

**Wallis Annenberg High School  
English Learner Master Plan 2018-2019**

Wallis Annenberg High School  
8/17/2018

## CHARTER SCHOOLS

Charter schools, like all public schools, must timely identify English learners and provide them with an effective program of English language acquisition that also affords meaningful access to the school's academic core curriculum. The District's affiliated charter schools will implement the provisions of the District's Master Plan for English Learners. Those charter schools designated as independent are expected to either implement the Master Plan or submit to the District for approval, an alternative EL services program that will effectively meet the language needs of ELs.

Under federal civil rights law, charter schools, like all public schools, must timely identify national origin minority students who have limited proficiency in reading, writing, speaking, or comprehending English, and must provide ELs with an effective English language acquisition program that also affords meaningful access to the school's academic content. While independent charter schools authorized by the District are not required to adopt the District's

Master Plan for English Learners, any instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

Annually, independent charter schools authorized by the District must submit to the District Charter Schools' Division a certification indicating whether the school is going to implement the District's Master Plan or adopt and implement another instructional plan for English learners. If the independent charter school chooses to adopt its own plan, it must submit a certification to the Charter School's Division with the following information:

- How EL's needs will be identified
- What services will be offered
- How, where and by whom the services will be provided
- How the program for ELs is evaluated each year

How the services will be assessed and how the results of the assessment will be used to improve those services; independent charters schools shall also provide to the District's Charter School's Division an annual report of the assessments.

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## INTRODUCTION

The success of ELs and former ELs, students who have reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for the District. Wallis Annenberg High School (WAHS) is also committed to providing the highest quality educational programs and services that are soundly based in current research evidence. This document describes these services and offers guidance to parents, teachers, and administrators.

The Accelerated Schools is a public, charter consortium consisting of The Accelerated School (TAS)—a TK-8 elementary and middle school; Accelerated Charter Elementary School (ACES)—a TK-6 dual-language immersion elementary school; and Wallis Annenberg High School (WAHS), which serves students in grades 9-12. WAHS is based on the beliefs that all children can learn and achieve, that parental involvement is key to children's success, and that good schools transform communities. All students are treated as gifted and are exposed to intensive learning experiences that emphasize a hands-on approach, linking studies across disciplines to foster a well-rounded educational experience.

Students at WAHS are selected through a random lottery process. The majority of students that WAHS serves are from low-income homes. Approximately 96.67% are on Free and Reduced-Price Lunch. WAHS is demographically comprised of 93% Hispanic students, 6% African-American students, 0.2% Asian and 0.6% unspecified other[s]. The average class size at WAHS is 27:1 with a total 9-12 student population of 500.

Wallis Annenberg High School is built on the belief that high-quality schools transform communities; that community is created by shared values and common goals; that all children can learn and achieve; and that education is essential to a prosperous, fulfilling life and the regeneration of our communities. Wallis Annenberg High School's main institutional goal is to graduate students who are prepared to succeed at top-tier Universities. Students are expected to enter the workforce as informed and productive employees, entrepreneurs, and community leaders who will act as socially aware and responsible citizens.

Under federal civil rights law, charter schools, like all public schools, must identify English learner students who have limited proficiency in reading, writing, speaking, or comprehending English in a timely manner, and must provide ELs with an effective English language acquisition program that also affords meaningful access to the school's academic content.

We fully embrace the *Lau v. Nichols* (1974) Supreme Court decision that states:

*"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education....We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."*

We believe that English Language learners deserve an educational environment that is inclusive and affirming of their home language and culture, viewing home language as a gift and strength upon which to build.

We believe that to meet our high expectations for student access to college, we must closely monitor student progress toward English language proficiency with multiple data sources, using this information to guide instruction and professional development.

We believe successful implementation of a coherent program for English Learners requires a school-wide effort with collaboration between all stakeholders.

We believe that teachers and instructional leaders must promote student competence and confidence through instruction that is responsive to culture, builds on student prior knowledge, and fosters academic rigor to attain English language proficiency.

**GOALS:**

The success of English Learners (ELs), Standard English Learners (SELs) and former ELs, students who have been reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for WAHS. WAHS is committed to providing the highest quality educational programs and services that are soundly based in current research evidence. At WAHS, instructional plans for English Learners are based on sound educational theory, are adequately supported with trained teachers and appropriate materials, are periodically evaluated to make sure the program is successful and modified when the program is not successful.

This *English Learner Master Plan* outlines the systems that are in place serving ELs and SELs to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs at WAHS have access to rigorous curriculum in order to become fluent in English and master content standards as required by the state of California. We recognize that ELs have a double curricular load—they must become proficient in academic English, and they must master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. ELs and SELs are given excellent first teaching in core content and are given services above core instruction to ensure that their linguistic and academic needs are met.

This revised English Learner Master Plan provides guidance and direction to administrators, teachers, paraprofessionals, and students regarding the options available to parents and the expectations WAHS holds for each classroom. It offers a practical guide for all staff to ensure that consistent, coherent services are provided to every English learner (EL) and Standard English Learner (SEL). All educators are expected to implement this plan with fidelity, and we will hold each other accountable for doing so while continuously improving our services and outcomes.

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master Plan. Next, families are critical partners in this work, along with an extensive group of parents and community members.

At WAHS we value and promote 21<sup>st</sup> century college and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that bestow real advantages in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for all students.

The goals and set forth in this plan will be used for evaluation and future guidance of our program.

**Goal #1: Implementation** (*Revised 2018-2019*)

WAHS's EL plan was implemented during the 2012-2013 academic year and has been revised during each subsequent academic year. Teachers, staff, and families will receive orientation to the revised plan updates regarding implementation. ELAC (English Language Advisory Committee) will guide and evaluate the effectiveness of the revised plan.

**Goal #2: English Proficiency**

WAHS ELs and SELs will make gradual progress in their development of academic English, attaining English Language proficiency and progress at the minimum rate of 1-ELD level per year.

**Goal #3: Academic Progress**

As a result of increased English Language acquisition and academic support, English learners will demonstrate increased competency on state-wide tests and demonstrate overall academic achievement.

**Goal #4: Parent Involvement**

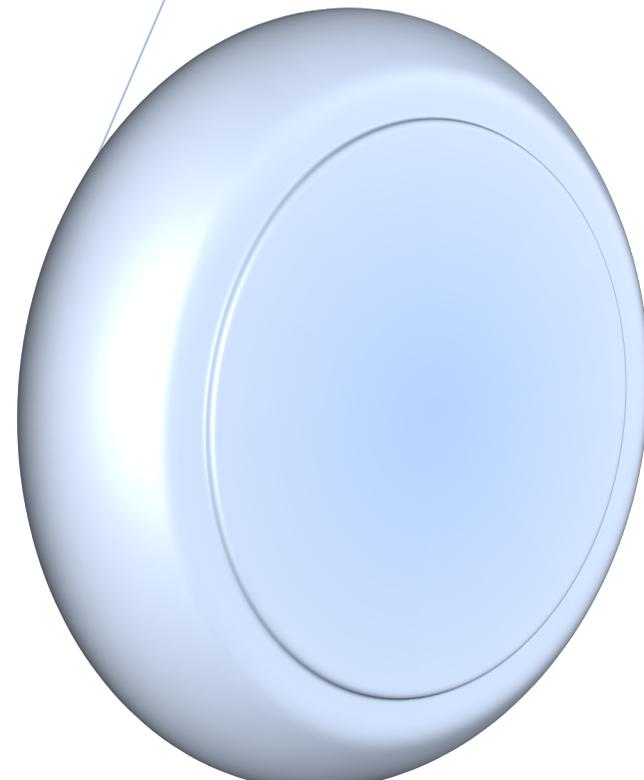
Parents will gain increased knowledge of language and policies related to the support of ELs and SELs and learn strategies to assist in their own language development and those of their children.

**Goal #5: Cultural Competence**

The school environment will show evidence of home language and culture affirmation and all WAHS students and families will develop greater sense of multicultural awareness and competence.

**SECTION 1**

**GUIDING PRINCIPLES FOR EDUCATING  
ENGLISH LANGUAGE LEARNERS**



## GUIDING PRINCIPLES FOR EDUCATING ENGLISH LANGUAGE LEARNERS

English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multi-faceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.

- All teachers provide instruction to ELs and SELs in ELD and are appropriately authorized to deliver ELD instruction.
- WAHS ensures that teachers employ research-based instructional strategies within the context of the SBE-adopted/approved materials in ELA and ELD to help ELs and SELs progress through proficiency levels on the CELDT (in previous years) and on the ELPAC Assessments.
- The criteria for providing ELD instruction in mainstream English and other core classes are clearly defined, implemented and monitored.
- Teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies for ELs and SELs in all classes to ensure that ELs and SELs have meaningful access to grade appropriate core curriculum across all content areas.

English learners develop full receptive and productive proficiencies in English Language in the domains of Oral Language (listening and speaking) and Written Language (reading and writing) consistent with expectations for all students. WAHS recognizes that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.

- The ELA and Designated ELD programs for English learners utilizes SBE-adopted materials at grades 9-12 including ancillary materials and SBE-approved, standards aligned materials.
  - ELA: High Point, McDougall-Littell, Glencoe
  - ELD: EDGE Book Series, Rosetta Stone
- The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs and SELs. The ELA instruction for ELs is aligned with the Reading/Language Arts Framework and the CA Common Core English-Language Arts Standards. The ELD instruction for ELs is aligned with the California English Language Development Standards.

English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including English, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students. WAHS further recognizes that students who participate in an alternative program are provided the same challenging content in all academic areas.

- Criteria are clearly defined for placing ELs and SELs in appropriate mathematics classes including interventions, if needed. English learners are placed in grade appropriate mathematics classes including Algebra 1 for ninth graders.
  - English learners have access to advanced coursework in mathematics in departmentalized settings and extended learning opportunities in self-contained settings.
  - The mathematics program for ELs and SELs utilizes SBE-adopted materials at grades 9-12 and SBE-approved, standards-aligned materials.
  - The SBE-adopted instructional materials, including ancillary materials and other SBE-approved resources, are standards-aligned (in English and/or L1) and are fully implemented for ELs and SELs.
  - Mathematics teachers at the secondary level who teach ELs are appropriately authorized to teach mathematics to English Learners.

English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. WAHS recognizes that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. WAHS further recognizes the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.

English learners are evaluated with our Internal Assessment Program and valid assessments that are aligned to state and local standards and that consider the language development stages and cultural backgrounds of the students.

- The criteria for grouping ELs and SELs for ELD instruction in a self-contained classroom are clearly defined, implemented and monitored.
- WAHS provides teachers with detailed information about their ELs and SELs including English proficiency and academic achievement data.
- These data are provided to and reviewed bimonthly by each department and administration to inform instructional decisions.
- WAHS uses a variety of data including English proficiency, academic achievement, standardized test scores, and time in U.S. schools when placing students in core and intervention classes.
- In secondary departmentalized settings, criteria for placing ELs and SELs in separate ELD classes are clearly defined, implemented and monitored.
- Collaboration among all relevant staff around multiple sources of student data informs targeted professional development to meet EL instructional needs in subject area content and ELD.
- WAHS ensures that the teaching and counseling staff will closely monitor and support the academic progress of long-term ELs (LTELs) who are achieving below grade level performance in their classes.
- *Formative assessments* such as short weekly quizzes based on each standard are used on an ongoing basis to monitor the progress of ELs and SELs in ELD.
- *Summative assessments* such as midterms and finals assessments are used to monitor the progress of ELs and SELs in ELD.

The academic success of English learners is a responsibility shared by all educators, the family, and the community. WAHS, in partnership with the families and community, must take interest and responsibility for the education of EL students. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

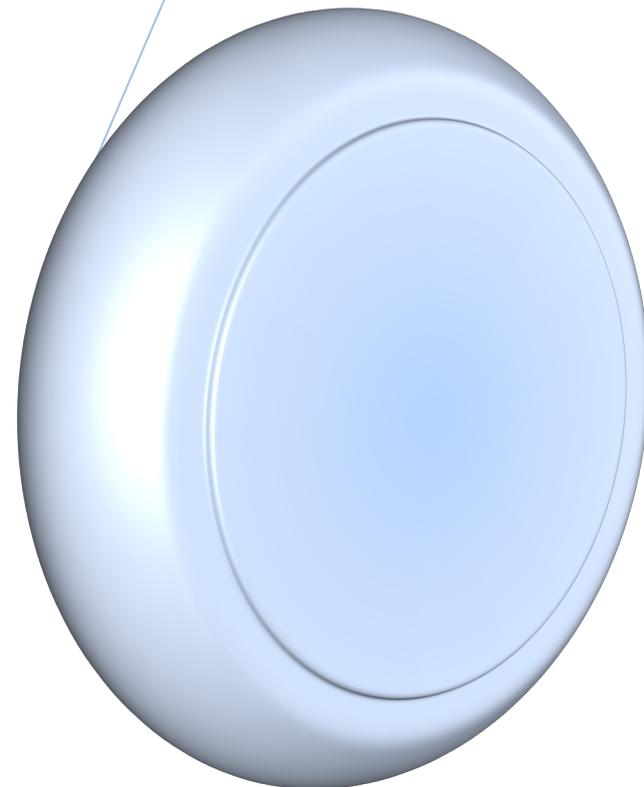
#### **ENGLISH LEARNER MASTER PLAN DEVELOPMENT PROCESS**

WAHS engaged in a transparent and inclusive process to update the Master Plan for English Learners. Over the course of 6 months, WAHS utilized a comprehensive approach that allowed multiple opportunities for all stakeholders – including parents and community members, and the Consortium's EL program - the English Learner Advisory Committee (ELAC) to participate in the development and review of all elements of the plan.

School Administrators met regularly to review organizational practices to identify and revise them based on their limitations and challenges. These dialogues led to the initial draft of the EL Master Plan. Drafts for each school in the consortium were combined and edited to create an initial draft that was shared with the school administrators, executive directors, and the board of directors. Members reviewed the plan at a dedicated meeting and submitted written feedback during and after the meeting. Feedback was reviewed and, where appropriate, incorporated into the draft.

## **SECTION 2**

# **INITIAL IDENTIFICATION, PARENT NOTIFICATION OF INSTRUCTIONAL OPTIONS, ASSESSMENT AND PROGRAM PLACEMENT AND RECLASSIFICATION**



## OVERVIEW

WAHS' process for initial identification, parent notification, assessment and program placement of ELs and SELs is aligned with that of LAUSD and is standardized for consistency and equity. This process is responsive to the educational needs of ELs and the preferences of parents and guardians.

## THE ENROLLMENT PROCESS

The enrollment process begins when a parent brings his/her child to Wallis Annenberg High School. The main office is designed to be a warm and welcoming place for parents and children. The office always has a staff member available to provide consistent information about the instructional program offered to ELs. All information is provided in a language that parents understand. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents. Included with the enrollment packet is an explanation of the Uniform Complaint Process to ensure that all parents understand how to address any potential concerns.

## HOME LANGUAGE SURVEY

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the school's Student Enrollment Packet, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is *not* used to determine a student's language classification or immigration status. The survey is completed, by the parent or guardian, upon the student's initial enrollment in the school, if the student is initially enrolling in public schooling in the United States. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the school's Student Information System (SIS) – PowerSchool - and in the student's cumulative record.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

These questions are used to determine a student's home language status as follows:

### English Only (EO)

If the answers to the four questions on the HLS are "English", the child is classified as English Only, and the child is assessed to measure his or her level of English proficiency using the Initial ELPAC.

### Possible English Learner (EL)

If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency using the Initial ELPAC.

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. ingles)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s)

- who speaks a language other than English
- Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

**NOTE:** When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the initial HLS are documented permanently in SIS.

#### **HIGH SCHOOL ORIENTATION AND ENROLLMENT**

Prior to the beginning of the school year, WAHS will hold orientation meetings for parents of newly enrolling high school students. The purpose of these orientation meetings is to provide parents with information that will assist them in making meaningful decisions about instructional program placement for their children, with translation/interpretation services provided as needed. The orientation meetings will be held at different times of the day to accommodate parents' various work schedules. These meetings are to provide families an opportunity to receive information that describes the instructional program, the minimum progress expectations, benchmarks, graduation, college preparedness, and the curricular materials used. WAHS will ensure that parents of high school transfer students and newcomers who were not able to attend the high school orientation receive comparable information.

#### **ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – INITIAL IDENTIFICATION**

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

**NOTE:** In accordance with *Education Code (EC)*, initially enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment. The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English. Based on a student's overall performance on the ELPAC, he/she may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the ELPAC until he/she meets the eligibility criteria and is reclassified to Fluent English Proficient (RFEP). Prior to ELPAC administration, all test examiners (classroom teachers) must obtain annual certification through ELPAC professional development. Classroom teachers are responsible for administering the ELPAC follows:

- Secondary: Students are tested throughout the school day by trained ELPAC proctors.

WAHS will provide support to teachers during testing for any individually administered components of the ELPAC that require one-to-one administration. Initial ELPAC assessments must be scored through TOMS using the Local Scoring Tool so that an *interim*

language classification can be identified for each student assessed. This score is used to determine appropriate program placement for students identified as ELs. The overall proficiency level must be communicated to the parent within 30 calendar days of initial enrollment. At the end of the testing cycle, student test booklets are submitted to the test vendor for official scoring. The test vendor provides the school with official ELPAC results. The ELPAC results are to be accurately and permanently recorded in the school's SIS.

**NOTE:** If there is a discrepancy between the unofficial hand-scored results and the official score provided by the test vendor, the official score overrides the unofficial hand-scored results. ELs with disabilities must be assessed with the initial or annual ELPAC. ELs with disabilities may be tested using the California Department of Education (CDE)-approved *Testing Variations, Accommodations, and Modifications*, which is updated annually. The Individualized Education Program (IEP) team must document in the student's IEP any accommodations or modifications used, and these must not deviate from those approved by CDE. All ELs with disabilities will be assessed with the ELPAC annually after they have been identified as ELs. ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

#### **ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – ANNUAL ASSESSMENT**

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California *Education Code*. WAHS ensures that each EL is assessed annually, and the assessment results and program placement are communicated to parents in writing within 30 days of the start of school. The official Summative ELPAC assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

#### **INITIAL LANGUAGE CLASSIFICATION/STATUS**

A student's initial language classification or status is determined by their overall performance on the Initial English language proficiency assessment, the ELPAC. Based on the performance level, a student may be classified as follows:

- **English Learner (EL)** - The overall performance level on the Initial ELPAC is Novice English Learner or Intermediate English Learner as provided on the official score report by the Local Scoring Tool in TOMS.
- **Initial Fluent English Proficient (IFEP)** - The overall performance level on the initial ELPAC is Initial Fluent English Proficient (IFEP) as provided on the official score report by the Local Scoring Tool in TOMS.

**NOTE:** Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

#### **ANNUAL LANGUAGE CLASSIFICATION/STATUS**

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

**PRIMARY LANGUAGE ASSESSMENT**

Students designated as ELs based on Initial ELPAC results are not automatically assessed in their primary language. ELs enrolling in one of the alternative instructional program models are to be assessed in their primary language. On a case-by-case basis, all other EL students *may* be given a primary language assessment at any time (i.e., at enrollment or thereafter). The decision to administer the primary language assessment is made at the recommendation of the ELD coordinator, counselor, administrator, teacher, IEP team or parent.

While the primary language assessment is not a criterion for identifying a student as an EL, assessing the primary language proficiency of an identified EL can provide important information to instructional staff. It is especially important for students in alternative programs. A high primary language proficiency level (particularly in reading and writing) may indicate that the student has had formal education in the home language. A low score could indicate limited or interrupted formal schooling prior to entering the U.S., or it could simply be the result of a child who is shy with the test examiner. School staff should take great care when interpreting the results of these assessments.

Site administrators will report primary language assessment results to parents who have requested placement in an alternative program within 30 days of administration. The child's teacher(s) will receive the results via the EL Master Plan roster within the first four weeks of the school year (or of student entry if during the school year) to inform instruction.

Results of the primary language assessment are placed in the student's Cumulative Record and permanently recorded in the SIS. This information may be used as one indicator of the student's level of literacy development in the primary language.

**PARENTAL NOTIFICATION OF INITIAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT**

Parents of students (ELs and IFEPs) who are administered the Initial ELPAC must receive official notification, within 30 calendar days, informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Instructional program, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of ELs and IFEP students are informed of the above information via the school's *Initial Parent Notification of Language Test Results* letter and the *Parent Notification of Reclassification Criteria*. Parents are advised to contact the school if they should need additional information.

**PARENTAL NOTIFICATION OF ANNUAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT**

Parents of EL students who are administered the annual Summative ELPAC must receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level (provisional, then official when results become available) and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- English language proficiency level from annual assessment, and how it was assessed
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of ELs and IFEP students are informed of the above information via the school's *Initial Parent Notification of Language Test Results* letter and the *Parent Notification of Reclassification Criteria*. Parents are advised to contact the school if they should need additional information.

#### **PARENT CONFIRMATION OF PROGRAM PLACEMENT**

After parents have been informed of the Initial ELPAC results, the *Initial Parent Notification of Language Test Results* is to be returned to the school with the parent's signature. By signing the letter, the parent confirms receipt of the assessment results and program placement. If the parent does not agree with the program placement, or has questions regarding the assessment results, he/she may request a conference with the school administrator to discuss the information contained in the letter.

California *Education Code Sect. 310* requires that all ELs receive instruction that is "overwhelmingly in English" for the first 30 calendar days following a student's initial enrollment in a California public school.

#### **TRANSFER STUDENTS**

The receiving school must request the student's cumulative record from the previous school. Upon receipt, the site principal at the receiving school is responsible for reviewing the accuracy of the student's records, including information in the Student Information System (SIS), and ensuring that the student is properly placed in the appropriate instructional program as specified in the student's current records, before approving the intra-district transfer request.

#### **TRANSFERS FROM OTHER CALIFORNIA PUBLIC SCHOOL DISTRICTS**

Students transferring into WAHS from another public school district within California must present documentation verifying enrollment. Ideally, student records such as the HLS, state assessment scores, including the CELDT/ELPAC, and official language classification (EO, IFEP, EL, RFEP) are presented at the time of enrollment. If these documents are available at the time of enrollment, the school does not need to follow the initial identification and assessment process. If the parent provides the student's records, staff will enter the information into the SIS. If the information is not available, staff must contact the previous district to request the student's information.

**NOTE:** Due to student confidentiality requirements, student records can only be transmitted via fax or U.S. mail. *Student records cannot be sent via email.*

#### **TRANSFERS FROM OUT-OF-STATE OR FROM ANOTHER COUNTRY**

The initial identification and assessment process is to be used for students entering the school from another state or country. Students enrolling in the District who were born in another country may have two different enrollment dates: (1) District enrollment date and (2) U.S. enrollment date.

##### **District Enrollment Date**

The student's first day of attendance is the official enrollment date with the District.

##### **U.S. Enrollment Date**

The student's first day of attendance in a U.S. school is the official U.S. enrollment date.

For example, a student from Argentina enrolled in a Pennsylvania public school on February 9, 2010 and moved to California in 2011. On September 20, 2011, the student enrolled in WAHS. The District enrollment date is September 20, 2011, while the U.S. enrollment date is February 9, 2010.

The LAUSD initial enrollment procedure is followed for students entering the District who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system as the date the student first enrolled in a California school or (when appropriate) the date the student first enrolled in a U.S. school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts. Students who initially attended a California public school, relocated out of state, and returned to attend a California public school again should have the initial identification and assessment information on file.

#### **TRANSFERS FROM PRIVATE SCHOOLS**

The initial identification and assessment process is to be used for students entering the school from a private school. The student's district enrollment date is entered into the Student Information System (SIS) as the date the student first enrolled in a California public school. The student HLS will indicate whether or not the student will need an initial language assessment and the student will be placed in the grade level that is aligned with the student's age and/or transcripts.

#### **TRANSFERS INTO DEPARTMENTALIZED PROGRAMS**

If the student arrives with transcripts from his/her prior school, staff will analyze the transcript to make appropriate class placement recommendations. Bilingual/bi-literate staff will analyze non-English-language transcripts from outside the U.S. If students arrive without transcripts, a mathematics placement assessment will be given in the students' primary language in addition to the primary language assessment and the Initial ELPAC. If no mathematics assessment is available in the student's primary language, an algorithm-based assessment will be administered. If the results of the transcript analysis or the placement assessment are ambiguous, a meeting will be scheduled with the student and the parents to discuss and best determine class placement. All students new to the U.S. in grades 9-12 will have a meeting that includes parents or guardians, the student and a counselor, to discuss course requirements and graduation plans. For older students not likely to complete graduation requirements before age 19, matriculation options to adult school or community college will be discussed within the first three weeks of the student's enrollment.

#### **PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATION ON IDENTIFICATION AND PLACEMENT RECLASSIFICATION**

WAHS is aligned with LAUSD and reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in the mainstream educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, teacher evaluation, the Scholastic Reading Inventory (SRI), and parent consultation. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of two years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

As in the vast majority of California districts, ELPAC proficiency levels, in addition to common, grade-level standards-based assessments and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers. Approval for the exception to the reclassification policy must be made to the Administrator in charge of coordinating the EL program. At WAHS this is the designated Principal Designee and the ELD Coordinator.

#### **CRITERIA USED FOR RECLASSIFICATION**

ELs are reclassified to fluent English proficient (RFEP) based on the following multiple criteria that are identified in the California *Education Code* and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- English proficiency on the ELPAC:
  - Overall level of Moderately Developed (level 3) or Well Developed (level 4) with each domain score in Oral Language (listening and speaking) and Written Language (reading and writing) Somewhat/Moderately Developed or higher
- Teacher evaluation based on student grades/progress report marks in English Language Arts and English Language Development classes\*
- Lexile level demonstrating basic proficiency or higher on the Scholastic Reading Inventory (SRI)
- Parent consultation and agreement

\*In the event that a student meets the ELPAC criteria but **not** the grade/ progress report mark requirements, the school's Principal Designee designated to coordinate the EL program must meet with the Principal, the ELD Coordinator, ELA/ELD Teachers and the Counselor to analyze other student data that demonstrates grade-level proficiency. The following multiple measures *may* be considered:

- Score of Basic or higher on District-adopted standards-based ELA assessments or standards-based common final ELA exam
- Report card grades/progress report marks in equivalent ELA courses (secondary)

### RECLASSIFICATION PROCESS

The administrator/designee at each school site is responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner. The administrator/designee must generate rosters from the SIS database of EL students who have met the ELPAC criteria. This process begins when the official results of the ELPAC are released, as well as at the end of each semester (secondary):

1. Administrators or the ELD Coordinator review the rosters for accuracy and missing data (e.g. missing ELPAC scores for a specific language domain).
2. Students who have met the reclassification criteria are identified and parents are informed of their proficiency, both orally and in writing.
3. Parents meet with the educational team (administrator, ELD Coordinator, Counselor, ELA/ELD teacher) to review and sign the *Notification of Reclassification*.

### MONITORING PROGRESS OF RECLASSIFIED STUDENTS

RFEP progress will be monitored by running student grade reports each semester. A team will meet to review the performance and progress of RFEP students. The team members include the principal or designee, classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, and/or parents of the student being reviewed. The review of students who have met reclassification criteria currently takes place in late summer/early fall. For secondary students not meeting proficiency benchmarks in core content areas, staff will meet to analyze student assessment data and decide on next steps. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the team will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

The site administrator/designee coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each and semester for a minimum of two years following reclassification.

If a student is not making satisfactory progress after reclassification, the committee must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

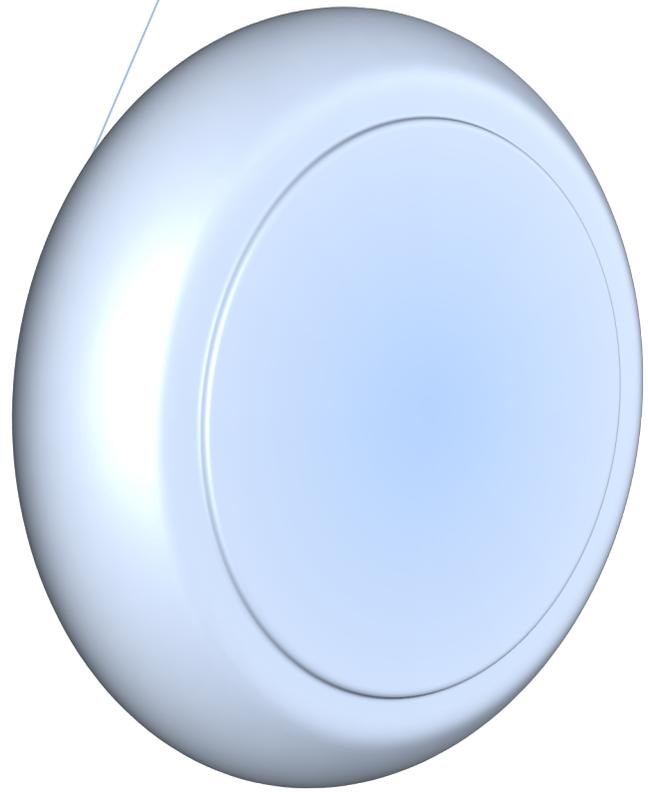
- Student/teacher/parent conference
- After-school tutoring
- Specialized reading, writing, or math instruction
- Content-based language development support classes
- Placement in reading, writing, or math support class
- After-school academic support
- Intervention/Intersession classes

**RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES**

The reclassification criteria apply to EL Special Education students: The IEP team should be consulted when reclassifying an EL with disabilities. IEP teams should verify that in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

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## **SECTION 3 INSTRUCTIONAL PROGRAM OPTIONS**



## INSTRUCTIONAL PROGRAM OPTIONS

The school provides an instructional program tailored to meet the diverse needs of ELs. The program guarantees access to a comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of the program is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers. On June 14, 2005, the Board of Education of the City of Los Angeles passed the *Resolution to Create Educational Equity in Los Angeles through the Implementation of the A-G Course Sequence as Part of the High School Graduation Requirements*. This resolution stated that, beginning in 2012, every student entering the ninth grade must complete the A-G course sequence in order to graduate from the Los Angeles Unified School District.

Each option ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with his or her IEP. All program options also allow for equal access to gifted and talented program opportunities and do not exclude ELs based solely on their English language proficiency level.

The following pages briefly describe the components of each instructional program option and summarize the: Related goals; Program models (if applicable); Students served; Key program components; Staff credential requirements; and Relevant parent information.

## MAINSTREAM ENGLISH INSTRUCTIONAL PROGRAM

All teachers are responsible for incorporating the California English Language Development Standards into their content area instruction. The goal is to ensure that secondary ELs continue to progress linguistically and academically to meet English language proficiency and grade-level standards. These students receive differentiated ELD instruction, scaffolded academic content instruction and support, and have access to A-G course requirements to be college prepared and career ready. This program also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native-English speaking peers.

**Program Goals:** Ensure ELs continue to progress towards meeting English language proficiency and grade level content standards. Ensure RFEP students' linguistic and academic skills are comparable to the performance of their native-English speaking peers.

- ELD instruction incorporated into core classes with a focus on academic language development
- Access to translated documents and materials as appropriate.
- Targeted instruction using Project GLAD strategies (focus on academic vocabulary support, visual representations of lesson material including graphic organizers, and making connections to prior knowledge).
- Mainstream English course with EO/RFEP/IFEP students.
- Access to instruction in all curricular areas aligned to content areas using SDAIE methodology.
- Differentiated instruction and SDAIE strategies used in content classes.
- State-adopted, district-approved, standards-based materials and supplemental materials are used.
- Instruction overwhelmingly in English.

## DESIGNATED ENGLISH LANGUAGE DEVELOPMENT CLASSES

Students are given English Language Development electives based on their English learning needs. CELDT/ELPAC exam scores from the previous year's assessment are used for placement purposes and to determine the appropriate ELD class based on strengths and deficiencies. The Charter School offers three ELD electives for designated ELD Instruction:

- ELD 1/2 Courses: Designed for beginning students of English. Students focus on principal language and vocabulary acquisition and development through EDGE curriculum and Rosetta Stone. The curriculum is based on the California ELD Standards, with an emphasis on: collaborative discussions, interacting with others in written English, listening actively to spoken English in a range of social and academic contexts, expressing information and ideas in oral presentations, writing short literary and informational texts, and using verbs and verb phrases in different tenses.
- ELD 3 Course: Designed for intermediate students of English. Students focus on increasing reading, writing, listening and speaking skills. The curriculum is based on the California ELD Standards and ELPAC Test. The class provides students with a balanced approach to learning English through vocabulary development, reading comprehension, culturally relevant literature, informational texts, grammar

instruction, and Sustained Silent Reading (SSR). The class follows the Kate Kinsella curriculum and uses short stories, poems, non-fiction/expository writings to aid students as they: increase reading comprehension, learn and use new words, improve Lexile and literacy level, critically read and analyze a variety of texts, learn and use varied writing structures, learn and use basic rules of grammar, and discovery the joy of reading and the English language.

- ELD 4 Course: Designed for upper-intermediate students of English. Students focus on increasing reading comprehension, academic vocabulary, and writing skills, while reinforcing speaking and listening skills. The curriculum is based on the California ELD Standards and the ELPAC Test. Instruction is individualized based on student needs; the objective is to help students overcome final hurdles preventing English language proficiency and reclassification: reaching a passing score on the SRI test, passing their ELA course, and/or scoring Early Advanced or Advanced on the CELDT/ELPAC exam.

### **ACCELERATED LEARNING PROGRAM FOR LONG TERM ENGLISH LEARNERS**

Students in this program will be paired up with an EL mentor (staff member) in order to check-in, help monitor their progress, and provide motivational support. The goals of this instructional program model are to accelerate academic ELD and to attain academic proficiency in core content subjects for ELs who have attended school in the US for more than five full years (i.e., beginning their sixth year and beyond), but still have not met the criteria to be reclassified. This program option ultimately aims to reduce the risk of dropping out of school, ensure that these students are able to perform at a level comparable to their native-English speaking peers, have access to and meet A-G graduation requirements to be college-prepared and career-ready.

### **ENGLISH LEARNER NEWCOMER PROGRAM**

A newcomer at WAHS is defined as a student enrolled in a U.S. school for one year or less and who is at beginning levels of English proficiency. This program model is an intensive, specialized, one- to two-semester strand within the high school where students also participate in Mainstream English, mainstream core classes, non-core subjects such as art, music and physical education. Students are placed into Designated ELD 1, where they can begin language acquisition with commonly used non-academic English. A large component of this program is the use of Rosetta Stone. The goals of this instructional model are to acquire Moderate English language proficiency and to develop core academic skills and knowledge for immigrant students new to U.S. schools. This program ensures that newcomers are better prepared to participate, with support, in Mainstream classrooms. This model also supports acculturation to new school routines and communities. It is designed to foster the literacy and academic skills in English of high school-age recent immigrants who arrive with limited primary language literacy and formal schooling. Primary Language may be used for some core academic subject instruction when resources are available in the student's native language.

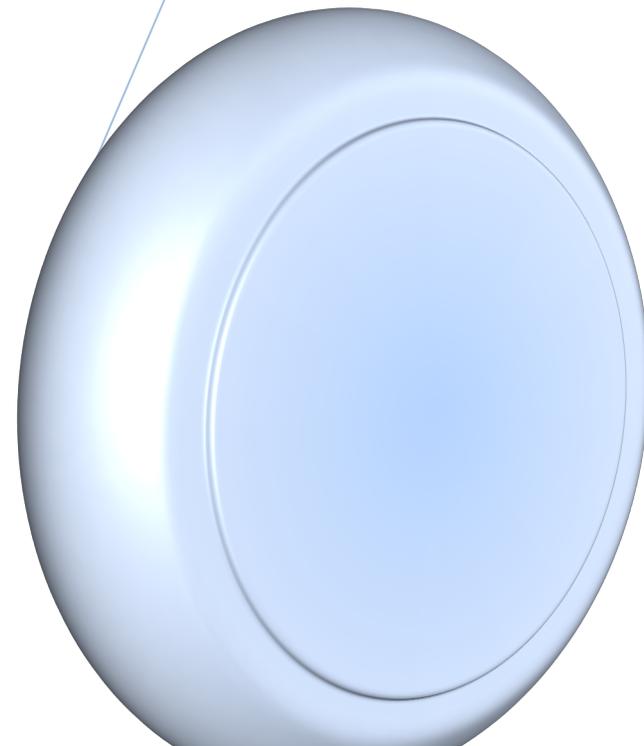
### **INTERVENTION FOR STUDENTS NOT MEETING MINIMUM PROGRESS EXPECTATIONS**

The minimum progress expectations benchmarks have been defined to assist parents, educational personnel and students to understand what constitutes appropriate progress for the students' instructional program and when students require additional support. All ELs are monitored regularly to ensure adequate progress toward acquiring English proficiency and mastery of grade level academic content. EL students' grades are run weekly. When students fail to meet the expected progress benchmarks, interventions are provided to accelerate learning and parents are notified in writing of the student's specific areas of need as well as the intervention(s) that are being provided. This takes place within the classroom and outside the classroom in the form of small group and individual interventions.

The progress benchmarks described in this Master Plan are annual benchmarks, but students' grades are monitored weekly to ensure that academic deficits do not develop. It is important to examine the achievement of the student's "true peers" (similar language proficiencies, culture and experiential background) to determine if they are progressing or not. If several "true peers" are struggling, this is an indication that the core instruction is less than optimal for that entire group of students. When the progress of a particular student is substantially slower than the students' true peers, the student requires additional support in the form of interventions.

## **SECTION 4**

# **GUIDING PRINCIPLES FOR INSTRUCTIONAL SERVICES FOR ELs**



## GUIDING PRINCIPLES FOR INSTRUCTIONAL SERVICES FOR ELS

WAHS commits to implementing the following three guiding principles in all of its instructional services for ELS and SELs:

- ELS possess a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous, and coherent.
- All teachers are teachers of both language and content.

The EL instructional program at WAHS is designed to ensure that EL students acquire English language proficiency, master academic content standards required of all California students, and recoup any academic deficits that they may have accrued while in EL status.

The instructional program contains the following required components:

- Designated ELD classes targeted at students' specific English language acquisition needs and ELPAC levels
- California English Language Development Standards incorporated into instruction in all content areas across the curriculum
- Well-articulated, standards-based, differentiated ELD instruction, specifically designed for ELS
- Well-articulated, standards-based, differentiated instruction using SDAIE and Project GLAD strategies to ensure full access to the core curriculum

Like LAUSD, WAHS recognizes its obligation to ensure that ELS become proficient in English as rapidly and effectively as possible especially at the high school level where long term English learners (LELs) tend to churn in the same language proficiency band year after year. WAHS considers these obligations to be among the highest priorities of the District. This section describes the ways that ELD is delivered.

## WHAT IS ENGLISH LANGUAGE DEVELOPMENT?

ELD is separate from but complementary to English-language arts instruction. English language arts addresses all four domains of language: speaking, listening, reading and writing. It is the content area where students first learn to read, and then read to learn. The intent of ELD is to accelerate English language learning in strategic ways by developing listening, speaking, reading and writing with robust and contextualized instruction. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of challenge and complexity. Effective ELD improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core. It does not replace a robust grade level appropriate reading/language arts program. It is instruction *in addition* to a standards-based program in reading and language arts. ELD is considered by the state of California and the U.S. Department of Education to be core instruction for ELS and not an elective or an instructional service from which students may opt out.

The intent of the ELD component of instructional programs for ELS is for teachers to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. Current research indicates that providing explicit ELD instruction is valuable for ELS. In addition, there is strong supporting evidence that ELD instruction should include interactive activities among students. These activities must be carefully planned and implemented. ELD instruction focuses on all components of the English language is not likely to be acquired adequately or efficiently in other instructional or social settings such as sheltered content classrooms, mainstream English instruction settings, and in daily school, family and community interactions.

ELD instruction is research and standards-based. It is systematically planned and structured via a scope and sequence of language progressions. It must be assessed and monitored for progress over time to ensure that ELS learn English within a reasonable amount of time. It is planned and delivered targeting specific language objectives. ELD instruction at WAHS explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies). There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms. Like LAUSD, WAHS endorses the following guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

- A separate 50-105 minute block of time is devoted to designated ELD instruction.
- ELD instruction emphasizes listening and speaking, although it can incorporate reading and writing.
- ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
- ELD instruction is planned and delivered with specific content and language objectives for each lesson.
- ELD instruction integrates meaning and communication to support explicit teaching of language.
- ELD instruction includes carefully planned interactive activities among students.
- ELD teachers attend to communication and language-learning strategies during instruction.
- ELD instruction emphasizes academic language as well as conversational language.
- ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

### **THE IMPORTANCE OF ORAL LANGUAGE DEVELOPMENT IN ELD**

ELD addresses all domains of language – listening, speaking, reading and writing – but the emphasis is on speaking and listening. As identified in the Common Core State Standards, opportunities for listening and speaking must be thoughtfully planned, not left to chance, therefore these domains must be taught purposefully in every ELD class. As students progress in ELD levels, these activities must also increase in sophistication, support students to engage in analyzing, explaining, discussing, constructing arguments about, and provide evidence from complex texts in all academic content areas.

### **EL STUDENT DIVERSITY AND GROUPING FOR ENGLISH LANGUAGE DEVELOPMENT**

While many ELs at WAHS are making expected progress toward language and academic goals, we must also address the needs of those who have not made adequate progress toward language and academic goals and who are Long-Term ELs. ELD instruction is differentiated to meet the specific needs of students. WAHS will ensure that ELD is delivered to all ELs according to the guidelines outlined in this document. ELD instruction is differentiated by the student's level of English language proficiency.

The number of years a student has attended U.S. schools is also taken into consideration when students are placed in ELD classes. This is done because the time students have been attending U.S. schools impacts the student's language development. This is especially important at the secondary level where there are both, newly arrived students, and Long-Term ELs who may have the same ELPAC score. For example, a student who scores at the Intermediate level who has been in the U.S. for two years has very different linguistic needs than a student who scores at that level and has been in U.S. schools for six or more years. As numbers allow, these two groups would not be placed in the same ELD class.

### **MANDATORY TIME FOR ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION**

ELD instruction occurs five times a week during an ELD Instructional block. All EL students receive EL instruction daily during their core courses. The following outlines the mandatory time designated for ELD instruction:

#### **Grade and English Language Proficiency Levels Required Daily Minutes of Instruction**

- 1-3 periods minimum per day, depending on the instructional program.
- For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD 1A or 1B, ELD *supplements one* grade-level core English-language arts.
- For all others, ELD is *in addition to* grade-level core English language arts.

The Principal and ELD Coordinator are responsible for ensuring all ELs are appropriately scheduled into ELD classes and the school monitors that ELD instruction follows the guidelines described in this plan. At all grade levels, site administrators are to conduct periodic walkthroughs to ensure that differentiated ELD instruction at each ELD level is taking place at the identified times for the required number of minutes.

### **ELD INSTRUCTIONAL GROUPING FOR THE HIGH SCHOOL**

ELD groups are identified by the classroom teachers at the school site utilizing student performance on the ELPAC, ELD progress assessments, and curriculum-embedded assessments. Classrooms are created heterogeneously or with students of many different English proficiency levels grouped together. Teachers collaborate and regroup students at the same grade levels to create ELD sections that contain the fewest ELD levels per group so that ELD can be delivered within the classroom.

**ELD INSTRUCTION FOR SECONDARY NEWCOMERS (GRADES 9-12)**

Students who enter as newcomers after grade 8 may require specialized ELD instruction to accelerate their English proficiency to meaningfully participate in core instruction. These students may or may not have had grade level or consistent schooling or formal instruction in English prior to their arrival at WAHS. Their prior education has great impact on their acquisition of English. Students who have had adequate prior schooling when they enroll have unique assets that will support them in acquiring English and accessing core content. Prior instruction in language arts in the native language will also facilitate the acquisition of English.

When students enroll, they are assessed in English and mathematics and any transcript information is translated into English and provided to the Principal Designee (ELD Coordinator).

The ELD component of this program includes designated ELD classes, with an instructional focus on students' development of literacy skills, oral English fluency and high levels of comprehension. The goal is to develop the students' academic language related to the core content areas as rapidly as possible. In addition, this program familiarizes the students with U.S. culture and schools and facilitates their adaptation to their new environment. Students with interrupted prior schooling may require specialized content instruction to develop basic skills needed for success in an SEI classroom in addition to ELD. This instruction is provided by a certificated teacher utilizing the students' native language as support and utilizing carefully scaffolded English language instruction.

**PROGRESS MONITORING FOR ELD AT THE HIGH SCHOOL**

Monitoring progress of the acquisition of English is essential. During each reporting period throughout the year, the WAHS site administrators, along with ELD Committee members, must ensure that monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English. Regular assessments that measure English language proficiency above and beyond curriculum embedded assessments, and those assessments included with the adopted curriculum – are administered regularly to all ELs. EL student development is monitored by using the following:

- ELPAC Scores
- Student work in core classes
- Internal Assessments
- Curriculum Embedded Assessments

The teacher and the Principal/ELD team will collaborate to review the student work at each grading period to ensure accurate and current information on the English language proficiency progress of students. Based on the student's progress, interventions are applied. These interventions can include additional ELD instruction, ELD tutoring, and other instructional supports to help the student quickly accelerate to the expected level of English proficiency.

These regular meetings serve to remind teachers of their students' status and progress toward the expected achievement benchmarks. While some of these data do not change over the school year, it is imperative that teachers review and monitor this information closely in order to intervene in a timely manner if adequate progress is not being made. Periodic walkthroughs by site administrators must be done to ensure that ELD instruction is occurring in each designated ELD classroom in the manner described in this document.

A Team will meet to review the progress of each EL who is not making adequate progress, according to the expectations outlined. The team includes the principal or designee, ELD coordinator, classroom teacher(s), and others, including specialist teachers, intervention teachers, or other personnel.

**ELD INSTRUCTION FOR HIGH SCHOOL STUDENTS (GRADES 9-12)**

WAHS offers a systematic program of ELD designed to meet the language needs of ELs at all proficiency levels. At the high school level, designated ELD instruction is provided in a semester course that is standards-based and progresses along a developmentally appropriate path. This course has clear expectations of which standards, forms, and features of the English language are taught at each level. In this way, the sequence of course objectives remains the same regardless of the curricular materials used. Offering ELD by semester allows multiple entry points to the program and opportunities for regrouping at a semester interval if a student demonstrates mastery of the learning objectives of the course.

**LONG-TERM ENGLISH LEARNERS, GRADES 9-12**

High school students who are LTELs – defined in LAUSD as those EL students who have completed five full years in U.S. schools (i.e., beginning their sixth year and beyond) without meeting the criteria for reclassification. Because the number and percent of LTELs is increasing in LAUSD and the nation as a whole, these students are of particular concern to WAHS and addressing their linguistic and academic needs is a clear priority. Underlying WAHS' new instructional program option for LTELs is the recognition that language development is more than literacy development and simply placing LTELs in a literacy intervention is insufficient. The needs of LTELs are different from those of newcomers and normatively developing ("on-track") ELs, and are also different from those of academically struggling native English speakers. LTELs in grades 9-12 need courses and interventions that are designed specifically for them. Additionally, there is a diversity of need within the LTEL population. Some students need more accelerated literacy instruction while others would benefit from more oral and academic language development. Multiple assessments are therefore essential to accurately diagnose the specific language supports to provide LTELs maximum benefit.

In determining the type of ELD course a LTEL requires, WAHS considers the student's educational history, the amount and quality of ELD the student has received, and the number of years in U.S. schools, all in order to determine the extent to which the student's performance is related to his/her level of ELD and/or literacy development. The CELDT/ELPAC will give basic information on the student's language proficiency. From there, teachers, Academic Deans and the EL Coordinator work together to determine the language courses that best meet the students' needs.

All LTELs in grades 9-12 are designated to an ELD Committee member, to monitor their academic progress. The Principal Designee who is the designated ELD coordinator monitors the LTEL's test results, goals for meeting grade level standards and reclassification. All LTEL students and their parents meet at least twice yearly with this designated administrator to review current language status, program placement, test results and goals for attaining reclassification criteria and accelerated academic progress targets.

Long Term English Learners have different needs as compared with other English Learners. LTELs have hit certain barriers that have prevented them from successfully progressing through language acquisition programs. Therefore, LTELs often need more individualized, targeted supports. Our ELD Coordinator along with our admin team will take the necessary time to carefully assess and strategically meet the unique needs of each LTEL student in the following ways:

- Use CELDT exam results to place LTEL students in appropriate courses based on their specific English listening, reading, writing, and speaking needs.
- Provide the following support classes for all English Learners, and take care to differentiate instruction for LTELs based on specific areas of need:
  - ELD 1 and 2 class taught by fully credentialed teacher, aided by use of Rosetta Stone with implementation of EDGE curriculum.
  - ELD 3 and ELD 4 class taught by ELD coordinator with a focus on active engagement, oral language, vocabulary acquisition, reading comprehension, and writing strategies. Also will implement EDGE curriculum.
- Place LTEL students in mainstream classes in order to provide ample opportunities for them to use English in academic settings and to communicate with peers. In doing this, we will take care to monitor their success and individually check in with them to ensure that they are effectively developing the literacy skills to fully engage in the content.
- Meet, engage, and train parents of LTELs in supporting their students' acquisition of literacy and language. Especially with LTELs we cannot assume that they are getting the necessary wraparound literacy supports (inside and outside of school) as English proficient students
- Provide explicit academic and literacy development across the curriculum (lessons designed around language objectives). Starting this semester, each department will be responsible for focusing on certain ELD standards that align with their core curriculum. Teachers will also be made aware of the various literacy proficiency levels and needs of each LTEL student so that they can provide these students with more intensive support
- Use Student Reading Inventory (SRI) assessment results (lexile levels) to identify specific literacy gaps that have accrued over the years of language instruction, and engage in targeted language and literacy development in order to close these gaps

- Monitoring of EL grades, with an emphasis on LTEL performance. Provide targeted interventions including tutoring, focused specifically on raising the literacy levels of LTELs
- Placement in Native Speakers classes (and AP classes) for Spanish to build academic confidence and pride. LTELs often have the need to first build proficiency in their home language before making substantial progress in English acquisition.
- Analyze effectiveness of student data and programs through the English Language Acquisition Committee (ELAC). Implement refinements to EL Support programs as needed to ensure that all students, but especially LTELs, in order to ensure that these students are steadily making progress towards their academic and literacy goals.

### **ELD FOR ENGLISH LEARNERS WITH DISABILITIES**

As with all English learners, ELs with an Individualized Education Program (IEP) are expected to make progress in English language proficiency and academic content mastery. To attain this, the instructional programs for ELs with IEPs will include ELD as a component of their core instruction, as well as access to core content using SDAIE.

ELD instruction is mandatory for all ELs, including those with IEPs. ELs with disabilities should receive ELD in the mainstream classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development.

The requirements for instructional time and grouping previously described apply to ELs with disabilities. The IEP team will decide placement of ELs with special needs based on individual student needs. At the IEP meeting, the team will discuss the instructional components that have been identified to meet the student's individual needs and monitor the student's progress in ELD. In order to determine whether a student is making adequate progress in ELD, the IEP team will use the ELD Portfolios. If the student is not making adequate ELD progress, the IEP team will review each of the four language domains and determine a present level of performance that identifies areas of strength, needs, and impact of disability for each domain, and identifies appropriate accommodations and modifications if applicable. The IEP team will also consider whether the student requires ELD interventions or other programmatic supports. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, accommodations, modifications, or interventions have not provided the student with sufficient support to make adequate progress, the team will consider whether the student should receive ELD in a special education setting.

When IEP teams determine that students should receive ELD through special education, the IEP team will develop language development goals for the student. IEP teams will review each of the four language domains, and determine a present level of performance that identifies areas of strength, needs, and impact of disability. IEP teams will develop appropriate goals based on the needs identified in the present level of performance appropriate for the student, and identify appropriate accommodations and modifications if applicable, and any ELD interventions as appropriate. In order to determine whether a student who receives ELD in a special education classroom setting is making adequate progress in ELD, the IEP team will use the ELD Portfolios and the student's progress toward meeting their IEP language development goals.

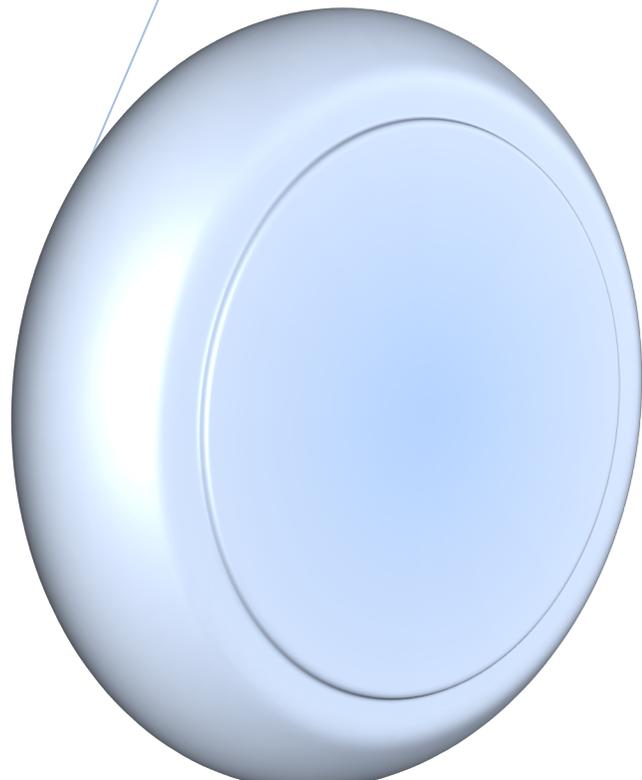
### **INTERVENTIONS TAILORED TO STUDENT NEED AT ALL GRADE LEVELS**

When ELs struggle, care must be taken to determine, as precisely as possible, the specific area of need and provide accelerated instruction to meet those needs. WAHS has many different support structures in place to meet the academic and linguistic needs of ELs who struggle. This supplemental instruction is **in addition** to the time allowed for core instruction.

In all interventions the curriculum addresses the student's specific learning needs and progress is carefully monitored and reported. All WAHS interventions have the following in common:

- Initial meeting with Student Success Team to discuss teacher concerns about the student's progress. The site will invite the parent/guardian to meet with the Team.
- In depth assessment to determine specific area(s) of need and instruction that targets those needs.
- Frequent progress monitoring to ensure the effectiveness any interventions.
- Systematic and explicit instruction with modeling, multiple examples and feedback
- Option of receiving different curriculum from the core program with increased time and intensity of instruction.

**SECTION 5**  
**PROFESSIONAL DEVELOPMENT FOR ELD**



**PROFESSIONAL DEVELOPMENT FOR ELD**

WAHS is committed to providing regular, ongoing professional development for all teachers on serving EL students, including the terms and implementation of this Master Plan. Our professional development plan gives emphasis to supporting all English Language Learners while supporting the academic success of all students. Our plan for Professional development encompasses a variety of trainings for Teaching Staff that is responsive to teachers needs for strategies and tools to make the core curriculum accessible to all students, with attention to the unique needs of English Language Learners. As a result of ongoing training and staff development, WAHS teachers and support staff will have the knowledge and cultural awareness to respond effectively to English Learners and their families. WAHS will also provide information regarding professional development trainings offered by The Los Angeles County Office of Education (LACOE).

**CERTIFICATED PROFESSIONAL DEVELOPMENT OPTIONS**

All instructional staff must receive ongoing professional development regarding the requirements of the Master Plan and their role in implementing it, including best practices in communicating EL student progress and areas of need to parents. (See professional development described below) The following specifies additional professional development options for certificated staff by role.

**Teachers**

WAHS offers regular workshops for teachers to learn and practice ELD strategies.

The goals are:

- To present new teaching strategies for ELD
- To provide background and theory on the importance of oral language development
- To learn strategies and activities that incorporate oral language in daily ELD instruction
- To learn how to monitor progress and to implement a process for effectively managing and using multiple sources of data to design instruction

**ELD Teachers at all Grade Levels**

ELD teachers are given the opportunity to attend summer trainings offered by WAHS, LAUSD, or LACOE each year. These trainings address current research and best practices. They also showcase the work of outstanding ELD teachers from WAHS who share lessons and strategies with their peers.

**ELD Coordinator (Principal Designee)**

WAHS understands that professional development requires ongoing coaching with opportunities for feedback and reflection for full implementation of new strategies and techniques. To be an effective coach/ELD coordinator requires skills beyond those of an effective classroom teacher. To support the investment WAHS makes in ELL support strategies, ELD Coordinators are required to attend district and county trainings so they are able to provide coaching support to teachers.

**Special Education Director**

The Director of Special Education is required to attend the WAHS workshop that focuses on the *English Learner Master Plan*, legal requirements for serving ELs, and the specific needs of ELs who learn differently. In addition to being an opportunity to gain new practices and strategies, this workshop allows the Director of Special Education to work collaboratively with teachers, and the ELD coordinator, to address the linguistic and academic needs of their students.

**Site Administrators and Academic Deans**

All site administrators are trained on the components of the Master Plan and observations of ELD classes using the ELD observation protocol. Administrators are trained in ways to support teachers who are struggling with ELD instruction and are made aware of the resources available to support teachers who are experiencing difficulty. Secondary administrators are taught grouping requirements for ELD. All administrators are trained in the minimum progress expectations by instructional program to allow them to monitor the effectiveness of programs at their sites.

**ENSURING ACCESS TO CORE ACADEMIC CONTENT**

As previously stated in the Guiding Principles for Instructional Services to ELs and SELs, all teachers are teachers of language and content. In Structured English Immersion and Mainstream English settings, core instruction occurs in English, with the use of SDAIE strategies and some primary language support as needed and feasible for newcomers during the ELD course.

**SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)**

SDAIE is a methodology (a set of specific strategies) centered around four elements—content, connections, comprehensibility, and interaction—and designed to make instruction comprehensible and grade-level academic content accessible for English learners. All teachers who provide content instruction in English at any grade level must use SDAIE methodology to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons. In addition, teachers need to consider the language needed to construct meaning and demonstrate acquisition of a concept/skill. For students who are at ELD levels 1-3 the teacher must incorporate the use of additional research based strategies, techniques and materials that will ensure comprehensibility, including primary language support as appropriate.

The primary purpose of SDAIE instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English-language arts, math, science, social studies, physical education, and the arts. A second goal of SDAIE instruction is to promote language development; particularly what is called academic language, or the language of the discipline. This is the essence of SDAIE instruction: Where use of the primary language is not possible, instruction is “sheltered” (or adjusted) in order to help students learn skills and concepts taught in a language they do not fully comprehend. ELs are provided with access to well-articulated, standards-based core curriculum via many different scaffolding techniques and strategies.

**THE SHELTERED CONTENT INSTRUCTION:**

At the high school level, Sheltered Content Instruction is used. This is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The model consists of eight interrelated components: Lesson Preparation; Building Background; Comprehensible Input; Strategies; Interaction; Practice/Application; Lesson Delivery; Review/Assessment.

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners. Research shows that when teachers fully implement sheltered content instruction, English learners' academic performance improves. In addition, teachers report that this model benefits all students, not just those who are learning English as an additional language. Sheltered content instruction also benefits students learning content through another language.

The key features of WAHS' sheltered content instruction are:

- Grade level appropriate common core standards equivalent to the non-sheltered instruction for each content area
- Emphasis on the key or essential standards
- Alternate assessments that allow students to demonstrate content mastery with minimal construct-irrelevant language interference; i.e. the language of the assessment minimizes interference with the student's ability to demonstrate knowledge of the subject
- Significant scaffolding of content
- Emphasis on language objectives in addition to content objectives
- Alternate materials that may present the content with a more accessible reading level and/or more visual supports
- Extensive student engagement strategies that allow students to practice using the language of the discipline in meaningful ways

In order to ensure access to core instruction is being implemented effectively at all grade levels, periodic walkthroughs by site administrators utilizing the Classroom Observation Tool and bi-weekly meetings with each department to review lesson planning and progress of focus students must be done to ensure that SDAIE instruction is occurring in each designated classroom where ELs are placed.

**PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS, ENGLISH LEARNER MASTER PLAN, AND EDUCATOR GROWTH AND DEVELOPMENT**

WAHS continues to provide professional development for effective the implementation of the Common Core State Standards.

Professional development will focus on:

1. Effective Instruction
2. EL Support
3. Common Core State Standards
4. Effective Assessments
5. Structured Collaboration
6. Student Centered Instruction

## **SECTION 6**

# **INSTRUCTIONAL PROGRAM FOR STANDARD ENGLISH LEARNERS**



## INSTRUCTIONAL PROGRAM FOR STANDARD ENGLISH LEARNERS

Standard English Learners (SELs) are those students for whom Standard English is not native and whose home language differs in structure and form from Standard and academic English. WAHS is committed to serving the needs of students not yet proficient in Standard or academic English.

## GUIDING PRINCIPLES FOR INSTRUCTIONAL SERVICES TO ELs AND SELs

WAHS commits to implementing the following guiding principles in all of its instructional services for ELs and SELs:

- Focused instruction for these students builds on their cultural and linguistic strengths, and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous and coherent.
- All teachers are teachers of both language and content.

## INSTRUCTIONAL GOALS

The goal of WAHS is that every student will receive quality, standards-based instruction in all content areas to enable them to graduate college prepared and career ready. Central to this goal is the acquisition of Standard American English and academic English and the Instructional Content Model. Additionally, all students are provided equitable and meaningful access to the core curriculum. Meaningful access is more than providing all students with the same instructional strategies and the same materials. If students are not able to comprehend those materials and learn through those strategies, they are effectively denied an equal opportunity to learn.

Key to effective education of SELs is first, properly identifying which students would benefit most directly from Mainstream English Language Development (MELD). MELD is a responsive instructional intervention that develops listening, speaking, reading, and writing skills in Standard and academic English. The purpose of MELD is to assure that SELs will have meaningful access to the core curriculum, post-secondary educational opportunities, and career options.

The MELD approach is linguistically responsive, in that it seeks to add Standard and academic English to the students' existing language repertoire. MELD accomplishes this additive approach by engaging in dual grammar study of the student's home language variety and target language (Standard English). This dual grammar study is referred to as contrastive analysis and has been shown by research to be effective in teaching Standard English.

Instruction for SELs is *additive, not subtractive*. That is, learning standard and academic English without a focus on eliminating children's home language. It is critical to note that once we understand that the child has a rule-governed language system, and then we realize that our objective is not to correct, but to facilitate the acquisition of this new language form. We move from language correction to second language acquisition, from language eradication to language addition.

Socio-cultural perspectives and attitudes need to be taken into consideration in educating SELs, particularly in middle and high school. Some SEL students approaching adolescence exhibit resistance to and/or skepticism about the value of learning Standard English. Some students may need support to learn that it is possible to acquire mastery of Standard English without rejecting the language used by their parents in the home. The students in these upper grades will need help in understanding that what is appropriate in one setting is not appropriate in another, so that they can shift easily and competently between varieties in different social contexts.

## DEFINING THE SEL POPULATION

The category and term SEL includes students that speak a nonstandard language variety as their primary language. This is why it is said that Standard English is not native to SELs.

SELs include students from the following groups:

- **African American students** who speak African American language variety or what is often referred to as African American Vernacular English (AAVE), a highly rule governed and widely studied linguistic system. African American students comprise about 8% of the student population at WAHS.

- **Mexican American or Chicano students** who speak Mexican American language variety or what is often referred to as Chicano English, a highly rule-governed and studied linguistic system. 90% of the students at WAHS identify themselves as Latino. 80% of the Latino population in L.A. County is of Mexican descent.
- **Hawaiian American students** who speak Hawaiian American language variety or what is referred to as Hawaiian Pidgin English, a highly rule-governed and widely studied linguistic system.
- **American Indian students** who speak American Indian Language or what is often referred to as American Indian English, a language variety which has unique linguistic features that have evolved over centuries of interaction between American Indians and European and other immigrants to the U.S. American Indian and Alaskan Native students comprise less than 2% of the students at WAHS.

### IDENTIFICATION OF SELs

Identification of SELs does not take place in the same manner as the identification of ELs. The identification of SELs is done for the purposes of intervention and not for the purposes of program placement.

### SCREENING

To identify a probable SEL, educators must engage in two different types of screening. The first screening is linguistic and the second is academic.

### ACADEMIC SCREENING

Teachers who identify students' use of non-standard English home language features and below proficient performance on standardized tests may identify students as probable SELs. SELs may perform at various levels on standardized achievement tests in reading, English-language arts, and mathematics. Limited proficiency in standard and academic English may contribute to lower academic performance on assessments given in Standard English, however educator's lack of understanding about the linguistic differences that SELs exhibit and possible negative attitudes towards these differences can often be an antecedent to academic failure.

To prevent adverse academic deficits from occurring, it is imperative that teachers understand linguistic differences as differences – and potential metalinguistic assets – not deficits. It is also important for teachers to engage in frequent progress monitoring and multi-tiered instructional support for SELs. Culturally and linguistically responsive interventions should be part of an effective pedagogical approach for SELs. The use of universal screening tools, periodic assessments, and formative and summative data are essential to developing an effective monitoring plan.

### CULTURALLY AND LINGUISTICALLY RESPONSIVE EDUCATION

Culturally and linguistically responsive teaching empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to impart knowledge and skills, and to change attitudes.

### DEFINITION AND PURPOSE

Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to and through* the strengths of these students. It is culturally validating and affirming. Along with improving academic achievement, these approaches to teaching are committed to helping students of color maintain identity and connections with their ethnic groups and communities. It helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride. Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization. Students that come from a cultural background that is different from the mainstream Anglo-centered culture encounter difficulties when the curriculum does not represent their history, culture, or background in any way, shape, or form.

There are four fundamental principles to keep in mind when considering the infusion of students' history and culture into the curriculum:

- Language is an integral part of one's identity and culture.
- The dignity of a person is not guaranteed unless the dignity of her or his people is preserved.
- The unique history, culture, and language of each student must be recognized and respected.
- Teaching methodology must accommodate the culture and language of the student.

The teacher must possess more than a cursory knowledge of the cultures (and their respective histories) represented in the classroom. Only then can real infusion take place, as opposed to the separate and supplemental "curriculum" that has characterized much of the attempts, at multicultural education.

#### **ENSURING ACCESS TO CORE ACADEMIC CONTENT**

Student mastery of content area subject matter is a primary objective of educators charged with facilitating the mastery of Standard English. Sheltered instruction, SDAIE, and Contrastive Analysis are strategies that facilitate meaningful access to the core.

#### **PROGRAM EVALUATION**

As with all instructional programs, WAHS is committed to an annual review of the effectiveness of our EL programs. The evaluation process focuses on the results from the English language arts and mathematics, and where possible, the results of common standards based assessments such as Local Periodic Assessments or Core K-12.

The results of the program evaluation will be shared with all stakeholder groups. Based on the results of the evaluation, modifications to the practices and professional development components will be made.

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## **SECTION 7**

# **FAMILY AND COMMUNITY INVOLVEMENT**



### FAMILY AND COMMUNITY INVOLVEMENT

From its inception, The Accelerated Schools have held firmly to the widely researched concept that parental involvement and engagement and is a leading factor in student success. WAHS strives to provide opportunities to families to be active and present in the daily life of the school as well as receive opportunities to gain insight into the teaching and learning process by strong partnerships between teachers and families. The school places a high emphasis on student attendance, readiness to learn, and active parent presence at the school. The school works to create a reciprocal relationship between families and the school to provide a particularly strong opportunity to support English Language learners and their families in this learning community.

### PARENT NOTIFICATION AND INVOLVEMENT

The following elements below describe the variety of ways that The Accelerated schools, which includes WAHS, strive to involve families of English language learners:

- Regular parent meetings where families meet in two key ways: Parents meet in small classroom groups with their child's teachers to receive information about grade level academic standards, their child's progress learning, classroom activities and ways to support learning at home. Translation is provided. Families gather for larger whole group presentations where text and or speaking points are translated. Topics that address school readiness, test preparation, healthy living, community safety and awareness, and parenting, provide families with tools to be successful in their home and school life.
- In addition to the above, at the high school level, parents meet once a semester with their child's academic dean/counselor to discuss academic progress and college readiness. If a student is struggling academically, parents meet with their child's academic dean/counselor once a month to discuss interventions, study skills, and other strategies to ensure academic success. Translation is provided. Families gather for larger whole group presentations with the academic dean/counselor and administrators where text and or speaking points are translated. Topics that address school readiness, test preparation, healthy living, community safety and awareness, and parenting, provide families with tools to be successful in their home and school life.

### ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

According to the California *Education Code*, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision-making councils nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs.

Because The Accelerated Schools have a particularly high number of English Language Learners, the schools will have an English Language Learner Advisory Council, which will include participation of parents of EL students as well as parents of all language groups in the school. The goal of this committee will be to ensure that the goals and objectives set forth for English Language Learners are met.

Parents who serve on the ELAC are elected by parents/guardians of EL and must make up at least the same percentage of the committee membership as their children represent of the student body. The minimum percentage of EL parents on the ELAC is fifty-one (51) percent. However, if the percentage of EL students at a school is greater than 51 percent, the percentage of EL parents on the ELAC must match or exceed the percentage of the school's total EL population. The table below provides simple illustrations of how to calculate the proportion of EL parents that must be on the ELAC.

School	Total EL School Population	Total Number of ELAC Members	Required Parent Composition
School A	25%	10	6 (minimum of 51% parents are required)
School B	79%	10	8
School C	52%	10	6

The ELAC is to meet regularly with the principal or designee to identify training topics needed to assist committee members in carrying out their legal responsibilities. The ELAC must make written recommendations to the School Site Council and/or Principal for each of the following legally required training topics:

1. Comprehensive information about the development and implementation of the Single Plan for Student Achievement (SPSA), including analyzing student data and making recommendations regarding the allocation of fiscal resources based on the identified needs
2. The design and development, content, purpose and results of a school-wide, comprehensive needs assessment
3. Data reported in the annual R-30 Language Census – EL, IFEP and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
4. Information regarding the attendance patterns and trends at the school; in addition to school and District attendance policies in order to understand the importance of regular school attendance

**NOTE:** Orientation and election meetings must be held in addition to regularly scheduled meetings. In the absence of a quorum, meetings are informational only and do not count toward the required number of meetings. No official actions may take place at such meetings.

#### **TRANSLATORS AND INTERPRETERS**

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement and engagement. All translation and interpretation services for parents are provided by staff.

Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). All written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes are done in both Spanish and English.

Oral communications with parents must be provided in the parent's primary language. Oral interpretation by staff is provided at all school meetings.

#### **REQUIRED PARENT NOTIFICATIONS**

WAHS provides written notification to parents of all EL students concerning the following:

- Initial identification
- Progress expectations for each grade level
- Reclassification criteria
- Graduation requirements

In addition, WAHS provides, as appropriate to the individual student, written notification of the following:

- Progress expectations in any area that are not met
- Criteria for reclassification that have not been met
- Interventions available at the school and their purpose
- Interventions provided
- Individual Graduation and Culmination Plan

Each school year parents of EL students are advised of their child's progress in ELD and core content areas on the regular student report card for their grade level. In addition, EL student progress toward meeting the minimum progress expectations for English learners is discussed at the secondary level on an annual basis through parent meetings with designated site staff.

# **SECTION 8**

## **STANDARDS, ASSESSMENT & ACCOUNTABILITY**



## STANDARDS, ASSESSMENT & ACCOUNTABILITY

As members of the school community at WAHS, all personnel, teachers, staff and administrators will be accountable for ensuring that EL Programs are optimally effective.

The WAHS School Site Council serves as the decision-making body and will conduct an annual evaluation of programs and services for English Language Learners. The evaluation process will focus on key questions that will be administered to staff, and parents in the form of a survey. An SSC meeting will focus on the analysis of these results and post recommendations for improvement.

The WAHS EL program will undergo Categorical Program Monitoring conducted by the CDE (California Department of Education). The CDE monitors each categorical program to make sure they are meeting all compliance requirements, including fiscal requirements. In preparation for this review, WAHS will develop ways to self-monitor the EL program with support of the SBC.

The monitoring process will establish high expectations for all students, promote full involvement of all stakeholders (administrators, teachers, parents, and students), involve guideline set forth by the CDE for Program monitoring under ESSA and ensure that program evaluation in an integral part of school improvement activities.

## PURPOSES OF EL PROGRAM MONITORING, EVALUATION AND ACCOUNTABILITY

WAHS is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and to hold itself accountable. EL program monitoring, evaluation, and accountability practices will address the following purposes:

- Monitor implementation of instructional program services, educator/stakeholder roles and duties, and administrative processes as defined in the *English Learner Master Plan*.
- Determine effectiveness of programs, services processes in promoting EL linguistic and academic success, and college and career readiness.
- Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system.
- Support continuous improvement in the implementation of instructional and support services, program designs and approaches, and administrative policies and processes, and identify needed modifications.
- Foster internal accountability of all educators and stakeholders for implementation, outcomes, and continuous improvement of both.

## EL PROGRAM GOALS AND RELATED EVALUATION QUESTIONS AND MEASURES

WAHS administrators will evaluate the following related to EL programs:

### Goal 1: Implement the *English Learner Master Plan* fully and consistently

The District will monitor the implementation of all EL programs, services, and processes to ensure that these are being delivered fully and consistently across the Consortium. Responsibility for monitoring implementation will reside with the EL Coordinator and school site administrators.

### Goal 2: Ensure steady progress toward and attainment of academic English language development per expected timeframes.

WAHS manages its expectations for ELD progress and attainment in alignment with California's related Title III AMAOs 1 and 2.

### Goal 3: Ensure steady progress toward and attainment of grade level academic proficiency per expected timeframes.

WAHS operationalizes its expectations for academic progress and attainment in alignment with California's performance expectations and empirically based research evidence for ambitious yet realistic progress by ELs acquiring the language in which they are being taught and assessed.

**Academic Proficiency:** Students completing five or more years of schooling will meet grade-level standards in core academic subjects as measured by proficiency on the:

- SBAC in English-Language Arts and Math
- Internal Assessments (e.g., Periodic Assessments, End of Course, Standards-Based Common Final Assessments)

**Academic Progress:** Students in the District will steadily progress toward meeting grade-level standards in core academic subjects as measured by the ELPAC, SBAC, and internal assessment data.

- Students will continue to progress toward internal growth targets

Academic progress will be supported and indicated during the year by:

- District Benchmark Assessments (CORE K-12),
- Standards-Based mid-semester reporting marks
- Other district assessments

**Goal 5: Decrease risks of linguistic and academic failure, low English language proficiency, grade retention, and dropping out.**

To decrease the failure of ELs in meeting linguistic and academic progress expectations, WAHS will collect, analyze, assess, and monitor key indicators of risk. The goal is to identify and address the root causes of these risks and thereby decrease them over time. This requires WAHS Staff to ensure that these data are consistently collected, accurately recorded in the SIS and regularly provided to all teachers of ELs. These data will be reviewed using WAHS protocols and provided to the Principal for coordinated data collection and response efforts.

EL student data to be collected include (but are not limited to): 1) absences; 2) suspensions (violent and nonviolent), 3) placement in strategic and intensive interventions, especially at beginning of grades 2, 5 and 8, 4) years in U.S./CA schools, 5) failing grades (D or F) received, especially in core academic courses and "gatekeeper" courses such as algebra, 6) grade retention, at any grade, 7) A-G course enrollment and completion rates, 8) "school experience" student survey responses, 9) dropout rate (using state's four-year cohort calculation method), 10) instructional program type, 11) length of time in program, 12) special education services received. When feasible, these data will be disaggregated and analyzed for all students identified as ELs, and for subgroups of ELs (e.g., ELs with fewer than five years) in U.S. schools; Long-Term ELs (ELs who have completed five or more years in U.S. schools), and RFEPs).

**Goal 6: Increase access to and participation in advanced academic program opportunities.**

WAHS will collect, assess, analyze, and monitor key indicators of access to and participation in advanced academic program opportunities. EL data to be collected include (but are not limited to): 1) enrollment and pass rates in Honors, Advanced Placement (AP) and early college courses, 2) participation in GATE and International Baccalaureate (IB) programs, 3) California Diploma Project Early Assessment Program (EAP) participation, 4) college information, such as, but not limited to, application, enrollment, enrollment without remediation, and completion (community colleges, California State University (CSU), University of California (UC)); 5) electives and extracurricular activities (e.g., debate, academic decathlon, clubs, drama, music, sports)

**Goal 7: Strengthen parent/guardian participation and engagement in students' academic development.**

The District will collect, assess, analyze, and monitor key indicators of parent/guardian participation and engagement in students' academic development. These indicators need to be discussed, revised as needed, and approved by the DELACs and school site ELACs. Possible indicators include: 1) attendance at parent/teacher conferences, 2) parent survey (e.g., School Experience Survey) response rates, and positive ratings, 3) "hits" to Integrated Student Information System (ISIS) Family Module URL, and 4) parent orientation to and consistent support for advanced academic opportunities

**Goal 8: Reduce disproportional referral to and identification of ELs for special education services.**

Similar to LAUSD, WAHS is continually working to improve the way ELs are referred to and identified for special education services. Trainings for Student Success Team (SST) members and special education staff are conducted regularly to ensure that ELs with disabilities are properly identified. This includes using WAHS identified screening and diagnostic instruments that assess the students' abilities in ways that are not confounded with English language proficiency. WAHS will collect data on the number and

percent of all students participating in specific special education services annually. These data will be examined as a function of the students' language status and their representation in the general population.

### EL PROGRAM EVALUATION QUESTIONS AND MEASURES, BY GOAL

WAHS will conduct an annual evaluation of programs and services for English Learners. At a minimum the District will annually report data on Goals 1, 2, 3; the percentage of EL students on track to reclassify based on the progress expectations and the percentage of LTELs who do not meet reclassification criteria. This data will be disaggregated by length of time in US schools (fewer than five years; completed five years). The District will evaluate and report data on goals 4-8 on a regular basis, using a prioritization system. Action research will be conducted to determine reasons for significant increases or decreases in achieving the program goals in order to compile best practices. In addition, throughout the year the EL Coordinator will use data to hold teachers and administrators schools accountable for improving student achievement for all students including English learners. The Principals and ELD Coordinator will meet at least three times a year to monitor progress of all students including ELs.

EL Program Goal	Evaluation Questions	Measures/Sources
1. Implement <i>English Learner Master Plan</i> fully and consistently across the consortium.	<ol style="list-style-type: none"> <li>1. Are Master Plan instructional programs fully and consistently implemented in ways that meet the needs of ELs?               <ol style="list-style-type: none"> <li>a. To what extent do teachers of ELs have the qualifications and capacities to address their ELs' linguistic and academic needs?</li> <li>b. Are all EL students provided instruction in ELD?</li> <li>c. Is ELD instruction that is provided to ELs of high quality?</li> <li>d. Are all EL students provided appropriately differentiated instruction (SDAIE) in all academic content areas?</li> <li>e. Are differentiated instructional practices that are provided to ELs of high-quality?</li> </ol> </li> </ol>	ELD Observation Tool <ul style="list-style-type: none"> <li>• SDAIE/Access to Core-Instructional/Observation Tool</li> <li>• CLAD/BCLAD credential roster &amp; Teacher Assignment data base</li> <li>• Secondary SIS EL student placement monitoring</li> <li>• For ELD: Research evidence-based guidelines (CDE, 2010)</li> </ul>
2. Ensure steady progress toward & attainment of academic ELD per expected timeframes.	<ol style="list-style-type: none"> <li>1. Are increasing percentages of ELs progressing in ELD a minimum of one level per year per state and federal expectations? (AMAO 1)</li> <li>2. Are increasing percentages of ELs attaining English language proficiency per state and federal expectations? (AMAO 2)</li> <li>3. Are ELs progressing on district benchmark assessments of ELD?</li> </ol>	CELDTs <ul style="list-style-type: none"> <li>• ELD periodic and progress monitoring assessments, <i>Core K-12</i> ELD items</li> <li>• Progress in meeting minimum benchmarks by instructional program</li> <li>• Rate at which secondary students who complete Advanced ELD meet criteria for reclassification</li> </ul>
3. Ensure steady progress toward & attainment of grade level Academic proficiency per Expected timeframes.	<ol style="list-style-type: none"> <li>1. Are EL students progressing academically per expectations?</li> <li>2. Are EL students attaining academic proficiency per expectations?</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Core K-12</i> Math and ELA periodic assessments</li> <li>• Course Grades</li> <li>• Consortium identified periodic and progress monitoring assessments</li> <li>• ELD assessments that have been customized by WAHS administrative staff</li> </ul>

		and teachers <ul style="list-style-type: none"> <li>Progress in meeting minimum benchmarks by instructional program</li> </ul>
4. Decrease risks of linguistic and academic failure, grade retention, and dropping out.	1. Are the key risk indicators for ELs Decreasing annually?	<ul style="list-style-type: none"> <li>Absences</li> <li>Suspensions (violent and nonviolent)</li> <li>Placement in strategic and intensive interventions</li> <li>Failing grades (D or F), esp. in core academic</li> <li>Grade retention</li> <li>A-G course enrollment and completion rates</li> <li>Dropout rates</li> <li>Special Ed services and participation rates</li> </ul>
5. Increase access to and participation in advanced academic program opportunities.	2. Are sufficient courses offered? 3. Is there an increase in the proportion of ELs completing advanced academic programs with a C or better? 4. Is there an increase in the number and percentage of students applying, attending and completing college? 5. Is there an increase in the number of ELs participating in and passing AP examinations?	Enrollment and pass rates in AP, and early college courses <ul style="list-style-type: none"> <li>California Diploma Project EAP participation</li> <li>College information/data: applications, enrollment, enrollment without remediation, and completion data (community colleges, CSU, UC)</li> <li>Participation in extracurricular activities (e.g., debate, academic decathlon, clubs, drama, music, sports, world languages)</li> </ul>
Strengthen parent/guardian participation and engagement in students' academic development.	What types of orientation and training opportunities are parents offered? 2. What measures are used to ensure that parents of ELs are knowledgeable about EL students' program placement and their academic progress? 3. To what extent are parents participating in and consistently supporting students' academic development?	Parent orientations/trainings offered and attended regarding <i>English Learner Master Plan</i> , EL instructional program options, advanced academic opportunities, ELAC <ul style="list-style-type: none"> <li>Attendance at and active participation in parent/ teacher conferences, ELAC meetings</li> <li>Parent survey (e.g., School Experience Survey) response rates, and positive ratings</li> <li>Evidence of consistent support for home/school partnership efforts</li> </ul>
Reduce disproportional referral to and identification of ELs for special education services.	1. What is the percent of students, disaggregated by language status (EO, IFEP, EL, RFEP), and how is it relative to their proportion of total population by: <ol style="list-style-type: none"> <li>special education status?</li> <li>specific special education program service?</li> <li>qualifying condition?</li> </ol> 2. In what grades are ELs being identified and placed into special	District special education statistics, by characteristics (special education status, service, qualifying condition, EL status, grade) <ul style="list-style-type: none"> <li>ELPAC scores</li> <li>Special Ed services and participation rates</li> <li>Random audit of IEPs of ELs to ensure access to all appropriate linguistic and academic services</li> </ul>

	education services? 3. Are ELs being referred to and placed in special education services appropriately? 4. What CELDT/ELPAC levels are ELs in at the time of their identification for special education services? 5. How long have students been at that ELD proficiency level during the time of referral?	
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### USING PROGRAM MONITORING AND EFFECTIVENESS INFORMATION TO IMPROVE IMPLEMENTATION AND STRENGTHEN PROGRAMS

To ensure that program implementation, monitoring and evaluation of program effectiveness leads to continuous improvement, administrators and staff at all levels will examine data.

#### Site Level Use

Site level personnel will review outcomes of EL and SEL student performance relative to expected linguistic and academic progress. In grade level or subject matter teams, they will discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion will include effective feedback to students, and the effective use of observational protocols (e.g., Teaching and Learning Framework rubrics, ELD observation tools, SDAIE/access to core instructional observation tools) as a way to continually strengthen instructional practice. Priorities for professional development will be identified, with support requested of the Leadership Committee, ELAC, and 9-12 administration.

#### ELD Committee will:

- Review outcomes of EL and SEL student performance relative to expected linguistic and academic progress. In grade level or subject matter teams, they will discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion will include effective feedback to students, and the effective use of observational protocols (e.g., Teaching and Learning Framework rubrics, ELD observation tools, SDAIE/access to core instructional observation tools) as a way to continually strengthen instructional practice. Priorities for professional development will be identified.
- Examine patterns of EL and SEL student performance relative to expected linguistic and academic progress, as well as findings regarding program implementation. Instructional leadership and EL leadership will together determine professional development and other program support priorities, and develop and provide PD and program support focusing on the needs identified by *English Learner Master Plan* monitoring and evaluation.

#### Administrators will:

- Review school EL program implementation and evaluation findings, and work ELD Committee members to identify key school-wide priorities for professional development, budget priorities and program support and, where necessary, program modification. If significant numbers of ELs are unable to meet reclassification criteria, the school will identify additional measures, including the development of additional courses if appropriate, to address this issue. Administrators will support the ELD Committee members in prioritizing and addressing key issues and areas of improvement identified by *English Learner Master Plan* monitoring/evaluation.
- Review findings of annual *English Learner Master Plan* monitoring/evaluation reports, and address issues of policy related to key issues and areas of improvement identified by Master Plan monitoring/evaluation.

## CONSORTIUM APPROACH TO PERFORMANCE MANAGEMENT

To ensure that monitoring program implementation and evaluating program effectiveness leads to continuous improvement, the following will be implemented:

The WAHS ELD Coordinator works very closely with the ELD team to ensure that all schools are meeting their performance target. The mission of the ELD Committee is to support WAHS' move from a culture of compliance to a culture of performance by using data to:

1. Identify specific, systemic issues and barriers
2. Highlight successful strategies and potential solutions; and
3. Empower the consortium of schools to make data based decisions to achieve WAHS' vision of preparing every student to be college-prepared and career ready.

WAHS has developed an action plan based on our consortium's data compiled for our Title III English Language Learner Self-Assessment, which serves as a scorecard to measure and to guide the performance of all schools. All staff members along with ELD Committee are asked to develop performance targets based on the consortium's action plan. The indicators center on the WAHS' goals:

- 100% Graduation
- Proficiency for All
- 100% Attendance
- Parent and Community Engagement
- School Safety

The metrics for performance include disaggregated data for LTEL students across the consortium and school level to monitor the decrease in the LTEL population over time, especially at the high school level. The ELD Committee/team meets with the principal at least three times a year to monitor student progress. The ELD Committee/team will meet monthly with the Principals who will examine whether English learner subgroups (EL, LTEL and RFEP) are meeting the minimum progress expectations for ELs that are set forth in the Master Plan. When the subgroups are not meeting the established expectations, the ELD Coordinators and Principals will assess whether these outcomes are the result of lack of implementation of any component of the Master Plan at the school and/or classroom level and if so, what steps are necessary to address the implementation concerns identified. The assessment will include information gained from walkthrough visits to ensure that ELD and SDAIE and/or primary language instruction and support are being delivered in the manner outlined in the Master Plan.

## SCHOOL PERFORMANCE FRAMEWORK - THE CA SCHOOLS DASHBOARD

The CA Schools Dashboard is used to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related. The overall goal of the Dashboard is to:

- Support and improve overall student learning and achievement
- Provide the most complete and comprehensive picture of how schools in LAUSD are performing
- Assist teachers and school site leaders in setting school goals that are aligned with the Single Plan for Student Achievement (SMART Goals)

The Dashboard will help the district determine how much students benefit from school and how schools differ in their ability to educate their students. The Dashboard is also a management tool that will help identify best practices across the district. The Dashboard is also designed to be a tool for families to effectively understand the quality of the schools in their neighborhood.

Under the CA Dashboard, each school receives a final performance classification on what is called the 5X5 Grid. The combination of five Status levels and the five Change levels result in 25 performance levels displayed in a five-by-five color table. Each of the 25 performance levels are represented by one of the five colors. The state goal for all state indicators is to reach the Green performance level. Any performance level below green indicates that improvement is needed.

For each state indicator, there are five Status levels and five Change levels:

- Very High (Blue)
- High (Green)
- Medium (Yellow)
- Low (Orange)
- Very Low (red)

An LEA, school, or student group's current year of data are used to assign a Status and Change level for each applicable indicator.

#### **ACCOUNTABILITY FOR IMPLEMENTATION OF INSTRUCTION**

In order to ensure accountability for implementing effective instructional services for ELs, WAHS specifies the following duties for which it will be held responsible:

##### **Teachers**

- Consistently implement with fidelity, the ELD curriculum as outlined in the *English Learner Master Plan*
- Provide instruction during core classes using research-based strategies. SDAIE methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development sessions
- Monitor student progress in ELD and Access to Core for progress towards minimum expected benchmark achievement
- Refer to ELD Committee for intervention when students do not make adequate progress; participate in ELD Committee/team processes and implement ELD Committee/team recommendations
- Maintain contact with the students' families and keep them apprised of their children's progress
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress towards learning language outcomes. System allows for tracking individual student growth over time and communication with parents
- Participate in maintaining records and in communicating with parents

##### **Site Administrators**

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through SDAIE methodologies
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Conduct regular classroom walkthroughs to ensure that ELD, sheltered content instruction, and SDAIE support are being delivered in the manner outlined in the *English Learner Master Plan*
- Evaluate program objectives and outcomes of all relevant staff
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Keep record of all walkthrough and reflection data
- Review placement of ELs in ELD instruction prior to the beginning of each semester and monthly, and correct any inconsistencies with the Master Plan
- Monitor the progress of RFEPs each reporting period and intervene as necessary
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE support
- Conduct monthly/semester ELD progress reviews with teachers to identify student progress and plan for acceleration and/or intervention according to evidence from data
- Ensure that SST meetings occur for all EL students who do not make adequate progress, and that ELD Committee/SST recommendations are fully implemented
- Ensure that interventions are designed and delivered consistent with the Master Plan

- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, and EL progress monitoring

#### **ELD Committee**

- Provide professional development and support to all stakeholders, which support the Master Plan program implementation. This may include but is not limited to:
  - Identification and placement of ELs
  - Effective ELD, SDAIE, and access to core methodologies and use of ELD Portfolios
  - Reclassification criteria process and procedures
  - Collaborate with teachers and principal to ensure that the professional development plan and intervention services are aligned with the SPSA and address the linguistic and academic needs of ELs
  - Conduct demonstration lessons and facilitate classroom observations to improve instruction for ELs
  - Facilitate grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction
  - Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons
  - Provide support to teachers and staff to improve student achievement and the learning of ELs and SELs
  - Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students

#### **Academic Deans/Counselors and Principal Designees**

- Ensure appropriate placement for ELs in the development of the Master Schedule
- Conduct monthly EL placement audits to ensure proper course placement and correct any inconsistencies
- Monitor the progress of RFEPs each reporting period and intervene as necessary
- Collaborate with EL Site Coordinator, parents, students and others to monitor ELs' progress toward reclassification and ensure appropriate student programming
- Collaborate with parents, students and others to monitor the progress of ELs toward meeting graduation and college admission requirements.
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Serve as individual designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students

#### **Director of Curriculum and Instruction**

- Evaluate District goals relative to District's Strategic Operating Plan, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability
- Report progress to The Accelerated School Board and to the public

### **MEETING STATE AND FEDERAL COMPLIANCE REQUIREMENTS**

#### **Authorization to Teach English Learners**

##### **TEACHER AUTHORIZATION**

Specialized knowledge is required to teach ELs. This requirement is met by completing coursework leading to a teaching credential with the appropriate authorization(s), or by passing exams approved by the California Commission on Teacher Credentialing (CTC).

The State issues two types of authorization that permit teachers to provide instruction to ELs: English Learner (EL) Authorization/CLAD Certificate and Bilingual Authorization/BCLAD.

WAHS requires all teachers, including out-of-classroom teacher positions, to possess an appropriate authorization to teach ELs in order to be eligible to receive an offer of employment or to continue in an existing assignment. An EL Authorization allows the teacher to provide instruction (ELD and SDAIE) to ELs.

## TEACHER MISASSIGNMENT

Teachers are assigned according to instructional program needs and established certification/authorization guidelines. Teachers who do not hold an appropriate authorization for their current assignments will receive notice from Human Resources informing them that completion of the required authorization is necessary. If not pursued and completed within established timelines, the teacher will be reassigned, displaced, or dismissed.

Teachers of EL students who do not hold approved authorizations and/or designations will be identified as misassigned according to the Williams Settlement and the State Assignment Monitoring Report. The misassignments are reported annually to the Board of Education, Los Angeles County Office of Education (LACOE) and the CTC.

K-12 teachers, coordinators and coaches who are unwilling to avail themselves of the steps necessary to obtain the appropriate authorization may be subject to issuance of an unsatisfactory service act, assignment to a paid-as-worked status, an unpaid suspension, and possible dismissal by the Board of Education.

## PARAPROFESSIONALS

The role of the bilingual paraprofessional is to provide instructional support to ELs to ensure access to the core curriculum. Paraprofessionals who provide instructional assistance are required to meet specific requirements, as outlined in District policy, in order to be hired or continue in an existing assignment. Additionally, paraprofessionals working with ELs must be bilingual in the language of the majority of students in order to provide primary language support during classroom instruction. Bilingual paraprofessionals must have been assessed by the Human Resources Department and the Administrative staff to determine level of fluency and literacy in both English and the primary language of the ELs they serve. Bilingual paraprofessionals must also be familiar with the cultural heritage of the ELs they serve. Paraprofessionals must meet the following requirements:

Paraprofessionals must be supervised by a highly qualified teacher at all times and provide reinforcement and support of the classroom instruction provided by the teacher. Lesson planning and delivery of instruction (e.g., ELD, primary language instruction) is the responsibility of the classroom teacher, not the paraprofessional. Paraprofessionals are assigned to classes according to the linguistic needs of the students, instructional program and the authorization of the teacher.

## ADMINISTRATOR AUTHORIZATION

All employees who apply for, or who are assigned to, entry-level K-12 certificated administrator positions must have completed two semester units each (a total of six semester units) of culture, language, and bilingual-ESL methodology or the equivalent. An entry-level position is defined as an employee's first assignment on the Salary Table, including an assignment in any Temporary Adviser classification. In the rare instance when a site administrator must be assigned without an EL authorization, intensive professional development on EL programs, services, and teaching strategies will be provided by the Consortium. Participation in this professional development is required.

## SCHOOL LEADERSHIP FRAMEWORK

The School Leadership Framework provides guiding principles which when implemented fully, will create schools that have a focus on improving EL instruction. The notable areas of the School Leadership Framework that address ELs include:

- **Supervision of Instruction:** This domain sets high expectations for school leaders to engage in ongoing and coherent guidance for implementation and continuous improvement of teaching and learning. Specific elements focus on assessment of pedagogical practices and building teacher effectiveness in supporting learning of all students, supporting culturally relevant and responsive pedagogy in response to diverse learners, and differentiation and intervention based on student need.
- **Culture of Learning:** School Leaders are responsible for creating culturally responsive environments, which support diverse groups of students and leading staff through self-awareness of understanding their own worldviews and how experiences shape their instructional practices.
- **Systems and Operations:** This domain requires that School Leaders appropriately budget based on student need; set goals based on student data; develop monitoring systems for student achievement; align resources appropriately, and comply with state, federal or District policies in regards to EL learners.

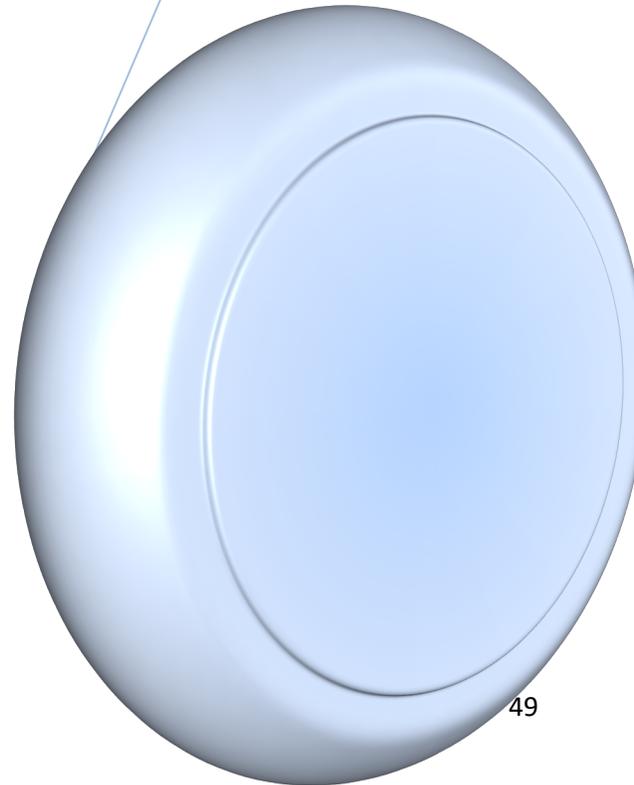
## TEACHING & LEARNING

WAHS has strong foundations in themes that are essential for EL achievement and based on the California Standards for the Teaching Profession. These themes are an overview of how the WAHS' Teaching & Learning design will help create strong instruction for EL students:

- **Equity:** WAHS has a commitment to equity: In an environment of respect, *all* students feel valued. When students are engaged in discussion, *all* students are invited and encouraged to participate. When feedback is provided, it is provided to all students. The Framework makes this a clear expectation for all teachers to appropriately support all of their EL students.
- **Cultural Competence:** WAHS works to address a teacher's need to know and respect their students' cultural backgrounds. The components of Demonstrating Knowledge of Students, Use of Appropriate Materials, and Communication with Families all specifically address best practices in EL instruction.
- **High Expectations & Cognitive Engagement:** High expectations and student cognition are reflected in many components of the teaching and learning that takes place at WAHS. For example, teachers set their instructional outcomes at a rigorous and challenging level, the culture for learning explicitly includes high expectations, and the questions posed are planned, thoughtful and aimed at high cognitive levels.

## **SECTION 9**

## **FUNDING**



**GENERAL FUNDS**

The school receives general funds to provide core curriculum and services to all students. It utilizes these general funds to ensure that every student, pre-school through grade 12, receives quality, standards-based instruction in all content areas to enable all students to graduate ready for college and career.

General funds are used to pay for core resources that include, but are not limited to, teacher and administrator salaries, state-adopted district-approved textbooks, and services such as transportation, facilities, library, and student meals.

General ADA funds are also used to support systems to evaluate program implementation and monitor student progress, provide English Learners with appropriate academic instruction, which includes but is not limited to textbooks, supplemental materials and services in the same ratios as native English speakers.

**CATEGORICAL FUNDS**

The school applies for supplemental categorical funds annually via the Consolidated Application. Categorical funds are granted to districts and schools for specific program purposes and are above and beyond the general funds used to support the core program. Supplemental funds are not used to replace, or supplant the core, base program and activities. Categorical funds allocated to support the English Learner Program must be: (1) used to assist ELs with acquiring English beyond the core ELD program and meeting Federal and State accountability requirements, (2) linked to EL need as measured by analysis of student data, and (3) directly aligned to the Single Plan for Student Achievement (SPSA).

In addition to general funds, Title III funds will be also used to provide instructional materials and resources for English Learners designed to help English learners better access the core curriculum, meet state curriculum standards while becoming proficient in Academic English Language. Title III provides supplemental funding to enhance ELD programs and to enhance access to core in order to assist ELs in attaining English proficiency. These funds will be used toward professional development for teachers to build competency in meeting the unique needs and supports required of English Learners.

Categorical funds received by WAHS are used to supplement and not supplant general funds to support the delivery of effective instruction for English Learners.

Those supplemental supports include, but are not limited to the following.

- Professional development focusing on English Learners
- Supplemental instructional materials for English Learners
- Bilingual paraprofessionals for focused classroom instruction
- Parental education

In addition to categorical funds received specifically for English Learners, other identified funding sources include the following:

- Title I - to meet the academic needs and narrow the educational achievement gap for socioeconomically disadvantaged students, including ELs.
- YPI

To reach the goal of accelerating student achievement rates, the District has established the following instructional priorities for Title I programs:

- Provide effective, research-based professional development
- Provide support for at-risk students, including ELs, with social and emotional behaviors
- Promote personalization via reduced student-to-teacher ratio and reduced student-to counselor ratio
- Provide supplemental materials for targeted interventions
- Build effective school, family and community partnerships

**BUDGET PROCESS FOR FUNDS DEDICATED TO ENGLISH LEARNERS**

The budget at a school site is spent based on the needs of the student population as identified through achievement data analysis and the annual needs assessment. Title III budgets are spent based on the District's program priorities, meeting the needs of the EL population, as determined by student data and the identified needs of the instructional programs.

State supplemental funds must be allocated before federal Title III funds. Title III funds must not be used to fund any state mandated activity for ELs such as ELAC work. The purpose is to provide the additional support ELs need to develop proficiency in English and master the core content required of all students in California.

The budget process must be followed with regard to Title III funds. The SSC and ELAC Committees will have opportunities to review the budget development process and provide recommendations on how to best use these funds to meet the needs of ELs.

The SPSA requires schools to monitor school programs annually through comprehensive needs assessments and program evaluation results. The data on monitoring and assessment findings must include examination and disaggregation of ELs and be aligned with Title III accountabilities. All expenditures must be documented on a Budget Justification Page, which must clearly show evidence of how the programs funded are directly tied to the goals of the SPSA. If the expenditure is not described and justified in the current SPSA, then an *update page* must be inserted in the existing plan.

It is important that the budget process be followed dutifully to ensure transparency of expenditures for all stakeholders. The budget process is a safeguard to ensure all schools are compliant in spending EL designated funds to maximize the impact of the supplemental services for ELs. Categorical funds cannot be used to supplant general funds expenditures, or to serve students who are not identified as ELs or former ELs.

#### **MONITORING EL CATEGORICAL EXPENDITURES**

Monitoring of funds helps guide the appropriate and effective use of allocated resources to ensure adherence to established District, State and Federal program mandates.

The District and schools are held accountable for using categorical funds appropriately through the annual Single Audit, as required by the California Education Code. Expenditures are also monitored annually by District categorical and fiscal staff. If Title III funds are expended inappropriately and contrary to District, state, and federal guidelines, schools will be required to reimburse the misused program funds out of the school's unrestricted general funds. The District's goal is to ensure fiscal responsibility, foster budget transparency, and maximize the use of EL categorical funds to supplement the core program for ELs.

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