assessments in content areas (ELD, ELA, and math)? 4.2 Do English learners (and R-FEPs) meet the state criterion in English Language Arts? 4.3 Do English learners (and R-FEPs) meet the state criterion in Mathematics? 4.4 Are English learners (and R-FEPs) in high school making expected progress toward graduation? 4.5 Are English learners proportionally represented in the following programs: • Special education • GATE • CTE • Dual enrollment 4.6 Are English learners (and R-FEPs) proportionally represented in the following categories: • Meeting UC/CSU requirements at high school graduation • Admission to community colleges and universities 4.7 Is there an annual increase in the percentage of English learners (and R-FEPs) for each of the success factors listed in goal 4.6?

Table 6.1: Evaluation Design—Goals and Evaluation Questions (continued)

Goals	Evaluation Questions
5. Guardians of English learners participate meaningfully in their child's education	5.1 Are guardians of English learners as likely as guardians of English-proficient students to participate in school activities (guardian-teacher conferences, volunteer in class, etc.)? 5.2 Is the rate of guardian engagement increasing per California Healthy Kids, English Learner Roadmap, or other related survey tool?
6. Rates for English learners in categories indicating risk for school failure are no greater than those for English-proficient students	6.1 Are English learners (and R-FEPs) overrepresented in the following categories: • Excessive absences and tardies • Suspensions, expulsions, other discipline • Retentions in grades K–6 • Dropouts • Enrolled in Alternative Programs (continuation/county programs, etc.) due to graduation credit deficiencies • Percent Not Meeting Standard on CAASPP Assessments 6.2 Is there an annual decrease in the percentage of English learners and R-FEPs for each of the risk factors defined in goal 6.1?
7. Students enrolled in the Dual Immersion Program are proficient in language skills in Spanish and English	7.1 What percentage of all students participating in this program score at or above proficient in Spanish language arts on the California Spanish assessment and/or district benchmark assessments? 7.2 What percentage of all students participating in this program score at or above Proficient in English Language Arts and Mathematics on the CAASPP?

Monitoring Program Implementation

Goal 1: Program Implementation as Described in the Multilingual Services Plan

District and site staff will periodically monitor implementation of all English learner programs.

The primary goal of monitoring is to ensure that every school in the district has effective and compliant programs for English learners. The monitoring process is designed to:

- Establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved

- Promote full involvement of all educational partners (administrators, teachers, guardians, students) in all phases of planning, implementation and evaluation activities
- Provide for high levels of coordination between district-level and site-level improvement efforts
- Ensure that program evaluation is an integral part of school improvement initiatives and activities
- Provide a basis for review and modification of the Multilingual Services Plan every three to four years or as needed

This monitoring will consist of the following activities:

- **Principal's Assurance Checklist**

School principals are responsible for the daily, site-level implementation of the Multilingual Services Plan. Throughout the academic school year, principals complete sections of the Principal's Assurances for English Learner Program Services and submit them to the Coordinator of English Learner Services according to the timeline indicated on the checklist. This facilitates ongoing communication with the Coordinator of English Learner Services, and assists in the monitoring of consistent implementation of this plan throughout the school district. The Coordinator of English Learner Services will review all Principals' Assurances Checklists after each submission, three times per year.

- **Instructional Schedule Reviews**

All schools will turn in ELD instructional schedules, Designated ELD Class Rosters, and Master Schedules to the Coordinator of English Learner Services within the first 3 weeks of the beginning of each school year, or anytime there is a student schedule modification.

- **English Learner Document Reviews**

All schools will conduct annual monitoring by reviewing key files and documents. These reviews will include evidence of the following: guardian notification, placement, assessment, Designated ELD instruction, and guardian involvement. A district-developed English Learner Document Review Calendar and Checklist will be used for the annual cycle of document reviews. These reviews will be scheduled in all schools on an annual basis. They will be conducted by teams consisting of the English Learner Services Coordinator, EL Specialists, English Learner Teacher

on Special Assignment (EL TOSA), and the site principal. Findings are reported to the site principal who will determine next steps for school improvement work.

- **Designated and Integrated ELD Site Visits and Instructional Rounds (district-facilitated self-reviews)**

ELD Site Visits and Instructional Rounds will be conducted at least once per school year. These district facilitated reviews can be conducted by teams consisting of: Assistant Superintendent of Educational Services, district level directors and coordinators, EL Services TOSA, site principals, classroom teachers as well as support staff such as EL Specialists. The visits will include monitoring of Designated ELD schedules and instructional minutes, ELD groupings by language proficiency levels, teacher interviews, and visits to selected classrooms. Participants will look for evidence of standards-driven learning environments, ELD standards-based instruction during Integrated and Designated times, active student participation and engagement, and implementation and alignment of site and district initiatives. Findings are reported to the site principal who will determine next steps for instructional and general school improvement.

- **Ongoing coaching and staff development support**

EL Specialists will help organize site staff development and assist with classroom coaching (for more information or for explanation see Chapter Eight). They will assist with the documents to be reviewed for the ELD Site Visit or Instructional Rounds. The District English Learner Services Coordinator and TOSA will lead responsibility for organizing in-depth reviews and any needed follow-up.

Goal 2: English Learner Access to Core Curriculum

Elementary principals will work with site EL Specialists to determine appropriate placement and instructional setting for English learners. EL Specialists will assist teachers with creating appropriate Designated ELD groupings by language proficiency levels to ensure that every English learner is appropriately placed. Secondary principals will work closely with counselors and site EL Specialists in the development of the master schedule to ensure that sections and classes reflect the needs of English learners. The Coordinator of English Learner Services will review both elementary and secondary schedules, Designated ELD groupings by language proficiency levels, and will work closely with EL Specialists to determine appropriate placements of English learners. Student class assignments as well as school schedules will be submitted to the department of EL Services at the beginning of each academic term.

Each site principal is responsible for ensuring that every English learner has access to the core curriculum as well as A-G courses by reviewing master schedules and individual student class assignments.

Goal 3: Mastery of English

The Coordinator of English Learner Services, principals, EL Specialists, and classroom teachers will analyze annual ELPAC results, ELD benchmark assessments, and progress toward meeting criteria for reclassification.

Data will be disaggregated by number of years in the district, program placement, initial ELPAC level, and other relevant variables.

The Teaching & Learning Department will complete an analysis of ELPAC growth by district, school, language group and program. The Coordinator of English Learner Services will review and report findings and

trends to principals and EL Specialists, who will work with site staff to continue the development of school improvement work.

Goal 4: Academic Success

Each elementary site principal will review and analyze CAASPP performance data in English Language-Arts and Mathematics. The analysis will include cross-sectional profiles of performance by ELPAC level as well as disaggregation of data by school, grade level and language group.

- Additional data will be distributed in a common format for analysis
- Principals will analyze data with site staff to determine trends and areas of need to develop action plans through a Professional Learning Community (PLC) process
- In addition to reviewing CAASPP and ELPAC data, principals will analyze data from benchmark assessments to determine progress toward action plans and will modify as needed. Sites will review data through the PLC process

Each secondary site principal, department representatives, and the site English Learner Review Team will review and analyze CAASPP performance data in English Language Arts and Mathematics. The analysis will include cross-sectional profiles of performance by ELPAC level as well as disaggregation of data by school, grade level and language group.

- Additional data will be distributed in a common format for data analysis
- Principals will analyze data with site staff to determine trends, areas of need, and develop action plans through a PLC process
- These indicators include A–G coursework, college acceptance, college retention, etc.

This set of activities will be defined by the Coordinator of English Learner Services after consultation with site principals, other district Directors and central office staff, and evaluators.

Goal 5: Guardian Engagement

The Coordinator of English Learner Services and EL Specialists will work with the DELAC and ELACs to develop specific indicators, benchmarks, instruments, and a calendar of procedures for evaluating guardian engagement with schools and the district. Sites will report to the district on guardian activities implemented during the year, as well as guardian involvement in a set of activities in a standardized manner across the district. Data from these forms will then be aggregated to develop a picture of guardian involvement in the district as a whole and will guide these practices.

Goal 6: Indicators of Risk for School Failure

The English Learner Services Department will request and collect the following data regarding English learners:

- Suspensions, expulsions, and other disciplinary actions
- English learners identified for Individualized Educational Plans (IEP's)
- Alternative Placements (Adult Education, Continuation School, etc.)
- Retention Rates
- Attendance
- In 9–12th grade, credit-deficient high school students
- Completion of A–G requirements
- Graduation and dropout rates

A methodology for analyzing dropouts will be developed to mirror the state's dropout reporting paradigm. Dropout data points are disaggregated by language classification, grade level, and other relevant factors.

Goal 7: Language and Literacy Development in Two Languages for Students in the Dual Immersion Program

Site principals, EL Specialists and school staff will analyze English learner's language arts and mathematics scores on the district's benchmarks in English and Spanish, EL-PAC, CAASPP scores in English language arts and mathematics during PLCs.

Using Data to Improve Implementation of the Program

The data gathered and the analysis provide a rich source of information on program implementation and outcomes. The data will be used at the district and site levels for school improvement work.

Site Level Use of Data

The self-review materials will assist sites to determine strengths and areas of need in their programs, and to make adjustments accordingly. Site level reports identifying missing progress and proficiency goals will be provided in order to assist school staff in identifying students in need of greater support. Individual teachers and grade-level teams (departments at the secondary level) will use Integrated and Designated ELD Instructional Walkthrough reports to do self-assessments on program implementation. School visitations conducted by administrators and central office personnel will provide an additional perspective on classroom implementation of recommended instructional practices. After gathering and discussing the information,

each site will develop an action plan for professional development that establishes needs, long-term goals and types of training experiences that are needed to improve instruction. The site plan for professional development should be clearly aligned with the district plan for professional development and should include prioritization and support. Annual improvement objectives and timelines will also be established. This information will be included in the school's Single Plan for Student Achievement (SPSA).

The site will also be able to compare student outcomes at the site level to district goals for English learners and use this information to plan for improved implementation of the English learner programs. The data reviewed and conclusions reached in the process of site level planning will be shared with the site ELAC members.

District Level Use of Data

At the district level, the annual analysis of student outcomes will determine the level of effectiveness of English learner programs. Putting outcome data together with the site self reviews will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This will provide a foundation for program improvement planning, including professional development priorities and plans, in future years.

An annual evaluation report on English learner programs will be shared at a regular meeting of the School Board each school year. Data from the annual evaluation will also be shared with DELAC members during DELAC's EL Program Needs Assessments. The report will focus on the extent to which programs have been implemented and an analysis of student performance on the indicators specified.

Evaluating Program Effectiveness

The district has identified benchmarks for all program options for English learners. These benchmarks list expectations for the level of achievement that students should attain as they progress through district's schools. Note that the tables are built around two main parameters in addition to program type:

1. The student's Initial ELPAC level
2. The number of years in the English learner program and how that aligns to the student's growth on the Summative ELPAC.



Table 6.2: Expected Benchmarks for Structured English Immersion (SEI) and Dual Immersion (DI)

INITIAL ELPAC LEVEL AT TIME OF ENTRANCE TO THE PROGRAM	Level 1: Novice English Learner	Level 2: Intermediate English Learner	Level 3: Initial Fluent English Proficient (IFEP)		
ANNUAL SUMMATIVE ELPAC LEVELS	Level 1: Minimally Developed	Level 2: Somewhat Developed	Level 3: Moderately Developed	Level 4: Well Developed	Reclassification
Timeline toward reclassification based on Summative ELPAC overall score	2nd year	3rd year	4th year	5th year	6th year
		2nd year	3rd year	4th year	5th year
			2nd year	3rd year	4th year
				2nd year	3rd year
Expected Performance Level on California Standards Test—English Language Arts (CAASPP-ELA)	Standard Not Met	Standard Met or Standard Nearly Met	Standard Met or Standard Nearly Met	Standard Exceeded or Standard Met or Standard Nearly Met	Standard Exceeded or Standard Met or Standard Nearly Met
Expected Performance Level on California Standards Test—Mathematics (CAASPP-Math)	Standard Not Met	Standard Met or Standard Nearly Met	Standard Met or Standard Nearly Met	Standard Exceeded or Standard Met or Standard Nearly Met	Standard Exceeded or Standard Met or Standard Nearly Met

*Students who enter the program as Novice English Learners are expected to exit the SEI program after six years of continuous ELD instruction

* Students who enter the program as Intermediate English Learners are expected to exit the SEI program after four or five years of continuous ELD instruction

Table 6.3: Evaluation and Accountability: Roles and Responsibilities

Role	Responsibilities
Student	• Attends school daily, arrives on time, and works for high achievement • Participates in school activities • Communicates regularly with guardians, teachers, and support staff
Guardian	• Monitors and promotes English learner's progress in academics, homework, attendance, and behavior • Supports English learner in activities to promote student achievement • Communicates regularly regarding student progress with student, teachers and school • Attends guardian conferences and school functions (e.g., Open House, conferences) • Participates in school committees—ELAC, Site Council, etc.
Classroom Teacher	• Implements specific English learner's programs as described in the Multilingual Services Plan and provides instruction that aligns with state standards • Ensures delivery of appropriate ELD instruction • Ensures access to core curriculum through specific, intentional, and explicit use of language development strategies • Monitors English learners' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures • Determines/implements differentiated strategies for English learners and R-FEP 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 guardians of progress and strategies to support students in meeting standards • Uses data to understand and respond to student needs
Principal	• Monitors all aspects of staffing for and instruction in English learner programs, according to the Multilingual Services Plan • Analyzes and uses data to facilitate student progress monitoring • Is responsible for all procedures and legal requirements pertaining to English learners at the school • Monitors placement of English learners and oversees reclassification process • Reports periodically to district administrators on implementation of English learner programs and services • Provides leadership in all aspects of the educational program
District EL Services Teacher on Special Assignment (TOSA)	• Supports EL Specialists in the implementation of the Multilingual Services Plan • Helps organize and deliver staff development • Supports guardian involvement, such as guardian conferences, workshops, ELAC, and DELAC • Assists with the document reviews and has lead responsibility for organizing in-depth reviews and any follow-up • Trains and supports EL Specialists with coaching • Provides resources and support in English Language Development, primary language instruction, Special Education, and the education of gifted students • Is supervised by the Coordinator of English Learner Services

Table 6.3: *Evaluation and Accountability: Roles and Responsibilities (continued)*

Role	Responsibilities
Site EL Specialist	- Assists site administrators in implementing and overseeing processes and procedures for monitoring and documenting English learner progress, including annual assessments, primary language evaluations, reclassification, and the implementation of the Multilingual Services Plan - Monitors the accuracy of English learners' data in the district computer system - Informs staff of progress of identified students toward reclassification - Serves as a resource for the Student Study Team, Academic Conferencing IEP, and English Learner Review Team - Provides input on staff development opportunities and needs for teachers of English learners - Provides technical assistance and coaching support to teachers - Assists with data collection and surveys - Provides support and resources for guardians of English learners - Is supervised by both the Principal and Coordinator of English Learner Services
Counselor (Secondary Schools)	- Works in collaboration with site EL Specialist with initial placements - Monitors progress of English learners toward meeting language and academic benchmarks - Collaborates with teachers, the site EL Specialists and others in devising individual program modifications and interventions, as needed - Assists EL Specialist in development of Intervention Action Plan - Meets with students and guardians to review academic program and progress
Coordinator of English Learner Services	- Supports sites in implementing the Multilingual Services Plan, monitors implementation of Multilingual Services Plan, Evaluation Plan, and Monitoring Plan; reviews district and site English learner data - Monitors and supports implementation of the LEA and Title III Plans - Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English learners - Develops work plan for, supervises, and works closely with EL Specialists - Meets with principals to review site plans for services to English learners - Monitors compliance and English learner procedures at the site and district levels - Works with other administrators to provide ongoing training for site EL Specialists, teachers, instructional paraprofessionals, and support staff (e.g., administrative assistants and school office staff) - Works with Director of Equity and Access ensure timely recruitment, hiring and training of teachers for EL assignments - Works with Director of Equity and Access to prepare the English learner annual evaluation report - At the direction of the Director of Equity and Access, supports the coordination of the English learners Services Council

Table 6.3: Evaluation and Accountability: Roles and Responsibilities (continued)

Role	Responsibilities
Director of Equity and Access	- Analyzes district and school site data - Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites - Ensures the implementation of the Multilingual Services Plan and Title III Plans - Supervises the EL Services Coordinator - Collaborates with other departments to ensure implementation of the Multilingual Services Plan - Works with principals and Associate Superintendent of Human Resources to ensure timely recruitment, hiring and training of teachers for EL assignments - Works with Associate Superintendent of Educational Services to prepare the English learner annual evaluation report - At the direction of the Superintendent, supports the coordination of the English learners Services Council
Director of State & Federal Programs	- In collaboration with the Director of Equity and Access, monitors fiscal compliance to ensure alignment with the LEA and Title III Plans and the Multilingual Services Plan - Monitor school plans and budgets for services to English learners - Monitor grants and evaluations for services to English learners
Associate Superintendent of Human Resources	- Recruits and monitors placement of English learner staff in collaboration with principals and the Director of Equity and Access/Coordinator of English Learner Services - Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of the Multilingual Services Plan in collaboration with the Director of Equity and Access/Coordinator of English Learner Services and Coordinator of Staff Development - Monitors credentials of all personnel working with English learners
Associate Superintendent of Educational Services	- Provides overall support for English learner programs - Collaborates with district staff and guardian groups on annual program evaluation - Shares results of program evaluation with educational partners (Superintendent, Executive Board, and School Board)
Superintendent	- Evaluates District's goals relative to the LEA and Title III Plans, including implementation of the Multilingual Services Plan, student achievement, professional development, and evaluation and accountability - Convenes and chairs the English Learners Services Council or designee
English Learner Advisory Committee (ELAC)	- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement - Assisting in the development of the school-wide needs assessment - Ways to make parents aware of the importance of regular school attendance - Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC)

Table 6.3: Evaluation and Accountability: Roles and Responsibilities (continued)

Role	Responsibilities
District English Learner Advisory Committee (DELAC)	• Development of the district's plan for educational programs and services for English learners. The district plan will take into consideration the school plan for student achievement • Conducting of a district wide needs assessment on a school-by-school basis • Establishment of district program, goals, and objectives for programs and services for English learners • Development of a plan to ensure compliance with any applicable teacher and/or paraprofessional requirements • Review and comment on the school district reclassification procedures • Review and comment on the written notifications required to be sent to guardians • Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP)

Woodland Joint Unified School District promotes the involvement of guardians of English learners by establishing and fully implementing guardian advisory committees both at the school site level and district level. This practice falls under Principle One of the English Learner Roadmap which highlights the value of strong family, community and school partnerships.

The state and federal requirements for programs serving English learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English learner (EL) Instrument. These are revised periodically.

chapter **seven**

Guardian and Community Engagement





IN THIS CHAPTER

Site English Learner
Advisory Committee
(ELAC)

District English Learner
Advisory Committee
(DELAC)

Guardian Involvement

Woodland Joint Unified School District believes that family and community involvement is a fundamental part of student success and achievement. When families are active participants at home and at school, student achievement increases. The engagement of families and community members in the education of our children creates a positive bond between the home and school.

Site English Learner Advisory Committee (ELAC)

Legal Requirements

Each school with 21 or more English learners must establish a functioning English Learner Advisory Committee (ELAC) to advise the site principal and staff on the following legal requirements:

- Advise the principal and staff in the development of the site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement

- Development of the school's needs assessment
- Bring awareness to guardians of the importance of regular school attendance
- Elect at least one member to the District English Learner Advisory Committee (DELAC)

ELAC Membership Guidelines

1. The proportion of ELAC members who are guardians of English learners must at least equal the percentage of English learners enrolled in the school.
2. Membership will include guardians and school staff. Staff member representatives will be fewer than the number of guardians.
3. All guardians of English learners have an opportunity to vote and elect ELAC officers.
4. ELAC officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the next year, an election must be held to fill the position.
5. Elections for ELAC officers will be conducted at each school site.

6. At a yearly meeting, ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC). The DELAC representative and an alternate are selected each year.
7. ELAC will provide feedback and input to the School Site Council on development and implementation of the school site plan. School sites will provide translation of documents and interpretation during meetings, as needed.
8. Each year members will receive materials in their home language and training related to carrying out their legal responsibilities.
9. ELAC will adopt bylaws and conduct business according to the bylaws. The district will provide Sample ELAC Bylaws for support and guidance.
10. The principal or EL Specialist will maintain all ELAC documentation (calendar, fliers/ meeting notices, agendas, sign-in sheets and all handouts) in an ELAC electronic folder for review by the District English Learner Services Department without notice.

Training for ELAC Members

Each year, the school and district will provide materials and training for ELAC members to assist them in carrying out their legal responsibilities. This training will include a description of both the opportunities and limitations on actions members may take. ELAC members will provide input into the selection of training content.

The principal or EL Specialist will provide an overview of roles and responsibilities. The district will provide appropriate training, including information about the relationship between ELACs and DELAC and the responsibility of ELAC representatives to DELAC. DELAC representatives function as liaisons between both groups.

ELAC Implementation Guidelines

1. The principal or EL Specialist are responsible for establishing ELAC.
2. The principal or EL Specialist are responsible for ensuring that regular meetings of ELAC take place (at least 7–9 times a year).
3. The principal or EL Specialist will coordinate meetings, communication, and documentation (calendar, topics covered, members) between the site and the District's English Learner Services Department.
4. The principal or EL Specialist will arrange an agenda planning session with the ELAC president prior to each meeting.
5. The principal or EL Specialist will attend the meetings and assist ELAC president in running the meetings in a consistent manner throughout the year.
6. Meeting dates and times will be determined, with ELAC input, and publicized in English as well as other languages as required (minimum 72 hours prior to meeting).
7. ELAC meetings will be conducted with agendas and minutes.
8. Childcare will be provided by sites as needed.



District English Learner Advisory Committee (DELAC)

Legal Requirements

Woodland Joint Unified School District has more than 51 English learners enrolled and is required to establish a functioning District English Learner Advisory Committee (DELAC) to advise the governing board on the following requirements related to programs and services for English learners:

- Implement the district plan for education programs and services for English learners. The district plan will take into consideration the school site plans
- Conduct district-wide needs assessments on a school-by-school basis
- Establish district program, goals and objectives for English Learner Services
- Ensure compliance with applicable teacher and instructional assistant requirements
- Review and comment on the district reclassification procedures
- Review and comment on written notifications required to be sent to guardians
- Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP)

DELAC Membership Guidelines

1. At an annual meeting, each ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternate will be selected each year.
2. The DELAC representatives serve for two years. If a member must be replaced during the year, the replacement will

serve for the remainder of the year. At the beginning of the year, ELAC will elect a new representative to fill the position.

3. The representatives will be responsible to attend all DELAC meetings and present the information received at the meetings at the school level ELAC.
4. The DELAC representatives will elect a DELAC President and Vice President and these officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year.
5. A DELAC representative will provide input and feedback on the development of the LCAP by serving on the LCAP committee.

DELAC Implementation Guidelines

1. DELAC will meet at least 6–8 times per year and will operate according to guidelines contained in state and federal regulations and in its bylaws.
2. DELAC will adopt and follow bylaws.
3. Agendas and minutes of DELAC meetings will be posted on the District's website.
4. The district Coordinator of English Learner Services or designee will serve as district liaison to the DELAC. This person will assist with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to DELAC.
5. The DELAC President will assist with the preparation of the agenda, conduct the DELAC meetings, and sign all letters, reports and other committee communications, with prior approval of the membership. In the President's absence, resignation, or inability to perform the duties, the Vice President will assume these duties.

6. The English Learner Services Department will plan and organize the meeting details, including meeting notices, childcare, interpretation services, refreshments, and any other reasonable expectations.
7. DELAC will communicate their ongoing advice to the Superintendent and Governing Board via the Associate Superintendent of Educational Services.
8. Once per year the DELAC will make a presentation to the Superintendent and the Governing Board.

DELAC Training

The district will provide all DELAC members with appropriate training, materials, and information to assist each member in carrying out his/her responsibilities and any required duties; DELAC members will have input into the content of training each year. The minutes of the DELAC meeting will clearly reflect the training areas that had been covered during the meeting. It is the responsibility of site DELAC representatives to share information between ELAC and DELAC.



Guardian Involvement

The district is committed to promoting all levels of guardian involvement. Epstein (2001) states that there are six types of guardian involvement:

1. Parenting

Families provide basic support for children's health, growth, and development. Schools provide assistance and information to help guardians support developmental ages and stages from preschool through high school. Events designed to foster this are:

- District-wide Parent Training Series (i.e. CAFE Project 2 Inspire, PROMESA, domestic violence prevention, bullying prevention, etc.)
- School Site Parent Education Workshops (i.e. Latino Parent Literacy Project, General Parent Workshops)
- Communication through the ParentSquare platform, which automatically translates all messages and publications to the students' home language

2. Communicating

Two-way communication on a regular basis happens between families and schools about educational standards and expectations, children's progress, educational programs and choices. Communication in the home language is a critical factor. When 15 percent or more of the school's students speak the same language, the school will provide written translations of all school information in that language.

Interpreters will be made available for all guardian/teacher conferences, school meetings, SST, IEP, 504, SART/SARB, and retention meetings, suspension and expulsion hearings, and for all due process actions held at the district level. Activities intended to encourage communication include:

- Informal gatherings of guardians at school (e.g. Welcome Breakfasts, Ice Cream Socials, Coffee Club, Muffins for Moms, Donuts for Dads, etc.)
- Use of ParentSquare platform to automatically translate all messages and posts into students' primary language

3. Volunteering

Develop volunteer opportunities for guardians and community and opportunities to attend and participate in school and program activities for children. Activities intended to encourage volunteering include:

- PTA/PTO/Boosters
- School-wide functions
- Classroom volunteering

4. Learning at Home

School sites provide information, resources, and materials to assist families to support and monitor their children's learning. Activities intended to encourage learning at home include:

- Homework/reading logs
- Strategies for homework help/support training
- Family literacy nights
- Math and science nights
- Student-led guardian-teacher conferences
- Back-to-School nights
- Home visits

5. Decision Making and Advocacy

Educators and guardian leaders work together in advisory and decision making groups. Our goal is to develop guardians who advocate for children. Activities intended to encourage decision making and advocacy include:

- ELAC
- DELAC
- Site Council
- District Committees
- Community and Family Engagement (CAFÉ)
- Other community-based organizations

6. Relationship Building and Collaborating with the Community

We want to establish a welcoming school environment that creates positive relationships among families, schools and the community. Celebratory events and activities can serve as a gateway for strengthening

long-term partnerships. Activities intended to encourage relationship building/ collaborating with the community include:

- Multilingual Celebration (celebration of reclassifications, State Seal of Biliteracy and Biliteracy Pathway Recognition)
- Student Achievement Awards
- Multicultural Family Nights
- Literacy Nights

The district provides ongoing staff development to all school staff on how to work with guardians, including communication skills and sensitivity to different backgrounds, needs and concerns. The district and schools will continue to provide guardian outreach and education, including meetings, workshops, and programs for guardians and families. The District's Local Control and Accountability Plan (LCAP) and school site plans will outline measurable goals, objectives and activities that promote guardian involvement.



The Woodland Joint Unified School District hires highly qualified staff and provides high quality professional development to classroom teachers, principals, administrators, instructional support staff, and other school or community based personnel to support the teaching and learning of English learners. This practice aligns with Principle 3 of the English Learner Roadmap which calls out the importance of having leaders and educators who are knowledgeable and responsive to the needs and strengths of English learners and who utilize valid data systems to inform instruction and its continuous improvement.

The state and federal requirements for programs serving English learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English learner (EL) Instrument. These are revised periodically.

chapter **eight**

Professional Development and Staffing





IN THIS CHAPTER

Professional Development

Staffing

Hiring Priorities and Procedures

EL Specialists

Determining Staffing Needs & Recruitment Procedures

Recruitment and Staffing of Teachers for English Learners

Woodland Joint Unified School District is committed to providing focused, effective, and research-based staff development to all administrators, teachers and staff. This coordinated staff development will prepare and empower educators with the instructional skills, leadership skills, and cultural proficiency required to work effectively with our English learners.

Professional Development

Goals and Objectives

The Educational Services Department will use the seven keys to managing effective district-wide English learner professional development programs:

1. Convey respect
2. Develop systems of support
3. Use consistent images and language
4. Conduct appropriate trainings
5. Plan, organize, and manage time
6. Monitor implementation and effectiveness
7. Create a collaborative culture

This will be accomplished by:

- Organizing adults into professional learning communities whose goals are to increase the achievement of English learners
- Requiring and supporting skillful school and district leaders who guide continuous instructional improvement (School Leadership)
- Providing resources to support adult learning and collaboration around the needs of our English learners (Resources)
- Using disaggregated student data and multiple sources of information to determine adult learning priorities, monitor student progress, and help guide and sustain continuous improvement (Evaluation and Data-Driven Improvement)
- Preparing educators to use effective instructional strategies and apply research-based best practices to their profession (Research-Based)
- Preparing educators to use an assets-based approach when working with English learners and students with varying needs and create safe, orderly and supportive learning environments, and hold high expectations for academic achievement (Educational Equity)

- Deepening educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately (Rigorous and Quality Education)
- Providing educators with the knowledge and skills to involve families and educational partners in the academic achievement of English learners (Family/Community Involvement)

Professional Development of Multilingual Services Plan Components

The implementation of the Multilingual Services Plan will be carefully and intentionally planned to support its efficacy. In collaboration with the Department of Educational Services, initial training will be for all district and site administrators as well as English Learner Specialists. This initial training will emphasize key features of the plan and procedures to be adopted at all school sites. Training at the site level will be implemented by site instructional leaders with support from the district office. To ensure widespread understanding and implementation of the contents of the Multilingual Services Plan all staff members who have a responsibility for implementing the plan will receive annual training.

Professional Development related to the Multilingual Services Plan will focus on the following components:

Administrators and English Learner Specialists

- Review of content of the Multilingual Services Plan
- Identify critical responsibilities for implementation

- Develop an action plan with identified goals, objectives, resources, solutions to barriers, alignment to district/site goals, and evidence of implementation
- Facilitate trainings

Site Staff Personnel

- Review of content in Multilingual Services Plan
- Identify critical site responsibilities for implementation of the Multilingual Services Plan
- Implement and collect data on action Plans created by administrators and English Learner Specialists

Professional Development to Support Instruction and Student Learning

Educational Services in partnership with site administrators and staff will develop an ongoing professional development that addresses the implementation of the Multilingual Services Plan. The professional development plan will include training as well as opportunities for instructional collaboration around student needs.

Collaborative opportunities and training efforts will focus on the following components:

Instructional Skills

- Primary language instruction and support as available
- Differentiation of instruction
- Designated and Integrated English Language Development
- Universal Design for Learning (UDL) lesson planning
- English Language Development (ELD) Standards
- California Common Core State Standards (CCSS) content standards

Collaboration Leadership Skills:

- Data driven analysis and evaluation
- Operating as professional learning communities (PLCs)
- Instructional coaching and support
- Academic conferencing/data analysis
- Response to intervention
- Multi-tiered system of supports (MTSS)

Cultural Proficiency

- Relationship building
- Inclusive environment
- Culturally relevant curriculum
- Culturally responsive instruction
- Family and community engagement and outreach

Monitoring of Professional Development and Support

The site principal, Director of Equity and Access, Coordinator of English Learner Services, and Administrator of Professional Development will monitor teacher professional development related to English learner support to ensure that all staff members working with English learners receive relevant professional development.

The Associate Superintendent for Human Resources monitors the progress of teachers in training as they fulfill their agreements to complete English learner services related requirements.

The site principals, Director of Equity and Access, Coordinator of English Learner Services, and the Administrator of Professional Development will utilize available data to monitor the efficacy of offered Professional Development and to support implementation. Through surveys, student achievement data, and other sources, adjustments will be

made to the professional development and support offered in order to increase effective implementation across the district.

Staffing

The district ensures that all administrators and teaching personnel whose assignment includes English learners holds appropriate certification to provide necessary instructional services to English learners. All site administrators shall hold the CLAD, BCLAD, or ELA Authorization. All teachers within the district who provide ELD or primary language instruction must be properly authorized. All newly hired or currently employed teachers must hold the CLAD or ELA Authorization. All teachers who provide primary language instruction must be appropriately authorized with the BCLAD or the equivalent.

Whenever ELA Authorization teaching positions open that require BCLAD or CLAD certification, the District's Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions.

Teacher Credentialing

All ELD and primary language (in the event of a bilingual class) instruction is delivered by CTC authorized teachers or teachers in training. Annually, the district assesses the need of qualified teachers and incorporates this information into a staffing plan. Where shortages exist, the district establishes timelines to recruit, hire, and train a sufficient number of qualified teachers.

Multilingual Programs Staffing

Primary language programs will be staffed with teachers who hold any of the following bilingual authorizations:

- BCLAD
- Bilingual Certificate of Competence
- Bilingual Cross-Cultural Specialist Credential

- Multiple or Single Subject Credential with either a Bilingual Cross-Cultural emphasis or BCLAD emphasis
- Emergency Single Subject or Multiple Subject Teaching Permit with Bilingual Emphasis. Primary language programs may also be staffed by those who are currently participating in a Bilingual Teacher-in-Training Program. Teachers must speak the appropriate language of the students. Teachers assigned to teach ELD will have any of the above mentioned bilingual authorizations, a CLAD/CTEL credential or certificate and/or, will be in training to pursue ELD certification. SB 1969 certification (with ELD training) authorizes ELD instruction for teachers in elementary, self-contained classrooms.
- Hughes (SB 1969) Certificate of Completion, for ELD, limited to self-contained classroom (SB 1969 certification does not authorize secondary school ELD instruction, unless the same teacher provides instruction to the same students for 3 (three) or more periods per day)
- Any teacher who is currently documented as being in training for English learner certification

English Language Development (ELD) Staffing

English Language Development (ELD) is taught by a properly certificated teacher who has been trained in the best methodology for the teaching of English learners. Authorizations for the teaching of ELD include:

- Supplementary Authorization in English as a Second Language (ESL) or introductory ESL
- Language Development Specialist (LDS) Certificate
- Cross-cultural, Language and Academic Development (CLAD) Certificate
- Multiple or Single Subject Credential with a CLAD Emphasis
- Bilingual Certificate of Competence (BCC)
- Bilingual Cross-cultural, Language and Academic Development (BCLAD) Certificate
- Multiple or Single Subject Credential with either a Bilingual Cross-cultural Emphasis or a BCLAD Emphasis
- Bilingual Cross-cultural Specialist Credential

Hiring Priorities and Procedures

Highest priority is placed on the hiring of BCLAD or equivalent teachers and their subsequent placement, first in Dual Immersion programs and then in SEI classrooms, especially to work with Emerging and Expanding students, as well as those most in need of primary language support in core curricular areas.

The second priority is CLAD or teachers with an ELA authorization. These teachers should be placed in SEI settings with English learners. They may receive support from bilingual paraprofessionals who use the primary



language to clarify, explain, motivate, and direct students. The Human Resources Department oversees the interview and hiring process. The District's collective bargaining agreements are adhered to in making all staffing decisions.

Requirements for Teachers on Interim Assignment Providing English Language Development (ELD) and Primary Language

Teachers on interim assignment longer than 30 days (60 days for Special Ed) are required to meet the same criteria as teachers seeking appropriate credential authorizations.

English Learner (EL) Specialists

EL Specialists will be assigned to all district schools as funding permits. EL Specialists are required to hold a BCLAD with at least three

years of successful experience teaching in SEI or bilingual classrooms. Other qualifications include demonstrated knowledge of effective practices for educating English learners, thorough familiarity with district programs and services for English learners, and ability to work in a collegial manner with other teachers, administrators, guardians and staff. EL Specialists work closely with and are evaluated by site principals. They also work closely with district staff on organization of services to English learners, maintenance and usage of assessment data, monitoring of student progress and reclassification. The role of EL Specialists also includes a significant focus on collaboration with teachers, including provision of content expertise and peer coaching. EL Specialists are assigned by the Director of Equity and Access and the Coordinator of English Learner Services with



the principal's consent. Supervision, training and professional development will be provided by the English Learner Services Department.

Determining Staffing Needs and Recruitment Procedures

The district Director of Equity and Access and the Coordinator of English Learner Services works closely with the Associate Superintendent of Human Resources and the Human Resources Department on issues of recruitment, interviews, and recommendations to site administrators.

Each spring the Associate Superintendent of Human Resources, in consultation with the Director of Equity and Access, the Coordinator of English Learner Services and principals, works collaboratively to plan for adequate numbers of qualified teachers to fully implement the English learner programs at the school as detailed in the Multilingual Services Plan. The elements that comprise these programs include: English Language Development (ELD), content instruction with language support strategies, primary language support, and primary language instruction in Dual Immersion Programs.

The principal, with support from the Director of Equity and Access and the Coordinator of English Learner Services, will develop a proposed three-year staffing plan for the school, based on projected numbers of English learners and program enrollment. Each spring the Director of Equity and Access, the Coordinator of English Learner Services and the Human Resources Department review this plan. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, the district's

Human Resources staff and site administrators assign properly credentialed teachers to specific programs requiring their credential and experience. When a sufficient number of authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Recruitment and Staffing of Teachers for English Learners

When WJUSD determines the number of new teaching positions estimated to be available during the next school year, job announcements may be sent to:

- Ed-Join Database
- Major educational organizations including those associated with language minority students (directory from California Department of Education)
- County offices of education
- Local school sites
- Colleges/universities identified as having a pool of potential bilingual teacher candidates. At such universities, the following departments may be contacted: Teacher Education, Chicano/Latino and Asian Studies, Bilingual Education Studies, and the offices of the California Mini-Corps and Teacher Internships
- District Website

Job announcements will indicate that WJUSD is particularly seeking bilingual certified teachers and ELD teachers.

Announcements of openings may be placed in the following newspapers and organizational newsletters when the need exists:

- Local community newspapers

- California Association of Bilingual Education (CABE), National Association for Bilingual Education (NABE), and California Association of Teachers of English to Speakers of Other Languages (CATESOL) Newsletter
- National Education Association and California Teachers Association (NEA/CTA) publications
- Foreign language newspapers in metropolitan areas
- Bilingual media (radio, television, publications)
- Hiring Fairs
- Social Media Platforms

The district may send representatives to local colleges and universities to participate in Career Day activities. The district will provide information concerning district needs for bilingual teachers and employment opportunities. The district may establish an employment booth annually at two or more of the following conferences:

- NABE—National Association for Bilingual Education
- CABE—California Association for Bilingual Education
- CATESOL—California Association of Teachers of English to Speakers of Other Languages
- AMAE—Association of Mexican American Educators
- CTA/NEA—California Teachers Association/ National Educators Association
- State Compensatory Education
- Asian American Education Associations

Paraprofessionals

As the need arises, WJUSD will vigorously recruit, train and support bilingual paraprofessionals from different language groups. Recruitment may be encouraged through the following dissemination of job announcements:

- Educational placement centers of private, CSU, UC, and surrounding community college campuses with teacher training programs
- County Offices of Education
- Churches and other community organizations
- Local school sites
- Surrounding adult schools
- County libraries
- Ed-Join Database
- District Website
- Local community newspapers
- Bilingual radio and television stations

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

Woodland Joint Unified School District is committed to allocating and monitoring funding that will support the full implementation of the Multilingual Services Plan this commitment aligns to the California EL Roadmap Principle Three.

The state and federal requirements for programs serving English learners are found in the California Department of Education Categorical Programs Monitoring (CPM) English learner (EL) Instrument. These are revised periodically.

chapter **nine**

Funding





IN THIS CHAPTER

General and Categorical Funding

General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. Supplemental and Concentration Funds and other categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the District's Business Office, Director of State and Federal Programs, and by external auditors.

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

1. The School Board approves the District's Local Control Accountability Plan (LCAP). This is a plan to meet the needs of all students.
2. The Superintendent's Cabinet identifies and prioritizes needs, based on the LCAP and data analysis, and allocates funds and other resources to support those needs.
3. The Director of State and Federal Programs allocates funds based on the Consolidated Application, meets with school principals to ensure compliance, presents school and district plans to the Board for approval, and monitors expenditures throughout the year.
4. The principal coordinates development of the School Plan for Student Achievement (SPSA) and prioritization of needs based on data, meets with the School Site Council and ELAC groups before they approve the school site plan and budget.
5. Site and District Advisory Committees take the following roles:
 - The LCAP Collaborative Committee provides feedback regarding the district's progress and helps keep school site councils and other educational partners informed.
 - The School Site Council develops the school site plan and annually reviews and updates it.
 - ELAC members advise and give input on the Single Plan for Student Achievement (SPSA).

- DELAC gives input on the Local Control and Accountability Plan (LCAP).

Each fall, the district and site budgets are shared with the DELAC and site ELACs. Information about these budgets is also provided to guardians during the fall trimester. In the spring, in preparation for the development of each SPSA and the District's Title III plan, information on anticipated changes is provided to the DELAC and site ELACs. The Plan for Multilingual Services Plan will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to:

1. Woodland Joint Unified School District Board Policies
2. District Board and Superintendent Goals
3. Title III Plan
4. Local Control Accountability Plan
5. School Plans for Student Achievement
6. Federal Program Monitoring (FPM) corrective actions
7. Other relevant federal, state, and local directives

General Fund Resources

The district uses general funds to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services as well as support systems for monitoring program implementation, student progress, and program evaluation. Core materials in language arts and mathematics provide universal access supplements to help ensure that English learners have access to the core curriculum. The base program also includes district adopted ELD program materials. The district provides target language instructional materials for students enrolled in Dual Immersion programs.

Supplemental Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for English learners. These categorical funds should not be used to supplant general funds or other state or local resources. The table on the following pages provides information on several important sources of supplemental funds.

Table 9.1 Title I, Part A and Title III, LEP Expenditures

Funding Source	Title I, Part A*	Supplemental and Concentration Funds	Title III, LEP
Funding Description	A federal program that provides supplementary funds to help improve instruction in low socioeconomic schools to ensure all students meet state academic standards.	A state program providing supplemental funding to districts with high populations of English learners, Socio-economically Disadvantaged students, and foster youth.	A federal program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards.
Students to be Served	Students who are at Standard not met, Standard nearly met or Standard met on CAASPP, including English learners and Special Education Students	English learners, Socio-economically Disadvantaged students, and foster youth	English learners, K–12

Table 9.1 Title I, Part A and Title III, LEP Expenditures (continued)

Funding Source	Title I, Part A*	Supplemental and Concentration Funds	Title III, LEP
Examples of Expenditures Not Appropriate for Funding Source			
Inappropriate Expenditure Examples	• Supplanting general funds • Strategies not based on scientific research or with no data to support increased achievement • Regular teacher • Food for staff meetings	• Supplemental concentration funds are legally unrestricted.	• Supplanting general funds • Regular teacher • Food for staff meetings • Capital outlay
Examples of Expenditures Appropriate for Funding Source			
Support for English Language Arts, ELD, Math	• Extended day/year for targeted students • Supplemental instructional materials that support standards and core program • Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Academic interventions	• Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Targeted intervention to accelerate reclassification of ELs • Support for reclassification process • Support for language assessments • Support for monitoring academic progress of all students	• Provision of “high quality language instruction educational programs” • Provision of high quality professional development for classroom teachers, principals, administrators and other school or community-based organizational personnel • Upgrading program objectives and effective instructional strategies • Improving the instructional program for English learners by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures
Support Personnel	• Reading/Math/ELD Coaches • Intervention Teachers • Instructional Paraprofessionals	• Reading/Math/ELD Coaches • Intervention Teachers • Instructional Paraprofessionals • Community and Family Engagement • EL Specialists	• Teachers on special assignment, peer coaches • English/Language Arts/ Math/ ELD coaches • Intervention teacher • Instructional Aide/ Paraprofessionals

*All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased achievement.

Table 9.1 Title I, Part A and Title III, LEP Expenditures (continued)

Funding Source	Title I, Part A*	Supplemental and Concentration Funds	Title III, LEP
Examples of Expenditures Appropriate for Funding Source			
Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education	- Field Trips - Enrichment Experiences	- Supplemental Materials in English and the Primary Language - Field Trips - Primary Language Support	- Instructional materials and equipment - Professional development
Capacity Building/ Professional Development	- Professional Learning Communities (PLC)/Data Analysis - Training - Consultants - Principal Coaching - Teacher Stipends - Teacher Substitutes - Training Material/Resources - Copies - Conferences/Workshops that Support SPSA Goals	- A Professional Learning Communities (PLC) - Training - Consultants - Principal Coaching - Teacher Stipends - Teacher Substitutes - Training Material/Resources - Duplication - Conferences/Workshops that Support Site School Plan(SPSA) Goals - Food: Reasonable costs associated with teacher professional development that extends over a meal period	
School Climate, Guardian Engagement, Family Support and Learning Environment	- Set aside 1% of Title I allocation for guardian involvement activities: - Light snacks for guardian meetings & trainings - Guardian training/education opportunities - Guardian workshops - Speaker for guardian workshops - Duplication - Guardian support materials - Translation/Interpretation (unless the site meets the threshold for mandatory translation of a language) - Support Personnel: - Home Visits - Guardian Advisor/Community Liaison - Guardian Orientations - Kinder Academy & TK Articulation - Counselor/Therapist	- Food for guardian meeting & trainings - School Site Council expenditures - Guardian training/education opportunities - Guardian workshops - Speaker for guardian workshops - Duplication - Guardian support materials - Translation/Interpretation - Support Personnel: - Attendance incentives & Home Visits - Multilingual Guardian Advisory/Community Liaison - Guardian orientations - Kinder Academy & TK Articulation - Multilingual Attendance Clerk - Additional Personnel	

appendix

Glossary of Terms

A

Access to Core

Providing English learners with simultaneous access to both ELD and the core content, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

(AMAE)

Association of Mexican American Educators.

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development

Credential or certificate which authorizes the holder to provide ELD, SDAIE, and primary language instruction.

C

(CAASPP) California Assessment of Student Performance and Progress

The CAASPP System is designed to give information to teachers, students, and their families about what students know and are able to do. It also indicates whether students are on track to be ready for success in college or career when they graduate from high school.

(CABE)

California Association for Bilingual Education.

(CATESOL)

California Association of Teachers of English to Speakers of Other Languages.

(CDE) California Department of Education

Oversees the public school system in California and enforces education law, regulations and school improvement programs.

(CLAD) Cross-cultural Language and Academic Development

A State credential or certificate which authorizes the holder to teach ELD and SDAIE.

Content Standards

Standards adopted by the California State Board of Education which specify what all California children are expected to know and be able to do in each grade or course.

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, social studies.

(CSEA) California School Employees Association

Classified staff union

(CTC) California Commission on Teacher Credentialing

A commission which oversees the certification of all teachers in the state of California. See: www.ctc.ca.gov

(CTEL)

California Teacher of English Learners examination, that leads to CLAD authorization.

Cultural Proficiency

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

Cycle of Inquiry

A standardized process for reviewing student data for the purposes of informing instruction and creating intervention or enrichment plans to meet student need.

D

(DELAC) District English Learner Advisory Committee

A district-level advisory committee with guardian 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.

(DI) Dual Immersion Program

An Alternative Program in which the goal is acquisition of academic proficiency in two languages (For example: English and Spanish, together with mastery of academic core content and cultural proficiency for all participating students). In Woodland instruction is currently provided in English and Spanish.

E

(EL) English learner

A classification used to identify a student who is not currently proficient in English and whose primary language is not English. An EL is referred to as a Limited English Proficient [LEP] student in federal law.

(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

Systematic, daily, leveled, standards-based instruction in the English language for students who have been identified as English learners.

(ELRM) English Learner Roadmap

A policy intended to provide guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools.

(ELPAC) English Language Proficiency Assessments for California

The ELPAC is the test that is used to measure how well students in kindergarten (K) through grade twelve understand English when it is not their primary language.

(ELRT) English Learner Review Team

Team monitors progress of English learners. Monitoring may occur during Professional Learning Communities (PLC) or similar forums.

Elementary: A team consisting of the site EL Specialist, classroom teachers, resource teachers, and principal.

Secondary: EL Specialist, English/ELD teacher, academic counselor and principal.

EL Specialist

A teacher assigned to site(s) who is trained to support the site administrator in the implementation of the Multilingual Services Plan, including site responsibilities for initial identification of English learners, annual assessment, reclassification, monitoring of student progress, and coordination of ELAC, instructional coaching, and other duties as assigned.

EL Services TOSA

A district teacher-on-special-assignment who supports EL Specialists and the Director of Equity and Access in the implementation of the Multilingual Services Plan, including the organization and delivery of staff development, supporting guardian involvement, and other duties as assigned.

English Learner Services Council

Chaired by the Superintendent or designee, and facilitated by the Director of Equity and Access with representation from teachers and administrators at all levels which convenes to plan and coordinate implementation of English Learner services throughout the district.

(EO) English-Only student

A student with a primary language of English, and no other language.

F**(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 (R-FEP) students.

(FPM) Federal Program Monitoring

A process by which the CDE ensures LEA's are meeting the federal statutory, programmatic, and fiscal requirements for various programs.

G**(GATE) Gifted and Talented Education**

A program/designation for students who have exhibited excellence or capacity for excellence far beyond that of their peers according to district-established criteria.

Guardian Involvement

The engagement of guardians in the education of their children including: parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

H**(HLS) Home Language Survey**

A questionnaire, required in California public schools, to be completed by guardians at the time of registration, which elicits information about the language background of the child, to determine the primary language of the student.

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).

(I-FEP) 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.

Intervention Action Plan

A plan to assist English learners in accessing and mastering ELD and recouping any academic needs to mastering grade-level standards in the core curriculum.

(IPT) IDEA Proficiency Test in Spanish

Test which may be used to determine oral reading and writing proficiency in Spanish.

L**(L1) Primary language**

The language that has been identified as the student's native or home language.

(L2) Second Language

The second language students acquire; usually refers to English or Spanish for students in a Dual Immersion Program.

Language Acquisition

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

(LEA) Local Education Agency

Usually refers to a school district (i.e. Woodland Joint Unified School District), but may also refer to a County Office of Education.

M**Multilingual Learner**

A student who is actively developing proficiency in multiple languages, including students learning English as an additional language.

Multicultural Proficiency

Refers to the ability to understand, appreciate, and interact effectively with people from diverse cultural backgrounds.

Multilingual Services 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 guardian involvement; and to ensure academic achievement for all English learners.

Multi-Tiered System of Supports Introduction

Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.

N**(NABE) National Association for Bilingual Education****Native English Speaker**

A student whose native language is English.

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).

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

A federal law enforcement agency that ensures equal access to education by enforcing civil rights laws prohibiting discrimination in educational programs receiving federal funds, based on race, color, national origin, sex, disability, and age, resolving complaints, and providing technical assistance to schools.

P**Paraprofessional**

A person who assists teachers in the classroom. A bilingual paraprofessional has passed the District-approved assessment and is fluent in both English and another language.

Primary Language Class (Secondary)

A class where instruction in any of the content areas is in the primary language (i.e. Middle School Dual Immersion Social Studies Class).

Primary Language Instruction

The district currently offers primary language instruction in Spanish in the Dual Immersion program model.

Primary Language Questionnaire

A series of questions used to assess home language proficiency level for English learners whose primary language is other than Spanish.

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 material in the student's primary language.

Principals' Assurances Checklist

A checklist of deadlines and duties for the principals to facilitate the needs of English learners.

Professional Learning Community (PLC)

A collaborative group of educators, typically within a school or district, who work together to improve their teaching practices and, ultimately, student outcomes.

R

Reclassification

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

(R-FEP) 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).

S

(SDC) Special Day Class

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.

(SEI) Structured English Immersion Program

A language acquisition program for English learner (EL) students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English along with a protected time of daily leveled Designated English Language Development (D-ELD) as well as Integrated English Language Development (I-ELD).

Spanish for Native Speakers

Foreign language course offered at the middle or high school level to students who have native-like speaking and literacy skills in Spanish.

(SPSA) School Plan for Student Achievement

A plan approved by the SSC, which outlines the goals, actions, timelines, and resources for continuous school improvement.

(SSC) School Site Council

A site governing body, consisting of the principal and elected representatives from guardians and staff members at the school, which oversees the development, approval and implementation of the SPSA.

(SST) Student Study Team

A team consisting of the classroom teacher, guardians, principal, resource teacher and school psychologist (as needed) to discuss academic and/or social concerns, and interventions for individual students.

Standards for English Language Development (ELD)

Standards established by the State of California for expected learning at each of the three stages of English language development (Emerging, Expanding, and Bridging) in four domains (Listening, Speaking, Reading and Writing), in the following grade spans: Kinder, 1st, 2nd, 3rd-5th, 6th-8th, 9th-10th, and 11th-12th.

W**WEA**

Woodland Education Association;
Teachers' union

WJUSD

Woodland Joint Unified School District

T**Title I**

A federal program designed to help schools with high percentages of socio-economically disadvantaged students improve their academic programs.

Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement.

Title III

A federal program which provides funding to improve the education of English learners and Immigrant students by assisting them in learning English and meeting academic standards.



This plan and forms related to English learner services in the Woodland Joint Unified School District are available at wjusd.org/elservices

Legal References

The complete list of State and Federal regulations or other legal mandates governing the program may not be included within this document. Applicable legal citations for this program include, but are not limited to, the following:

Federal Law

United States Code

- Title 20, United States Code:
§§ 1703(f), 6823(b)(2)
- Title 42, United States Code: § 2000d

Code of Federal Regulations

- Title 2, Code of Federal Regulations:
- §§ 200.302, 200.303, 200.313(d)
(1)–(2), 200.313(e)(1)–(4),
- 200.403–200.405, 200.430(a),
200.430(i), 200.439(b)(2)
- Title 34, Code of Federal Regulations:
- §§ 100.1–100.13, 200.25(a),
300.300, 300.343(d),
- 300.346(a), 300.532(a), 300.532(c), 300.552

Federal Case Law

- *Castañeda v. Pickard* (5th Cir. 1981)
648 F.2d 989, 1009–1013
- *Gómez v. Illinois State Board of Education*
(7th Cir. 1987) 811 F.2d 1030, 1041–1042

Federal Statutes – Public Laws

- Public Law 107–110 (Jan. 8, 2002),
Title III, §§ 3001–3141 – Language
Instruction for Limited English Pro-
ficient and Immigrant Students

State Law

California Education Code

- §§ 300, 305–306, 310–311,
313, 33051(a)(3), 35168
- §§ 44253, 44253.1–44253.4,
44253.5–44253.7, 44253.10
- §§ 48980–48981, 48985
- §§ 52062(a)(2), 52063(b)(1)
- § 52176(b)
- §§ 54032, 60810–60811, 62002, 62002.5
- §§ 64000(c), 64001(c), 64001(g)(2)
(A)–(B), 64001(g)(3)(A)–(C), 64001(i)

Former California Education Code

- §§ 52161, 52164.1, 52164.6, 52168, 52176

Title 5, California Code of Regulations

- §§ 3942(3), 3946
- §§ 4304–4306, 4312, 4320
- §§ 11300–11306, 11308(d),
11309(c)(2), 11310
- §§ 11518.5(d), 11518.15(a)

Attorney General Opinion

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Williams Settlement

Eliezer Williams, et al. v. State of California, et al. (Williams) case was filed as a class action suit in San Francisco in 2000. It alleged that public school students were not provided with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by state legislation, requires state and county monitoring of materials, school facilities and teachers.

See: www.cde.ca.gov/eo/ce/wc/wmslawsuit.asp

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