English Learner Master Plan

Contents

Acknowledgements

Davis Joint Unified School District's English Learner Master Plan was developed with the dedicated effort and collaboration of DJSD's teachers, administrators and support staff.

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Chapter 1 Guiding Principles and Process for Developing the Master Plan

The development of DJUSD's Master Plan for English learners comes at an exciting time when the State of California has raised awareness of *all* students' right to a basic education. This includes English learners' meaningful access to grade level standards. Research on learning an additional language provides rich resources in instructional methodology and the English Language Development Standards, adopted in 2012. The California 2030 and the English Learner Roadmap both published in 2018 highlight the value of students' diverse heritages and multilingual contributions to society. Each of these advances reflect the collaboration of many stakeholders, and, as such, DJUSD's Master Plan for English Learners is part of a larger movement to meet multilingual students' right to a meaningful education.

DJUSD's English Learner Master Plan is rooted in the work of colleagues statewide and developed by the shared effort of teachers and parents locally. It represents a culmination of many conversations examining the question, "How does our organization function to facilitate meaningful education for multilingual students?" Our plan could not have been developed without staff and parent stakeholders discussing our own values, principles and priorities, and what we know to be best-practice for students. This is a living document, with chapters that provide the structure for continued growth and revision.

Chapter 1 articulates DJUSD's vision, mission and principles that guide our work planning instruction and programming for multilingual students. This chapter explains the process for developing our master plan, including the integral contributions of stakeholders and our timeline. Included is an overview of chapters, to help readers navigate the document. It introduces our district process for growth, defining a Multi-Tiered System of Support (MTSS). Lastly, this chapter summarizes our goals that will be readdressed in Chapter 8, looking more closely at organizational sustainability and growth.

Organization of Chapter 1

Vision
Mission
Guiding Principles
Contributions of Stakeholders
Timeline for Developing the EL Master Plan
Overview of Chapters
District Process for Growth: Multi-tiered System of Support
Overview of Goals

Vision

To ignite a love of learning and equip each student with the knowledge, skills, character and well-being to thrive and contribute to an evolving and increasingly connected world.

Mission

DJUSD teams of educators work collaboratively to ensure this vision is realized for our students learning English as an additional language.

Guiding Principles

As a district community, we value:

1. Culturally Sustaining and Strengths-Based Education
    We value students' backgrounds, cultures & languages. We build upon these assets. We cultivate positive attitudes among students toward their own and others' diverse identities.

2. Needs-Responsive Approaches
    We address the variety of needs of our English learners and their families. We actively engage with families to support students' academic, social, and emotional development. We provide an environment where students feel safe and supported.

3. Bilingualism and Biliteracy
    We value bilingualism and biliteracy in our society. We support opportunities for students to learn content and language skills in two or more languages. We encourage families to continue developing their child's primary language skills.

4. Rigor and Equity
    We engage English learners in academically rich and developmentally appropriate learning experiences. We provide English learners with equitable access to a standards-based and culturally relevant curriculum.

5. Shared Responsibility and Collaboration
    We have a system of leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners. We work together and collectively share responsibility for educating and monitoring the progress of English learners.
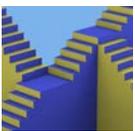
6. Alignment and Coherence
    We provide English learners with a coherent, articulated, and aligned set of practices and pathways throughout their entire education. We foster skills, language, literacy, and knowledge that students need for college- and career-readiness.

In synthesis, DJUSD's priorities are student centered. We're dedicated to closing opportunity and achievement gaps, utilizing best practices of instruction and an equity lens. Our organizational efficacy is grounded in our collaborative culture. The following images illustrate some of the dialogue between parents and staff about our principles and vision.

We are student centered.
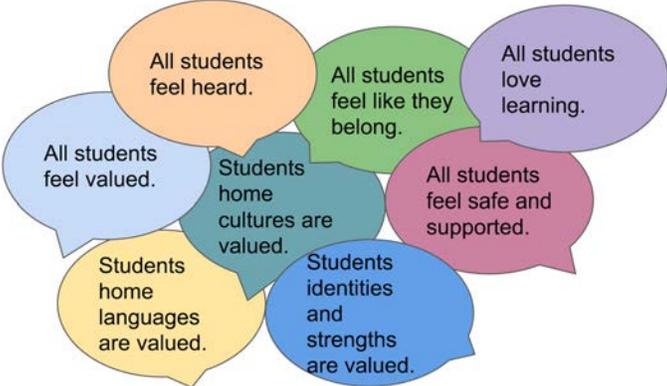
We are working to close opportunity and achievement gaps.

We are a collaborative culture.

Contributions of Stakeholders

The development of DJUSD's English Learner Master plan has been and will continue to be a collaborative process into the future. As new policy and guiding documents are put forth by the state of California, our district facilitates collaboration with staff across sites to plan for cohesive and strategic implementation and build upon the specific needs of students at each site. This includes monthly collaborations with English Learner (EL) specialists and coordinators, as we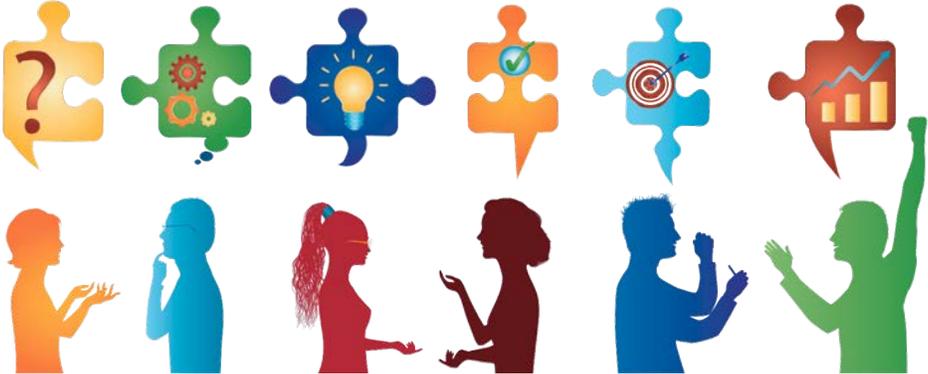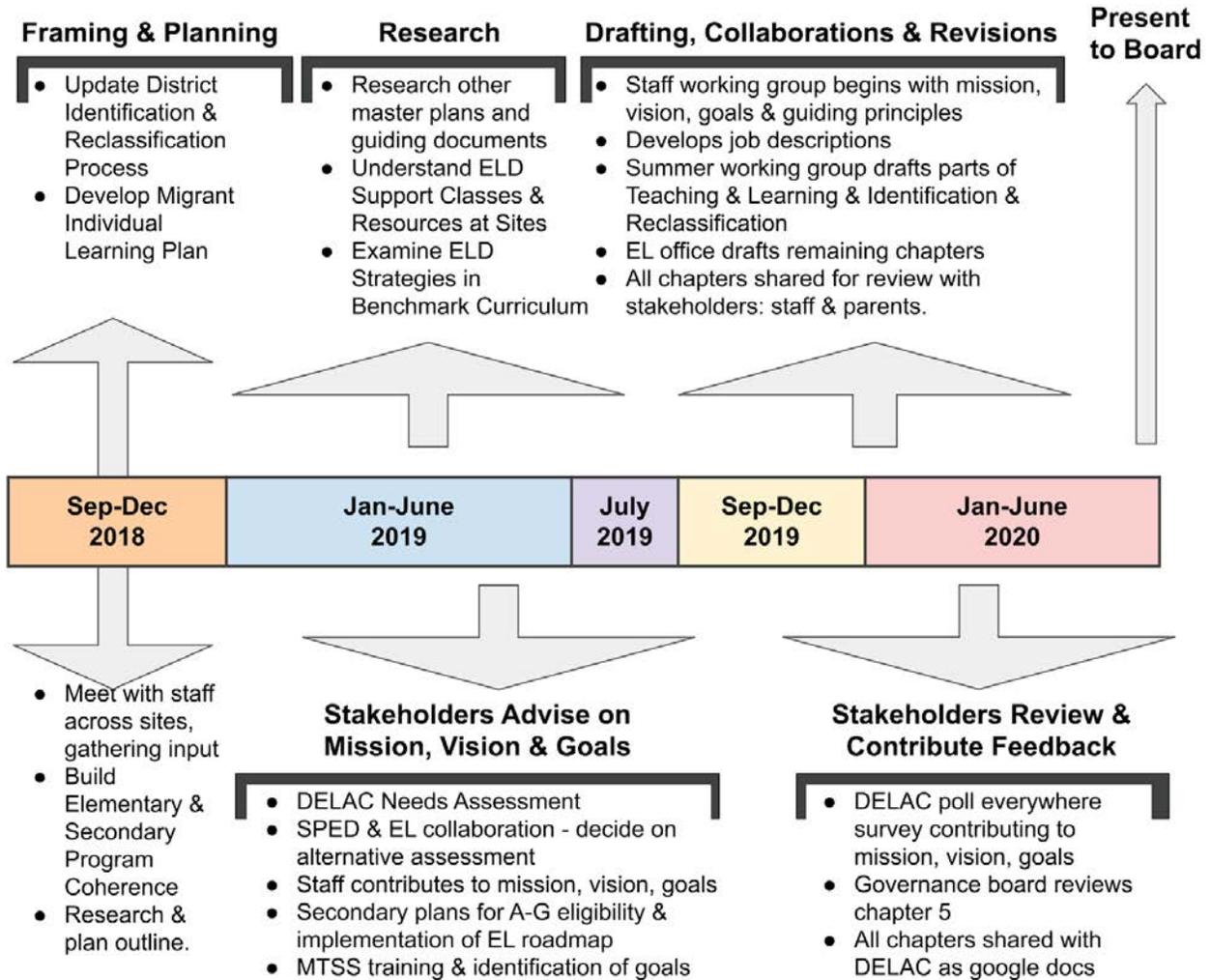ll as staff from diverse areas: counselors, special education, and administrative leadership and paraprofessionals. The program updates that took place in the Fall of 2018, and the formative collaborations during the 2018-2019 school year, culminated with a working group of EL specialists drafting the guiding principles (June 2019) and chapters on Learning and Teaching (5) and Identification and Classification (6) in (July 2019). This master plan is a "living document" that will continue to be updated as new policies arise at the state and district level.

Parents' direct knowledge of their children's needs as well as parents' involvement in site and district advisory committees have been extremely valuable to the development of the EL Master Plan. Site principals, EL specialists and coordinators involved parent members of site-based English Learner Advisory Committees (ELAC) in the analysis of School Needs Assessments and in providing feedback on School Plans for Student Achievement. Parent representatives from each school site brought their perspectives and findings to our District English Learner Advisory Committee (DELAC), where parents gave voice to their hopes, wishes and priorities for English Learner programming. The District-Wide Needs Assessment (January 2019) and DELAC discussions from the school year contributed to the vision, mission and goals drafted by EL staff.

Drafts of the EL master plan were shared with staff, parents and community members via Google documents during DELAC and school governance meetings October 2019 through June 2020. We would like to thank everyone who contributed to the master plan, as staff and parent feedback has helped form an active working document, and one that we feel holds integrity with our values as a community committed to realizing the potential we see in our multilingual students.

The English Learner Master Plan that is being presented to our Board of Trustees and to our community is intended to be the foundation for a continuous live document. Annually, we plan for staff and DELAC to discuss program priorities and adaptations as part of our District Wide Needs Assessment, so that our English Learner Master Plan is continually updated with California state policy and reflects the changing needs of students and sites. DJUSD is committed to leading with exemplary programming and this involves a model for continuous improvement.

Timeline for Developing the EL Master Plan

Framing & Planning

- Update District Identification & Reclassification Process
- Develop Migrant Individual Learning Plan

Research

- Research other master plans and guiding documents
- Understand ELD Support Classes & Resources at Sites
- Examine ELD Strategies in Benchmark Curriculum

Drafting, Collaborations & Revisions

- Staff working group begins with mission, vision, goals & guiding principles
- Develops job descriptions
- Summer working group drafts parts of Teaching & Learning & Identification & Reclassification
- EL office drafts remaining chapters
- All chapters shared for review with stakeholders: staff & parents.

Present to Board

Sep-Dec 2018	Jan-June 2019	July 2019	Sep-Dec 2019	Jan-June 2020

- Meet with staff across sites, gathering input
- Build Elementary & Secondary Program Coherence
- Research & plan outline.

Stakeholders Advise on Mission, Vision & Goals

- DELAC Needs Assessment
- SPED & EL collaboration - decide on alternative assessment
- Staff contributes to mission, vision, goals
- Secondary plans for A-G eligibility & implementation of EL roadmap
- MTSS training & identification of goals

Stakeholders Review & Contribute Feedback

- DELAC poll everywhere survey contributing to mission, vision, goals
- Governance board reviews chapter 5
- All chapters shared with DELAC as google docs

Overview of Chapters

(1) **Guiding Principles and Process for Developing the Master Plan**

This chapter articulates DJUSD's vision, mission and guiding principles as developed through the collaboration of staff and parent stakeholders. Many people contributed to the development of the master plan and this chapter describes that process. Also, this chapter introduces the district's process for organizational growth, which will be explained in more detail in chapter 8. Lastly, the chapter concludes with an overview of our district goals and priorities.
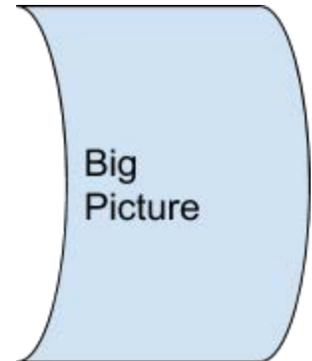
(2) **Historical Context and Resources**

This chapter grounds current practice in historical context, noting key court cases, policy changes and the publication of standards and guiding documents that have paved the way for current best practices in EL programming.

Big Picture

(3) **Introductions to our Community**

This chapter introduces new families and staff to shared partnership between multilingual parents and staff. Parents are given information about options for becoming involved and invited to participate in school governance. DJUSD's Parent and Family Engagement Policy is included. The concept of "at-promise" students is introduced and language and culture are defined as assets. Staff may look to this chapter to understand the rich diversity in DJUSD's student population, a breakdown of variables among students learning English as an additional language, and how this informs student centered programming.
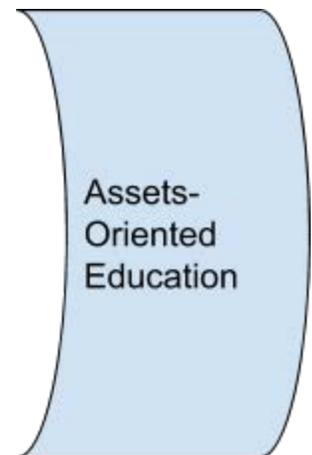
(4) **Assets-Oriented Student Pathways**

This chapter describes kindergarten to college or career trajectories, with information about opportunities and resources along the way. It explains our focus on students that is assets-oriented and needs-responsive. Here readers will find information about Spanish language programming, the CA State Seal of Biliteracy and the DJUSD Graduate Profile.

Assets-Oriented Education

(5) **Plan for Learning and Teaching:**
How do Students Learn an Additional Language?

This chapter discusses research on how students learn additional languages and describes how teachers provide relevant instruction to all students. Here are details about what first best instruction looks like, with information about ELD standards, integrated and designated ELD, and methods for scaffolding academic language. Lastly this chapter summarizes DJUSD's structure for ongoing systematic professional learning.

Learning & Teaching

(6)   ## Identification and Reclassification

This chapter describes how and why the state of California designates students as English Learners. Here parents and staff will find a flowchart of the process, with detailed information about each step from identification to reclassification. Included are information about assessments, legal information about parent notification, and criteria for reclassification.


State Policy & Protocol
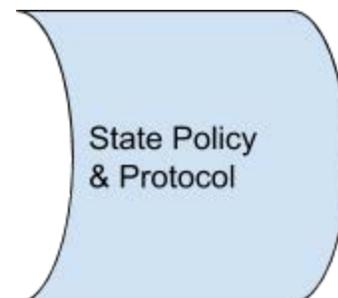
(7)   ## Plan for Monitoring Student Progress

This chapter describes DJUSD's multi-tiered system of support (MTSS), a system of collaboration that ensures no student will fall through the cracks. MTSS teams regularly look at student data, plan coordinated interventions and exit students' from interventions as soon as students have shown growth in goal areas. This chapter addresses how the district closely monitors students in specific groups including reclassified students, long-term English Learners, migrant students as well as students with special needs.

Organization & Systems
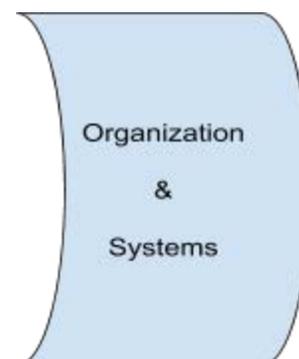
(8)   ## Organizational Sustainability and Growth

This chapter describes our district system-conditions that support effectiveness. Specifically, this chapter will describe how DJUSD uses a Multi-Tiered System of Support (MTSS) to increase alignment and coherence across sites, including guidelines for school needs assessments and plans for student achievement. The chapter will give an overview of goals, priorities, and timelines, including methods of program evaluation and systems for continued organizational growth.

District Process for Growth: Multi-Tiered System of Support

Davis Joint Unified School District is in year one of developing a coordinated district wide system that builds alignment and is directly focused on differentiated student support. The state of California recognizes the importance of organizational efficacy, as articulated in the publication of the English Learner Roadmap, a guiding document that names "System Conditions that Support Effectiveness" and "Alignment and Articulation Within and Across Systems" as two of its leading principles. Multi-Tiered System of Support (MTSS) is an organizational model known for being best-practice for this type of organizational growth and recommended by the state of California.

MTSS is the organizing structure for how DJUSD staff work together in a shared focus of supporting students. As such it is structurally integral to many components of DJUSD's English Learner Master Plan, and is included in our introduction. Full implementation of MTSS typically takes 4-6 years. DJUSD began MTSS training in the spring of 2019. During the 2019-2020 academic year, staff across the district agreed on 3 focus areas, and school sites began developing teams and practices for implementing MTSS. As an ongoing process of developing systems, DJUSD is supporting schools in their capacity to systematically analyze student data, and connect students to needed and adaptive services.

[Video Overview of MTSS (3 minutes)](#)

How does MTSS work?

At every school site, grade level teams collaborate to look at student data and share in the responsibility of providing students with interventions as needed. For example, all the second grade teachers, in collaboration with a literacy specialist look at student assessments together and depending on need may develop differentiated literacy groups provided by all the teachers on the grade level team. Literacy groups are held at a common time, allowing for flexible grouping. Teachers can easily move a student from one group to another, as students' needs change. Grade level collaboration is routine, scheduled formally twice monthly, but occurring informally between classes on an on-going basis.

School sites also bring together an MTSS leadership team, including the principal, counselor, EL specialist/coordinator, literacy teacher, as well as several grade level (elementary) or content area (secondary) teachers. The MTSS team looks at whole school student data every 6-8 weeks, or three times per year. Annually and in collaboration with the English Learner Advisory Committee, they do a site based needs assessment, and develop a Site Plan for Student Achievement. Together they decide what student data to look at and plan interventions. This entails identifying flags that signal when students need interventions, and benchmarks that determine when students are ready to exit interventions.

A basic premise of MTSS is to build a solid foundation, articulating the instruction and support that is given to *all* students. This is called Tier I and includes both academic and social emotional instruction. Tier I also includes English Language Development, (both integrated and designated), as this support is essential for supporting all English Learners' right to a basic education, amplifying students' access to grade level content standards.

Next teachers develop interventions that may be utilized when students need additional levels of support. Tier II interventions typically serve groups of students, such as a friendship building group provided by the school counselor, or a phonemic-awareness group for third graders. Tier III interventions are more individualized, drawn upon when students have received all the resources of Tiers I and II, yet are not thriving academically or socially. It's important to remember that interventions are leveled, not students. An individual student may be successful in most capacities with Tier I support, but benefit from Tier II or III support in one or two areas and for a temporary period of time. The goal of Tier II and III support is to support students in being successful with Tier I instruction, whenever possible.

Levels of Intervention

Individualized and intensive interventions.

Targeted interventions, often utilized by groups of students.

First best instruction and support provided to *all* students, including English Language Development, academic instruction, and social emotional support.

http://www.gobles.org/learning-for-all
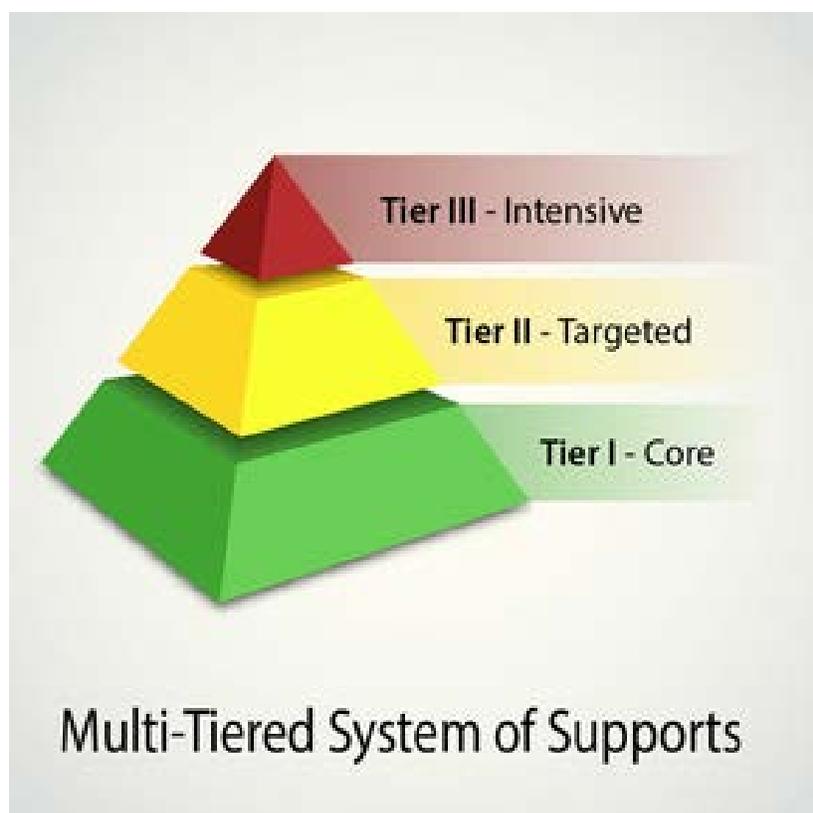
MTSS Works Through Cycles of Inquiry

The collaboration meetings scheduled for grade level teams, school site MTSS leadership teams, as well as district teams ensure ongoing organizational growth. Regularly teams look at data, plan or revise interventions, implement changes and reflect on the efficacy of implementation. Educators call this an inquiry cycle as depicted by the image below. At a larger scale, schools move through an annual cycle of inquiry, conducting a school wide needs assessment, and using this data to inform the development of school plans for student achievement. At the district level, MTSS goes through similar cycles of inquiry as part of annual program evaluation and every three years taking a fresh look at the Local Control Accountability Plan.
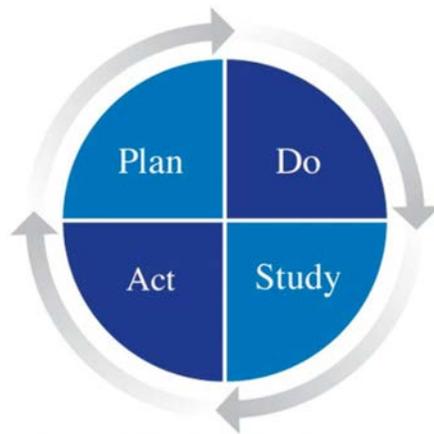
Source: Placer County of Education MTSS Training 5-13-19

MTSS Alignment of Goals and Resources

MTSS uses organizational planning that aligns goals and resources. For example, when setting goals, sites begin with goals for students, followed by questions of how teachers, the site and the district will support students in meeting these goals. The following table is a resource sites use when developing goals. Similarly, the English Learner Master Plan identifies goals for students, sites and teachers, and goals for our organizational system. Measures for each of these goal areas are further discussed in Chapter 8 Organizational Sustainability and Growth.

What support do **students** need from teachers?	What support do **teachers** need from their school site?	What support do school **sites** need from the district office?	What **resources** and funding would be best utilized to support these needs and goals?

This method for organizational planning is characteristic of a Multi Tiered System of Support (MTSS) model.

Overview of English Learner Program Goals

Goals for Students	Goals for Sites and Teachers	Goals for Organizational System and Resources
1. **EL students love learning.** They feel valued, safe and supported. Students' home cultures and languages are valued. Students are supported in realizing their capacity in all areas of the graduate student profile.	MTSS teams work towards social/emotional goals, building on students' strengths and supporting students' needs. School sites practice student-centered and culturally sustaining pedagogies. Teachers develop relationships with students that facilitate meaningful learning.	Principle 1 of the EL Roadmap: We are Assets-Oriented and Needs-Responsive. MTSS is focusing on Social Emotional Learning (SEL) as a top priority across the district. The district's current culturally sustaining priority has been expanding the Spanish heritage language program to junior high.
2. **EL students make efficient progress in English Language Development.** They reach English proficiency and effectively utilize academic language.	Daily designated ELD is effectively planned and implemented for all students. MTSS teams monitor EL student progress, differentiate instruction, and plan for efficient reclassification.	The district facilitates monthly collaboration with EL specialists & coordinators. The team discusses measures for monitoring student progress, building site capacity and implementing best practices.
3. **EL students fully and meaningfully access and participate in all content areas, and work towards mastery of grade level standards.** At the high school level, students succeed at A-G college eligibility courses.	All teachers use integrated ELD and provide a variety of resources to amplify curricula and engage students. MTSS teams monitor student progress and plan for differentiation. The EL specialist or coordinator and principal support site in building capacity with best practices. Counselors carefully manage scheduling.	The district offers regular systemic professional learning through monthly collaboration with EL specialists and coordinators and MTSS teams. High quality curricula and resources are provided. The district aims to increase integration of ELD standards within English literacy, Social Studies, Science and Math instruction.
4. **Close Opportunity Gaps:** Every student will have equal opportunity to participate in all programs, curricula and extracurriculars. Every student will be supported in accessing grade-level content, regardless of level of proficiency.	School site MTSS teams look at CAASPP data, and qualitative data provided by the English Language Advisory Committee on student groups' academic performance and participation in extracurricular programming, to identify opportunity and achievement gaps, and plan recommended changes.	The district provides a framework and training for site based needs assessments. This data is accumulated into a district wide needs assessment. Data is reviewed with an equity lens by the English Learner Department and DELAC. The district plans actions for closing gaps as detailed by the LCAP.
5. **Actively involve parents of English Learners**. Families are welcomed and included in school-wide events. Parents of English learners are actively involved as advisories at the school site and district level.	School sites actively encourage parent participation, make connections to build relationships with parents, and provide translation when helpful. The English Learner Advisory Committee provides a community wherein parents give input on the school wide needs assessment and school plan for student achievement.	The district provides a framework and training for school sites and district English Learner Advisory Committees (ELAC and DELAC). The district encourages sites to use the English Learner Toolkit which looks at parent involvement as part of the site based needs assessment.

Chapter 2 Historical Context and Resources

California embraces bilingualism and cultural diversity and has put forth policy and guiding documents that affirm students who are learning English as an additional language in their basic right to public education. Students have the right to meaningfully access core curricula, meet challenging grade-level Common Core State Standards, and receive English Language instruction. Rooted in the civil rights movement of the 1960s, California led the way in developing English Language Development standards and policy that advocate for multilingual students. This chapter gives a brief overview of the historical context in which DJUSD has taken a leading role in bilingual programming. Here we will introduce the guiding documents that supported the local development of our English Learner Master Plan and continue to be useful resources to parents, teachers and staff.

"What resources inform DJUSD's development of English Learner programming?"

> *"What basis do the Common Core State Standards have in English Learner programming?"*

"When did DJUSD begin offering bilingual programming?"'

> *"What are the principles of California's English Learner Roadmap?"*

> *"How does DJUSD's English Learner Master Plan support implementation of California's EL Roadmap?"*

Organization of Chapter 2

California English Learner Roadmap

Unanimously adopted by the California State Board of Education, the California English Learner (EL) Roadmap Policy is a call to action for educators across California, providing direction to districts planning for meaningful access to learning and multilingualism. The Roadmap illustrates the historical context in which education was affirmed as a civil right. Students learning English as an additional language have a right to meaningfully engage in the same academic content as their peers. California's EL Roadmap refers readers to key court cases and legislation that have paved the way for current policy. Students learning English as an additional language must be able to meet the same challenging grade-level college readiness standards as all students, as defined by California's Common Core State Standards.

The development of California's EL Roadmap includes several documents, available on [Californians Together](#) website. A [Palm Card](#) in brochure form gives a visual overview of four overarching principles of the EL Roadmap: (1) Assets Oriented and Needs Responsive Education; (2) Intellectual Quality of Instruction and Meaningful Access; (3) System Conditions that Support Effectiveness; and (4) Alignment and Articulation within and across Systems. Californians Together developed [Teacher Toolkits](#) to accompany the EL Roadmap and support schools in implementation of these principles. The Toolkits are differentiated by school level and provide schools with a qualitative rubric that can be used to facilitate reflective growth and inform school Needs Assessments. The EL Roadmap [Guide](#), written by Dr. Kenji Hakuta with input from the English Learner Roadmap Workgroup in cooperation with the California Department of Education (CDE), provides a historical foundation and explanation of the EL Roadmap policy guidelines. The EL Roadmap Guide is useful for understanding how policy for the education of students learning English as an additional language is grounded in the United State's civil rights history. The following timeline is intended as a visual to accompany the guide's historical overview.

Timeline of Policy and Key Cases Affecting English Learners
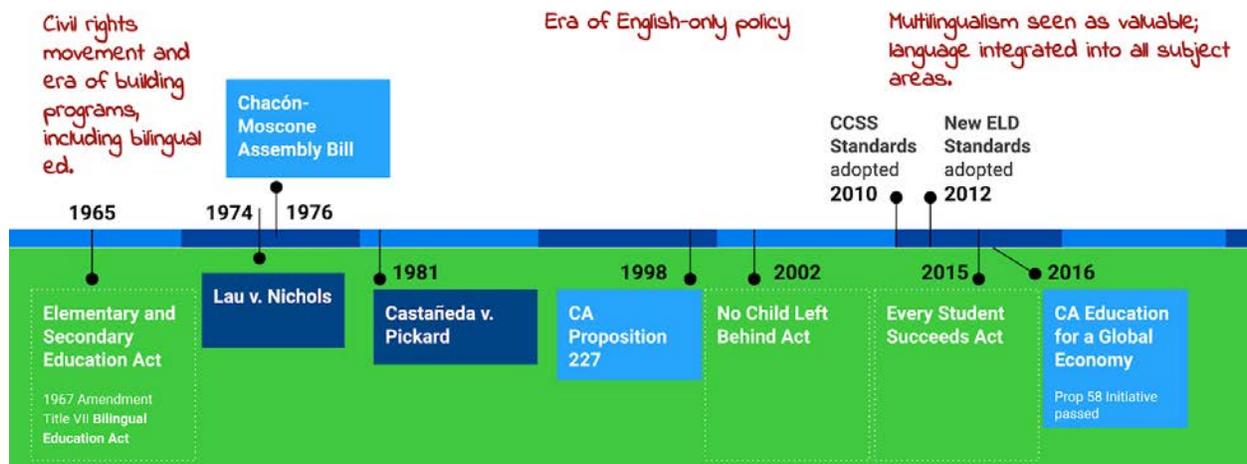
DJUSD's Leadership in Bilingual Programming

In 1982, DJUSD opened its first Spanish Immersion program, beginning with one kindergarten/first grade combination classroom; today over 620 students are enrolled in K-6. The Spanish Immersion program offers students the opportunity to become bilingual, biliterate and bicultural. This vision and high demand to develop students' bilingual capacities and foster multiculturalism, prompted DJUSD to further expand the program to primary grades at Marguerite Montgomery Elementary (MME).

In March of 2018, the DJUSD Board of Education voted to transition MME to a full Two-Way Bilingual Immersion program K-6 by 2023, incrementally phasing out the English Only program. This was in full alignment with the district's goals of providing a 21st century education for students, closing the achievement gap for English Learners, and commitment to expanding world language opportunities for students throughout the district. The transition also represented a proactive response to new state policies and initiatives aimed at increasing bilingual opportunity, highlighted in California's English Learner Roadmap, California's EdGE Initiative, and Global 2030.

Resources Developed in the Last 10 Years

Over the last ten years, we have seen shifts in policy and guidance. Since 2010, the state of California has put forth multiple documents that delineate the importance of educating students learning English as an additional language in preparation for college and career and developing students' multilingual capacities.

The adoption of the Common Core State Standards elevated the importance of developing academic language in all subject areas as a core skill for college readiness. Drawing on the collaborations of educators nationally and current research on how people learn, the Common

Core State Standards set the stage for the development of the new English Language Arts and English Language Development Framework (ELA/ELD Framework). Dr. Laurie Olsen, a leader in the field of English learner education, explains how the Common Core State Standards were foundational to the implementation of evidence-based practice and language acquisition as defined in the ELA/ELD Framework, shared by Olsen in video mini-lectures, "ELD Then and Now" (published by Power School Learning in their Blueprints for Effective Leadership and Instruction for our English Learners' Future).

2019 English Learner Toolkit of Strategies published by CCSESA

2019 CA Guide for ELs with Disabilities published

2018 Global California 2030 initiative published

2018 CA English Learner Roadmap Guide & Palm Card published

2017 CA English Learner Roadmap Policy adopted

2014 ELA/ELD Framework adopted

2012 New CA ELD Standards adopted

2010 Common Core State Standards adopted

2002 First CA ELD Standards adopted
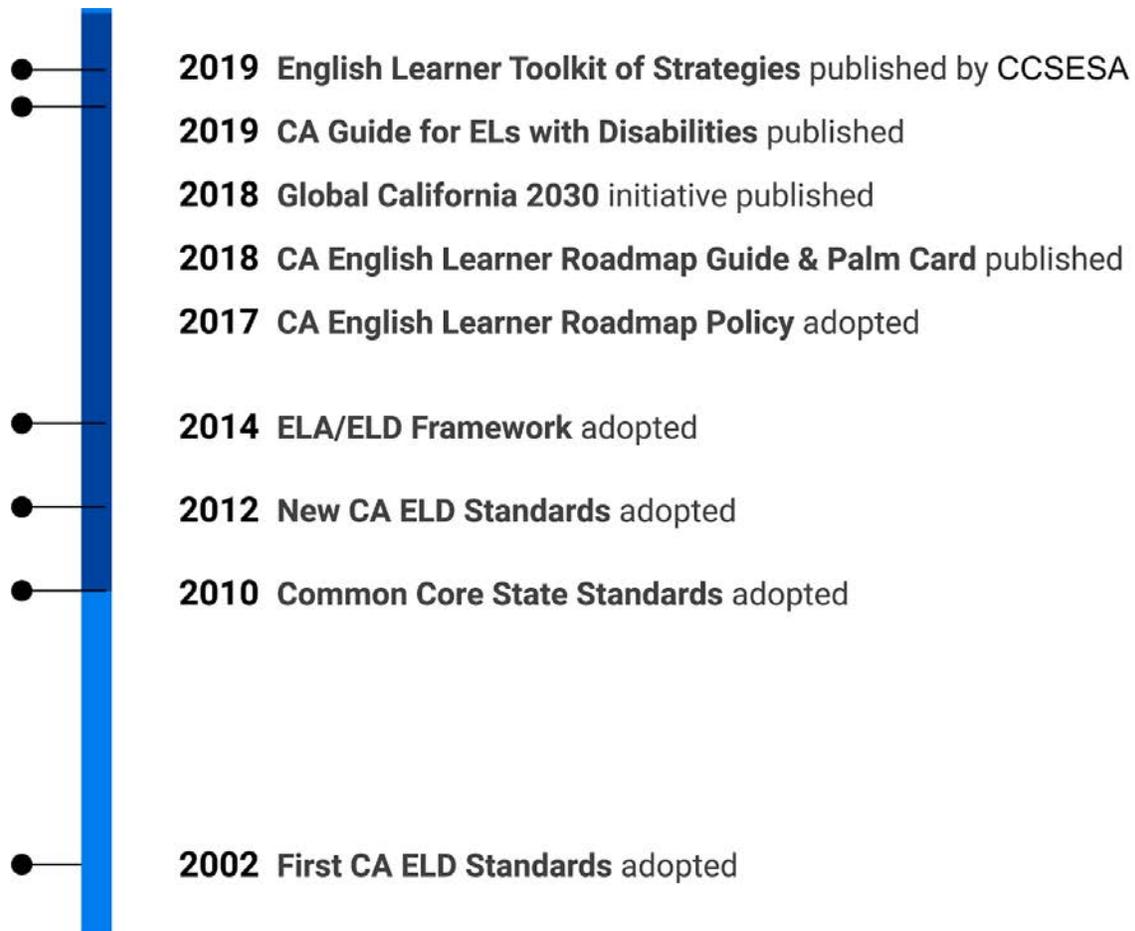
California's Adoption of College and Career Readiness Standards

In 2010, California adopted the Common Core State Standards in English Language Arts and Mathematics. Building on new research about how people learn, the English Language Arts standards emphasized that language would be taught across disciplines. This was in congruence with the CCSS Math practice standards that specified students would use language to construct arguments and make sense of problems. In 2013, the Next Generation Science

Standards also asked students to use language functions to communicate, interpret, explain, and question.

The following diagram illustrates how language was introduced as an essential tool for each discipline, and likewise how language instruction within disciplines would be critical for students' overall academic language development.
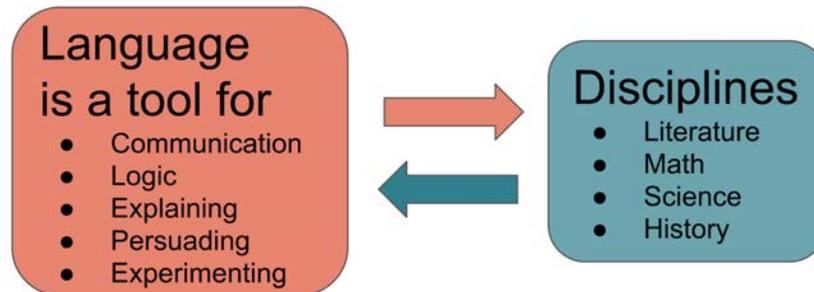
California's Instructional Resources for English Learner Programming

In 2012, California adopted new English Language Development (ELD) Standards which asserted that students learning English as an additional language would be taught at grade level with their peers. Building on the 2010 Common Core State Standards, the ELD standards reiterated that the development of academic language would involve students' effective use of language within each discipline.

This shift would require significant changes in instructional practice. Language instruction for English learners could not be delegated to a language teacher. Rather, teachers of all subjects would need to support students' development of English language within each subject. California developed a English Language Arts / English Language Development Framework (ELA/ELD Framework) in 2014, elaborating on the Common Core State Standards with tools for integrating language into disciplinary study.

Instructional resources continue to be developed, such as California County Superintendents' Educational Services Association's (CCSESA) English Learner Toolkit of Strategies, and the California Practitioners' Guide to Educating English Learners with Disabilities, both published in 2019. Chapter 5 will draw from these standards and instructional resources, laying out DJUSD's plan for learning and teaching, providing examples of how DJUSD teachers provide students learning English as an additional language with meaningful engagement in grade level standards.

California Policy for Multilingual Education

In 2016, Californians voted to pass proposition 58, the California Education for a Global Economy. This legislation outlined parents' rights to request dual language programs and reversed restrictions on bilingual programming that had been in place since proposition 227.

The state of California has built on proposition 58 with clear guiding documents that support multi-lingual programming, including the [Global California 2030 initiative](#), published by State Superintendent of Public Instruction, Tom Torlarkson, in 2018. The initiative aims to increase the number of students who attain the State Seal of Biliteracy (explained in DJUSD's EL Master Plan, Chapter 4), increase the number of dual immersion schools and augment bilingual teacher preparation programs.

DJUSD is committed to increasing the multi-lingual capacity of our students, both by supporting secondary students in achieving California's State Seal of Biliteracy, and in strengthening our bilingual programming in Spanish and English, especially for heritage speakers. As identified in student outcome data, one of DJUSD's greatest opportunity gaps is flagged by the relatively low percentage of Latino students who have graduated high school having met California State University and University of California course requirements. Of highest importance is to promote the academic promise of Latino students in DJUSD, both with the academic rigor at every grade-level, and by supporting students' dual academic language development.

DJUSD's Development of an English Learner Master Plan

DJUSD's English Learner Master Plan outlines how we implement guidelines issued in California state policy and instructional resources as described above. The following section will synthesize overarching principles raised by the referenced guiding documents, explaining how DJUSD integrated these principles into the development of our English Learner Master Plan.

California's English Learner Roadmap articulates a vision of alignment across California in programming that supports English learners in accessing their constitutional right to a meaningful education. DJUSD's EL Master Plan describes how we implement and ensure students' basic right to grade-level academic content and efficient instruction in English.

The Common Core State Standards draw attention to college preparedness and the integration of language into every discipline. California's ELA/ELD Framework provides instructional resources for implementation of integrated language and content instruction. California's ELD Standards describes how students will use language. DJUSD's EL Master Plan explains how teachers provide English learners with conceptually rich language instruction and meaningful participation in grade-level disciplinary content in Chapter 5, "Learning and Teaching." Academic language in each discipline and college preparedness are structured into our comprehensive educational plan for students learning English as an additional language.

California's Global 2030 initiative and the English Learner Roadmap elevate the importance of biliteracy as a valued part of students' preparedness for a global, diverse, twenty-first century world. DJUSD's EL Master Plan speaks to language as an asset in Chapter 3, dual language programming in Chapters 4 and 5, and support for students attaining California's State Seal of Biliteracy in Chapter 4.

All of the themes synthesized in the guiding documents described above coalesce in California's English Learner Roadmap. Given the position of the EL Roadmap for providing leadership in EL programming and alignment across California, the following section will articulate how DJUSD's EL Master Plan aligns with California's EL Roadmap. Below we will describe each of the four principles of California's EL Roadmap and how each principle influenced the development of the DJUSD EL Master Plan.

How DJUSD's EL Master Plan Aligns with California's EL Roadmap

1. **Assets-Oriented and Needs Responsive Schools**

   Principle 1 of the EL Roadmap affirms the importance of assets-oriented and needs-responsive schools for the education of students learning English as an additional language. It states that "Schools are responsive to students' strengths, needs and identities and support the social-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships" (Palm Card).

   These values of the EL Roadmap underly Chapter 3 of DJUSD's EL Master Plan, "Introductions to our Community," and Chapter 4, "Assets-Oriented Student Pathways." Chapter 3 welcomes families and shares information about family and school partnerships. Together we build communities that are safe, inclusive and affirming.

   Chapter 4, "Assets-Oriented Student Pathways," frames *how* DJUSD plans for assets-oriented and needs-responsive education. It describes our student centered approach, and our focus on building relationships that support students' social-emotional and academic development. Chapter 4 answers the question, "How do we build on individual students' strengths and needs to support their growth?" Both chapters 3 and 4 address how DJUSD builds on language and cultures as assets in student education.

2. **Intellectual Quality of Instruction and Meaningful Access**
   Principle 2 of the EL Roadmap asserts the right of students learning English as an additional language to meaningfully engage in a basic education and meet intellectually challenging grade-level standards as defined by California's Common Core State Standards. The EL Roadmap states that "English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency…. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages" (Palm Card).

DJUSD addresses our plan for intellectual quality of instruction and meaningful access in Chapter 5 of the EL Master Plan, "Learning and Teaching." Here we explain how teachers support students in meaningfully accessing the full curriculum. DJUSD's EL Master Plan introduces the English Language Development Standards and defines integrated and designated English Language Development (ELD). It describes DJUSD's educational mindset for high expectations, engaging students in rigorous curricula and developing their capacities as critical thinkers. Chapter 5 describes DJUSD's dual language programs that support bilingual/biliterate opportunities in Spanish and English. Chapter 5 discusses important links between language, culture and meaningful access to education.

3. **System Conditions that Support Effectiveness**

Principle 3 of the EL Roadmap highlights the system conditions that are necessary for effective English Learner programming. It states that, "Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement." (Palm Card) At the district and school levels, principle 3 speaks to how districts work organizationally. Californians Together EL Roadmap Teacher Toolkit illustrates how, "The school system functions to support implementation of the curriculum, instruction, school climate and culture described in Principles #1 and #2" (Olsen & Hernandez 2019; Middle School Teacher Toolkit).

How DJUSD functions as an organization is the topic of Chapter 8 of the EL Master Plan, "Organizational Sustainability and Growth." Chapter 8 discusses how DJUSD works together to define and meet goals, monitor progress and work towards continual growth. Chapter 8 is the culmination of many components of our educational plan, addressed in earlier chapters. Chapter 1 introduces our structural model for growth, Multi-Tiered System of Support (MTSS). How MTSS integrates school and district continual growth is addressed in Chapter 8. Chapter 3 "Introductions to our Community" discusses our system for involving parents in school and district planning. Chapter 4, "Assets-Oriented Student Pathways," addresses district wide procedures for student centered programming. Chapter 5, "Learning and Teaching," introduces our systemic plan for professional learning. Chapter 6, "Identification and Reclassification" explains protocol defined by the state for identification, designation and reclassification of English learner students. Chapter 7, "Plan for Monitoring Student Progress," describes alignment of DJUSD's district wide Multi-Tiered System of Support (MTSS). Collectively, these chapters speak to DJUSD's plan of responsiveness to the strengths and needs of students learning English as an additional language, our systems for evidence-based implementation, and concludes with Chapter 8 that describes our plan for continual growth and student success.

4. **Alignment and Articulation Within and Across Systems**

Principle 4 of the EL Roadmap speaks to the importance of alignment and articulation in structuring cohesive learning experiences for students learning English as an additional language. As stated in Californians Together [Middle School Teacher Toolkit](#), "English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments and continuing through to reclassification, graduation and higher education. Teachers collaborate across departments and grade levels to ensure articulation and consistency in supporting English learners. There is coherence in how ELD and biliteracy pathways are delivered across the system."

DJUSD works towards alignment across district systems and therefore Principle 4 of the EL Roadmap is relevant to several chapters of DJUSD's EL Master Plan. Chapter 3, "Introductions to our Community" aligns parent and family engagement practices with state regulations designed to ensure the inclusion of English learner families. Chapter 4, "Assets-Oriented Student Pathways," describes how our assets-oriented and needs-responsive approach to education shapes college and career ready pathways for students learning English as an additional language. Chapter 5, "Learning and Teaching," articulates alignment of California's ELD Standards, ELA/ELD Framework, and DJUSD teachers' instructional practice. Chapter 6, "Identification and Reclassification," specifies DJUSD's protocol for designation and reclassification that are in alignment with California policy. Chapter 7, "Plan for Monitoring Student Progress," explains how teachers work collaboratively to provide cohesion and safety nets in student monitoring. Chapter 8 defines DJUSD's system for continual growth that integrates processes of monitoring English learner student progress and school Needs Assessments with district wide continual growth. By integrating English learner programming into district-wide structures, DJUSD's implementation of principle 4 of the English Learner Roadmap is intended to foster a collaborative culture where all staff are dedicated to the education of students learning English as an additional language.

Conclusion

Chapter 2 of DJUSD's EL Master Plan situates DJUSD's English Learner Master Plan in our current history. It traces themes that are part of DJUSD programming for English learners to a larger community of practice, defined in the instructional resources and state policy. Highlighted by these guiding documents are the tenants that language is integrated into all disciplines. College preparation is achieved through scaffolds that give English learners access to challenging Common Core State Standards. All teachers support students' efficient English language acquisition and provide meaningful access to grade-level instruction.

In reflection, these guiding documents affirm the importance of a culture of collaboration and shared responsibility among educators. Every teacher in DJUSD is a teacher of students

learning English as an additional language, and every teacher contributes to the linguistic, academic and social-emotional development of students. Together DJUSD educators work closely with English learners, making possible their basic right to education and endeavoring to fulfill DJUSD's mission, to ignite a love of learning and equip each student with the knowledge, skills, character and well-being to thrive and contribute to an evolving and increasingly connected world.

Chapter 3 Community and Introductions

Family and Community Engagement and Connections

Davis, like California and the rest of the nation, is rich in diversity and benefits greatly from it. Our schools are located in a community with diverse languages, cultures, and beliefs, due to the presence of University of California at Davis and proximity to the Sacramento Valley, the Bay Area and Silicon Valley. DJUSD is grateful for the exchange and collaboration we share as a community and district. This chapter introduces our diverse community of families with students learning English as an additional language. DJUSD emphasizes the importance of holding an assets-oriented mindset which frames our understanding of students and structures for parent involvement. This chapter includes information about variables in English Learner profiles, parents' rights and resources, opportunities for parent participation involvement, and principle 1 of California's English Learner Roadmap.

"What languages are spoken in DJUSD?"

"How many students are learning English as an additional language in DJUSD?"

"Who are the students learning English in our community? Who are 'at-promise' students?"

"What are the variables among students learning English as an additional language?"

"How can parents and families be involved in their child's education?"

"Why does DJUSD emphasize inclusivity and assets-oriented education in our board approved goals?"

"What are parents' rights and resources?"

Organization of Chapter 3

California's English Learner Roadmap

CA calls for Assets-Oriented Education, in principle 1 of the English Learner Roadmap, "Assets-Oriented and Needs-Responsive Schools." This chapter of DJUSD's EL Master Plan will introduce assets-oriented education.

> **"Schools are responsive to different EL strengths, needs, and iden   es and support the socio-emo   onal health and development of English learners. Programs value and build upon the cultural and linguis   c assets students bring to their educa   on in safe and affirming school climates. Educators value and build strong family, community and school partnerships."**
> **Principle 1 of CA's EL Roadmap**

California's EL Roadmap Principle 1 "Assets-Oriented and Needs-Responsive Schools" includes four elements introduced in this chapter:
- Language and Culture as Assets
- There is no single EL Profile
- School climates and campuses are affirming, inclusive and safe
- Schools value and build strong Family and School Partnerships

We All Belong: Safe and Welcoming Schools For All

On February 2, 2017, the Davis School Board approved a resolution providing a clear and transparent statement that DJUSD shall be a place where all students, employees and families feel welcome and safe regardless of their immigration status, race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression. More information about the We All Belong resolution can be found online. This chapter invites families of students learning English as an additional language to become partners in students' education.

How many students are part of English Learner programming at DJUSD?

Over fifteen hundred students are currently receiving English Learner services in DJUSD, or have gained English proficiency and exited English Learner programming. When students become proficient in English, their designation changes from English Learner (EL) to Reclassified Fluent English Proficient (RFEP). DJUSD's English Learner department continues

to monitor RFEP students' academic progress for four years. The chart below shows numbers of English Learners and RFEP students over the last six years.

DJUSD English Learner and Reclassified Students
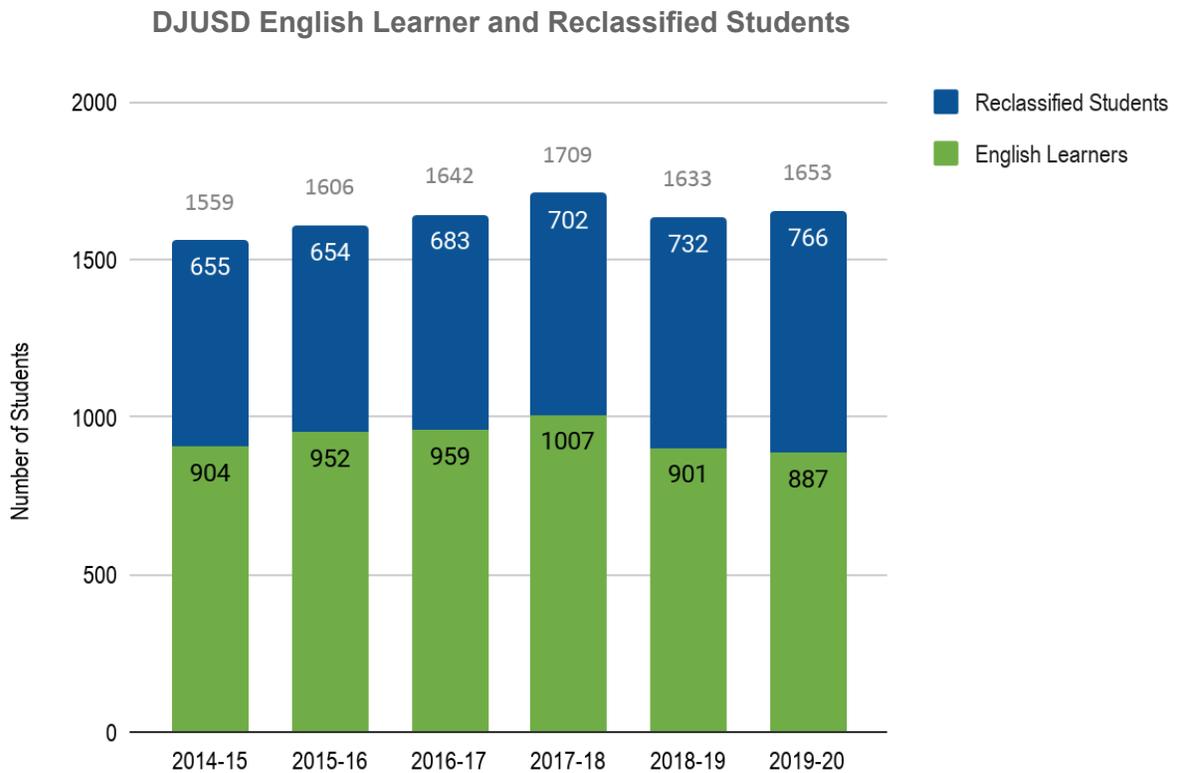
Who are the Students Learning English in our DJUSD Community?

Students learning English as an additional language represent all of the rich diversity found in any group of people. Some are born in the United States and some are born internationally; some families are situated with many resources and some families experience transitions and may need to re-establish resources with each transition; some find academic learning comes easily and some may have an identified learning disability. All English learners have individual talents and all have areas for growth.

All students developing English as an additional language are developing multilingual capacities. With these multilingual capacities, students have the potential to contribute to the community of Davis schools and the world at large.

When discussed with parents at a District English Language Advisory Committee (DELAC), parents introduced themselves and their children in these ways:

"We are parents who are graduate students"

"We are visitors to the USA."

"We return to Davis every Spring through Fall to do temporary work; it is our second home."

"English Learners are the students who are working to acquire English as an additional language, as well as retain their original linguistic and cultural heritage."

At-Promise Students

California's [English Learner Roadmap](#) articulates a vision for assets-oriented schools. Part of an assets-oriented framework is communicated by how educators talk about students. Educational programs across California are embracing assets-oriented language and moving away from deficit language when referencing students. Researchers have observed how the language we use about students can affect how people interact with students and over time can affect student outcomes.

Sociology professor, Dr. Victor Rios, at the University of California, Santa Barbara, has contributed greatly to research on social marginalization of youth. His research and advocacy helped move forward California's [Assembly Bill 413](#). Approved Fall of 2019, this law replaces "at-risk" with "at-promise" in all Education Code, signifying the potential each student has to thrive and succeed. DJUSD's adoption of the term "at-promise," is an important step towards the positive student focus set forth in our guiding principles. "At-promise" is used in DJUSD's EL Master Plan when we talk about services we provide to students to increase their academic opportunities.

Terms like "at risk," were previously part of educational code used to identify students who would receive special services. Factors that put a student at risk include poverty, interruption in schooling, and number of years before acquiring English language proficiency. Even the term, "English Learner," may communicate a deficit-orientation by emphasizing a language that is not mastered. While it's necessary to identify student language needs to provide resources, sometimes labeling students can perpetuate implicit bias, affecting students' opportunities and trajectories.

DJUSD's EL Master Plan is student centered. This signals DJUSD's focus that first we see students as people. Readers may notice that throughout the document we talk about *students* who are learning English as an additional language. We're cautious about how we use the term English Learners, and use it primarily for discussion of identification and allocation of resources from the state. This is an intentional use of language, emphasizing an acknowledgement that the students for whom English Learner Programs and services are designed are undertaking a huge project of mastering English as an *additional* language. "English Learners" are students first. In addition to arriving at school as students with unique personal interests and backgrounds, they are also learning English. Depending on the context, we also may refer to

students as "multilingual students," or "emerging multilingual students," repositioning language as assets in students' academic potential.

Given our historical context, language about students will continue to demand thoughtful attention. Identification of students is tied to eligibility of services and funding. Therefore, terms like English Learner (EL) and Reclassified Fluent English Proficient (RFEP), will continue to be used in statewide data-bases, and will be explained further in Chapter 6, Identification and Reclassification, which discusses the identification process. Other factors concerning student need are positioned in the master plan as variables, (not defining labels), that may differ for each student, and change over time.

Variables Among English Learner Students

California's [English Learner Roadmap](#) asserts that there is no one English learner profile. The experiences each student brings with them are unique. Teachers may use the following table as an overview of the different types of variables that may be relevant to students' academic and socio-emotional needs at school. For example, understanding a student's level and continuity of prior schooling helps teachers plan to be responsive to a student's prior experience with academic language. Transnational families have had diverse access to education. One migrant family may have access to highly academic schools, while others may have been denied schooling due to interrupted scheduling or prohibitive fees in their country of origin. Some families are here for seasonal or short-term academic assignments, while others return year after year, or are making Davis a long-term home. Understanding the particular situation for each individual student helps teachers connect with families both interpersonally and in support of students' academic achievement.

Variables Among English Learner Students

Variable	Type of Variation
National Origin	U.S. born citizens · Immigrants to U.S.
Level of Prior Schooling	Little to none → At grade level → Beyond grade level
Continuity in Schooling	Frequent Interruption or Change — Continuity in Schooling
Length of Time in U.S. Schools	"Newcomers" · "On Track" * · "At Risk" * · "Long Term English Learners" (LTELS) 0-12 months · 0-3 years · 4-5 years · 6+ years * While research demonstrates that it takes between 5 and 7 years to master an additional language, the labels above reflect California's DataQuest labels for monitoring student progress.
Duration of Residence in U.S.	Short Term · Seasonal · Long Term
Transnational Families	Visiting University Students, Researchers, Faculty · Seasonal Agriculture Migrant Workers · Other
Social Economic Status	Limited Resources — Adequate Resources

Sometimes the conditions which bring families to the United States may be associated with hardships that may pose challenges to some students' academic achievement. For example, forty-eight percent of students learning English as an additional language in DJUSD were identified as having families with limited socio-economic means in the 2019-2020 school year (DataQuest). This statistic, three times the frequency compared to English only students, is a reminder of the disparate resources available to students. Socio-economic factors are directly correlated with academic achievement, underscoring the importance of increasing students'

access to opportunity and academic resources at school. DJUSD is committed to closing opportunity gaps and providing equity in education, as addressed in [DJUSD's board approved goals](#).

Davis Migrant Center

The Davis Migrant Center is located ten miles outside of Davis. In 2019-2020, migrant students comprised four percent of DJUSD's students learning English as an additional language (English Learners plus Reclassified Fluent English Proficient, [DataQuest](#)). Many families return to the Davis Migrant Center seasonally, year after year. Some families stay in Davis for the duration of the academic year. Families may continue to qualify for migrant services when a parent works in agriculture and moved residences within the last three years.

DJUSD meets with parents at the Davis Migrant Center at least twice a year and has established basic resources including a meal program for students. DJUSD provides laptops to students and internet access at the Davis Migrant Center. DJUSD runs an intensive 5-6 week summer scholars program, to help sustain continuity in students' learning and opportunities over the summer. DJUSD partners with the Butte County Office of Education, bringing a Migrant Education Advisor to work with students at the secondary level. Students are bussed to schools within DJUSD to access rich dual language programs, and other resources such as tutoring and after-school enrichment. Families will find more information about these resources in Chapter 4, Assets-Oriented Student Pathways.

Assets-Oriented Education

Given the diverse experiences of multilingual students, DJUSD teachers are dedicated to welcoming all students and helping to create affirming learning communities where each student is seen for the contributions they bring to their class and school. California's [English Learner Roadmap](#) calls for "Assets-Oriented Education," where educators foster school climates that value students' individual strengths, needs, identities, languages and cultures. Chapter 4, Plan for Student Pathways, describes in more depth how teachers and schools realize this vision in DJUSD.

Students of transnational families have the potential to expand the world view of other students in their learning communities. Below is a picture shared by a DJUSD teacher of a poster she develops with students, illustrating one way that students celebrate their language and countries of origin with each other.

What Languages Are Spoken in Davis Schools?

Typically over fifty percent of DJUSD students learning English as an additional language speak Spanish. Mandarin, Korean, Arabic and Japanese are also among the most commonly spoken additional languages in Davis schools. The chart below from DataQuest fall of 2019 gives a breakdown of the top five languages that were spoken by students in Davis schools this year. Additionally, languages at this time included Armenian, Bengali, Cantonese, Dutch, Farsi, French, German, Greek, Gujarati, Hebrew, Hindi, Indonesian, Italian, Khameri, Pilipipino or Tagalog, Polish, Portuguese, Punjabi, Russion, Serbo-Croatian, Tamil, Telugu, Thai, Turkish, Urdu and Vietnamese. Every year, DJUSD welcomes new families to our community, bringing new languages and world perspectives.

Languages Spoken by DJUSD English Learners
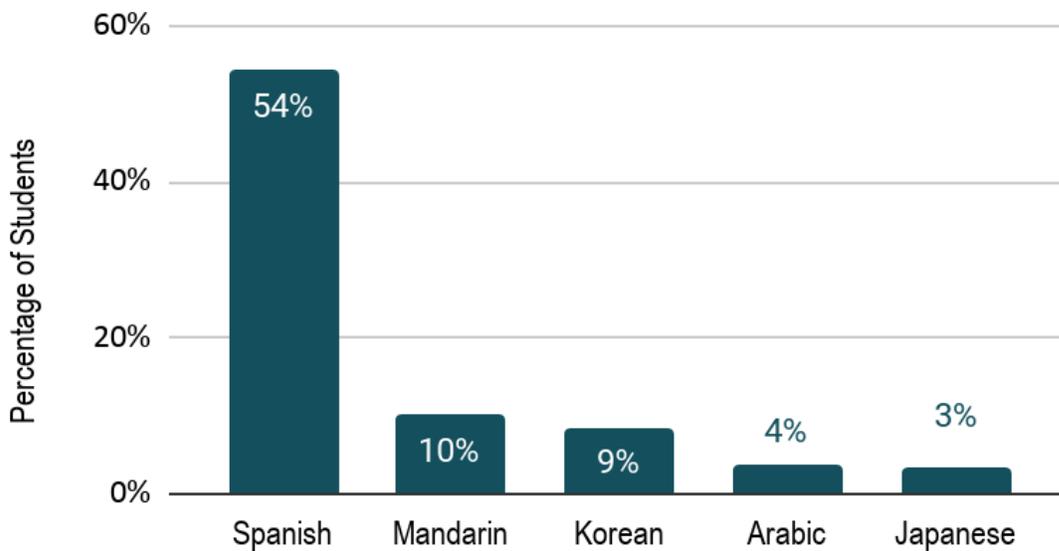
Top 5 Languages at DJUSD 2019 - 2020

Teachers at DJUSD acknowledge the languages and countries of origin of their students as one way to help students feel welcome, contributing to safe school climates, and fostering a sense of belonging among students. The photo below is one example of a poster that a teacher developed with students to celebrate the diversity of languages at Korematsu Elementary. Teachers also may learn a phrase or two in a students' language, modeling for English only speaking students the power of learning multiple languages and getting to speak with new friends. Parents and family members are welcome to attend school events and teachers make a point of welcoming families' use of multiple languages at these events. Speakers may make announcements in multiple languages and students may do a classroom tour with their parents in their primary language.

Languages are Assets

Interactions with students about language communicates positive or negative views of languages and thereby of students. Comments about language potentially validate or marginalize student voices. Teachers at DJUSD endeavor to frame multiple languages in their classrooms as assets. Chapter 4, Plan for Student Pathways goes into more detail about how DJUSD teachers put into practice assets-oriented and strengths-based education.

California's ELA/ELD Framework offers specific ways of talking about language, modeling ways to affirm and communicate to students that their use of language(s), including non-standard English is an asset. The column on the left represents outdated and deficit ideas about students' language use; the column on the right represents current, assets-based approaches. See Table #1, New Ways of Talking About Language, excerpted from chapter 9 of the ELA/ELD framework.

Table 1: New Ways of Talking About Language

Instead of …	Try this…
Thinking in terms of • Proper or improper Good or bad	*Seeing language as* • Appropriate or inappropriate Effective or ineffective in a specific setting
Talking about grammar as • Right or wrong Correct or incorrect	*Talking about grammar as* • Patterns How language varies by setting and situation
Thinking that students • Make mistakes or errors • Have problems with plurals, possessives, tense, etc. "left off" as *-s, -'s, -ed*	*Seeing students as* • Following the language patterns of their home language or home varieties of English Using grammatical patterns or vocabulary that is different from standard English
Saying to students "should be," "are supposed to," "need to correct"	*Inviting students* To code-switch (choose the type of language appropriate for the setting and situation)
Red notes in the margin Correcting students' language	*Leading students to* • Compare and contrast examples • Build on existing knowledge and add new language (standard English) • Understand how to code switch appropriately

Family & Community Involvement

DJUSD welcomes and encourages families of students learning English as an additional language to become actively involved in their child's education and school community. Serving three overarching goals, when staff and parents regularly communicate and work together, we establish shared responsibility in children's learning and build strong dynamic communities. Shared responsibility and strong communities are the foundation for powerful student learning.

Why Does Family Engagement Matter?
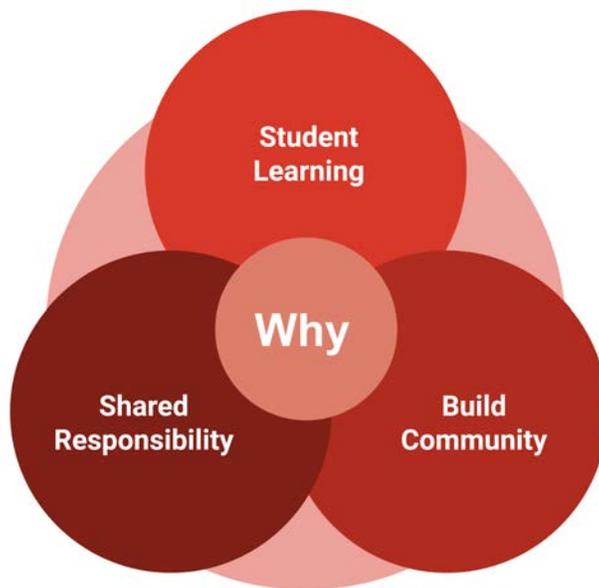
Shared Responsibility

Shared responsibility for student achievement is a guiding principle for districts across the nation. United States educational code §6318 Parent and Family Engagement underscores the importance of shared responsibility and meaningful two-way communication between families and school staff. Each Title I school outlines a School-Parent Compact, that describes the school's responsibilities and the ways parents can support their student's learning (ESSA Section 111[d]). At the district level, parents and staff annually re-evaluate our parent engagement policy, included at the end of this chapter.

Student Learning

Parent involvement in many forms is associated with student learning. Parent participation at school events, on advisory committees, and/or daily interaction with their child about school all

are associated positively with student learning. A summary of research is provided by California's Family Engagement Framework. DJUSD is committed to supporting parent participation in all of these capacities because parent involvement enhances student learning.

Build Community

Family involvement strengthens our school learning communities in culturally meaningful and sustaining ways. Family participation at school events is the first step to building inclusive communities. Families may wish to volunteer at an event or in their child's classroom, sharing something that is relevant to their field of work or cultural heritage. This gives other students the opportunity to learn from parents, and contributes to students' expanding view of life experiences and areas of expertise. School and district governance also benefit from parent participation, becoming more genuine and nuanced from the collective experiences and perspectives shared by parents at school governance nights and at parent advisory committees. At every level, parent and family participation contributes to our learning communities.

Options for Parent Participation
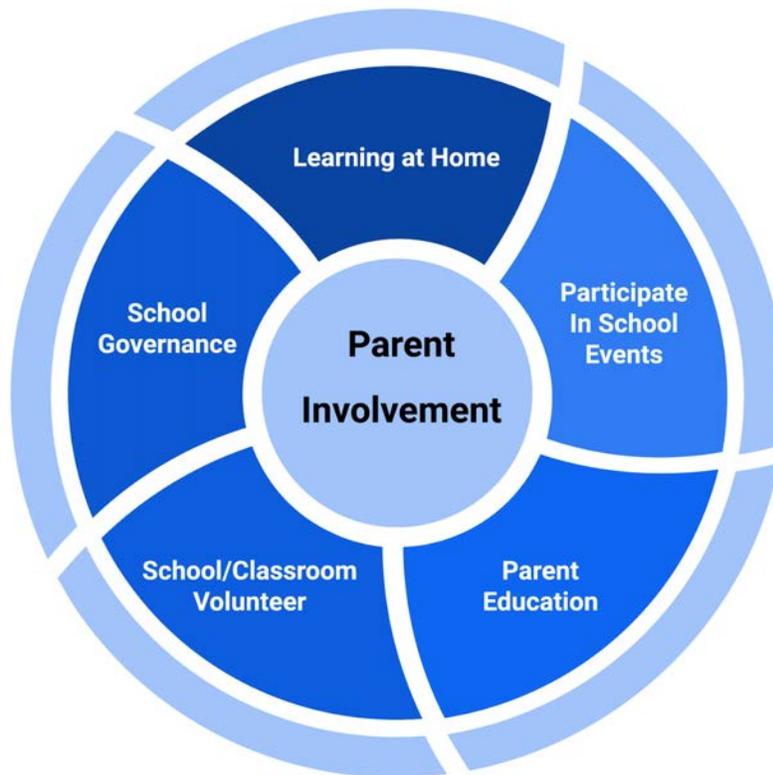
Learning at Home

Parents play an important role in supporting their child's learning at home. DJUSD works closely with parents to develop shared responsibility for students' academic progress. At every level, from preschool through high school, parents' involvement at home has been shown to enhance student learning. Talking about learning at home may also help students integrate ideas when there are differences between cultural knowledge at school and home. When students talk about academic ideas at home this helps prepare students to voice and contribute relevant cultural knowledge at school. DJUSD supports parents' involvement in their child's learning at home through several structures. The table below gives a brief overview.

How does DJUSD help parents support learning at home?	How do parents support learning at home?
○ Hosts parent education events ○ Teachers meet with parents at parent-teacher conferences and provide guidance for working with students ○ Sustains close communication with parents ○ Hosts family math nights ○ Hosts family literacy and bi-literacy nights	○ Ask students what they are learning about at school ○ Sustain close communication with child's teacher ○ Read to younger children and read with older children ○ Attend parent-teacher conferences ○ Support students in monitoring homework assignments ○ Help students with homework

Parent Involvement at Montgomery Elementary: Illustrative Example

At Montgomery Elementary, the connection between families and school is critical. One strategy used is regular and frequent communication regarding academic activities. These newsletters are standardized across grade levels and help parents with information about what the current thematic unit covers and what language functions students are developing. When it is time to culminate the unit every 6 to 8 weeks, classrooms host "Gallery Walks," where families are invited to the classroom and the students walk the room with a checklist of performance tasks. Parents and families sing, read, write and join in the celebration of learning. In addition, Montgomery hosts "Biliteracy Nights" at least twice per year. These evening events encourage parents and students to engage in literacy based activities led by credentialed staff.

Performances are a big part of Biliteracy Nights as well! One final highlight is the Circulo reading program, which is completely parent organized and funded. This program sends home leveled reading books each day with all students grades K through 3rd.

At all schools, opportunities for parent involvement extend beyond helping students learn at home. The following sections will describe parent involvement opportunities at school events, volunteering, and participation in school governance. All of these options for involvement can have a positive impact on student development. The following sections will describe how parents may participate in these additional capacities.

Participation in School Events

Family participation at school events is an important sign of inclusive communities. Every school hosts events such as back to school night, meetings for parents of English Learners (ELAC), and an open house in the spring. Additionally schools may host cultural fairs, math nights, student performances, sports, or fundraising events. DJUSD invites and encourages parents of students learning English as an additional language to participate in these events. Parents' presence can help students build bridges between their home and school communities. Many events benefit from parent volunteers. When parents are able to volunteer, this can be a meaningful experience for students to observe a parent contributing to their school community.

School or Classroom Volunteer

Families may also wish to volunteer at a school event or in their child's classroom. Elementary schools depend on regular parent volunteers, especially in the younger grades. Each school may organize their parent volunteer program differently, so distinct activities may differ, but might include helping with a garden program, helping in classrooms, or helping to send books home with students.

Parents also may receive an invitation from their principal or child's teacher inviting them to do a special presentation for students. Parents may share something that is relevant to their field of work or cultural heritage. This gives students the opportunity to learn from each other's parents, and contributes to students' expanding view of life experiences and areas of expertise.

Parent Education

DJUSD provides parent education to support parents in their efforts to enhance student learning and participate in school governance. A cornerstone of educational policy is to build the capacity of parents and staff. Through parent education, DJUSD shares information with parents about the standards, curriculum and assessments used at Davis schools, and methods for best supporting student learning. Parents meet with teachers to learn how to monitor their child's progress and how to support their academic growth at home.

According to California Education Code 11502, parent education opportunities will support parents in assisting their child's academic development, by sharing information about:

- ○ Understanding CA State Academic Standards
- ○ Assessments
- ○ How to monitor child's progress
- ○ Training to support parents' involvement in their child's learning at home

The following direct text from California Education Code (EDC) section 11502 indicates specifics of how schools work in close partnership with parents. Parent education and training is an important part of supporting parents in participating in their child's education and school governance, as described in EDC § 11502.

California Education Code § 11502
Parent Education (a) To engage parents and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible future members of our society.
Support Parents' Involvement in Children's Learning (b) To inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.
Effective Two-way Communication (c) To build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist their children in support of classroom learning activities.
Professional Development (d) To train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners.
Parent Participation in the Local Control and Accountability Plan (LCAP) (e) To integrate and coordinate parent and family engagement activities with the local control and accountability plan adopted pursuant to Section 47606.5, 52060, or 52066, as applicable, with other programs.

DJUSD provides parent education in a variety of formats. Below is a description of structures and programs that give parents opportunities to learn about supporting their child's development or participating in school governance.

Parent Teacher Conferences

During parent teacher conferences, teachers of elementary students share with parents or guardians information about grade-level academic standards, how to monitor their

child's progress and support their child's academic development at home. These meetings are an important time for parents and teachers to develop trusting relationships and a team approach to students' education. Continual communication throughout the year by email or with additional meetings is encouraged.

Parents may request to meet with teachers of secondary students on an as needed basis.

Ongoing Parent Updates for Secondary

DJUSD provides parents of secondary students regular parent updates via School Loop. Keeping parents informed of students' assignments, progress and grades in each course, School Loop is designed to support parents in their active coaching of their students' academic engagement.

Davis Parent University

In partnership with the Davis Schools Foundation, DJUSD hosts two prominent speakers each year in a lecture series designed to support parents in our community. Lectures discuss pertinent issues to parents in our community such as parenting in the digital age or supporting children in developing empathy and resilience. Talks are recorded and may be archives may be accessed online at Davis Parent University. Lectures are free, funded by donations of participants and local community businesses.

DJUSD Parent Engagement Night

Annually, DJUSD invites all parents to attend Parent Engagement Night. Child care, interpretation services, and a light dinner are provided. Students showcase special projects across the district. Workshops provide parents opportunities to learn about pertinent parenting issues like vaping and suicide, as well as school governance policies and updates such as funding. Parents who wish to become more involved in school governance are encouraged to join a parent advisory committee.

DJUSD's Parent Broadcast

Aimed to keep the parent community connected to school news and events, the DJUSD Parent Broadcast proactively shares information and celebrations with monthly updates. Parents may access the broadcast in English or Spanish, via the web, or by email.

Back to School Night and School Open House

Each school site hosts parents with a welcome Back to School Night in the fall, and an Open House in the spring. Parents are encouraged to attend both events to learn about their child's academic program and how they may support their child's growth at home. The springtime open house is a wonderful opportunity for students to share with their parents examples of their studies and projects at school.

School Governance

Parent involvement in school governance is an important part of building shared responsibility of student learning and strengthening culturally diverse communities. School governance benefits from parent participation, becoming more genuine and nuanced from the collective experiences and perspectives shared by parents. Parents' awareness and input on district level decision making can increase transparency and trust, important factors in working together to support student learning. Parents may participate on a parent advisory committee or a fundraising committee.

Parents at each school site actively fundraise through a parent teacher association or organization (PTA or PTO). To learn more information, please talk with staff or parents at your school site.

DJUSD facilitates several parent advisory committees to keep parents informed and seek parent input on many factors of school governance. Through involvement in parent advisory committees, parents give input on processes including school plans for student achievement (SPSA), English learner program needs assessments, the English learner master plan, a parent and family engagement policy, and funding (Local Control Accountability Formula: LCAP).

Parent Advisory Committees

Parents of English Learners are invited and welcome to attend any of the following committee meetings. Some of the committees involve elections to participate as a leader or voting parent representative(s).

- School Site Council
  Parents are informed and give input on school site budgets. Each school site holds elections to select parent representative voting members. Meetings are open to the public and any parent may attend. Parents may contact school sites for more information.
- School Climate Committee
  The School Climate Committee is a key place for parents to be involved in anti-bullying and racial and social justice efforts. The committee is made up of parents, staff, and students who work with the principal to understand how it feels for the different students and families to be at a particular school.
- English Learner Advisory Committee (ELAC)
  ELAC is an important place to welcome parents of English learners, build community, share information about English learner programming, and involve parents in school governance at the site level. More information is shared below and at school sites.
- District English Learner Advisory Committee (DELAC)
  DELAC welcomes parents of English learners to district meetings, with the goals of building community, sharing information about English learner programming, and involving parents in district governance.

- Superintendent Parent Advisory Committee
  The superintendent's parent advisory committee looks closely at district funding and gives input on the Local Control and Accountability Plan (LCAP).
- [Superintendent's Advisory Committee on Special Education (SACSE)](#)
  SACSE is collaboraiton of District special education, general education staff and parents to discuss special education issues including philosophy, services, and policy to provide optimum educational outcomes for students.

English Learner Advisory Committee (ELAC)

Parents of English learners are invited and encouraged to attend their school's ELAC. ELACs build community, cultivate relationships and create an atmosphere of collaboration and communication between parents, staff and school leadership. All DJUSD schools have an ELAC that meets regularly throughout the school year, except the smallest schools (Fairfield Elementary, King High, and DaVinci). Parents of English Learners at these sites are welcomed at affiliate school ELACs, and at the district ELAC (DELAC).

ELACs play an important role in school governance. Parents and staff work together with the school principal and English Learner specialist/coordinator to discuss programs and services for English Learners. Parents learn about and give input on an annual school needs assessment. The needs assessment is informative in determining priorities on the School Site Plan for Student Achievement (SPSA). Voices of ELAC parents are important to the principal's leadership, the School Site Council's budget decisions, and contribute to program and funding decisions made at the district level. A parent representative from ELAC is elected to participate in the district English Learner Advisory Committee (DELAC), playing a key role in bringing parent perspectives from each site to centralized discussions.

School Site ELAC Responsibilities

- Develop and conduct site needs assessment   (EL 01: 1(c))
- Give input to Site Plan for Student Achievement   (EL 01: 1(d))
- Raise awareness of regular school attendance   (EL 01: 1(c))
- Elect a parent representative to contribute to DELAC   (EL 1.3 and EL 01(a))

Guidelines

- All parents of EL students will be notified of the meetings and have the opportunity to participate in the committee and elect leaders.
- Parents and guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent in the student body. (EL 01: 1.0(b))

- ELAC parents receive training to assist members in carrying out their legal responsibilities; they understand their roles and responsibilities, as specified above ((EL 01: 1.0(e))
- The school site English Learner specialist/coordinator is responsible for maintaining documentation of:
  - Current and previous year rosters, roles, meeting agendas, minutes and sign ins
  - Presentations and materials used for trainings
  - Annual summary of needs assessment
  - Annual input on the School Plan for Student Achievement (SPSA)

District English Learner Advisory Committee (DELAC)

Any parent of an English learner is invited and welcomed to attend DJUSD's DELAC. DELAC meets regularly throughout the school year to build relationships between parents, staff and district leadership, creating an atmosphere of trust, transparency and mutual advocacy for our students and programs. DELAC is an important part of district governance where staff and parents discuss together an annual needs assessment, programs and services described in the master plan, and funding.

DELAC and ELAC work in tandem to support DJUSD's plan for continuous growth and improvement. As illustrated in the diagram below, the work done at sites' ELACs directly informs DELAC's work. Each site ELAC elects a parent representative to be a regular member of DELAC. The ELAC representative along with staff from each site, contribute school specific perspectives to centralized discussion at DELAC. Specifically DELAC discusses a district wide needs assessment that is a culmination of each school site's needs assessment. The needs assessment helps leadership decide priorities when working on program and funding decisions.
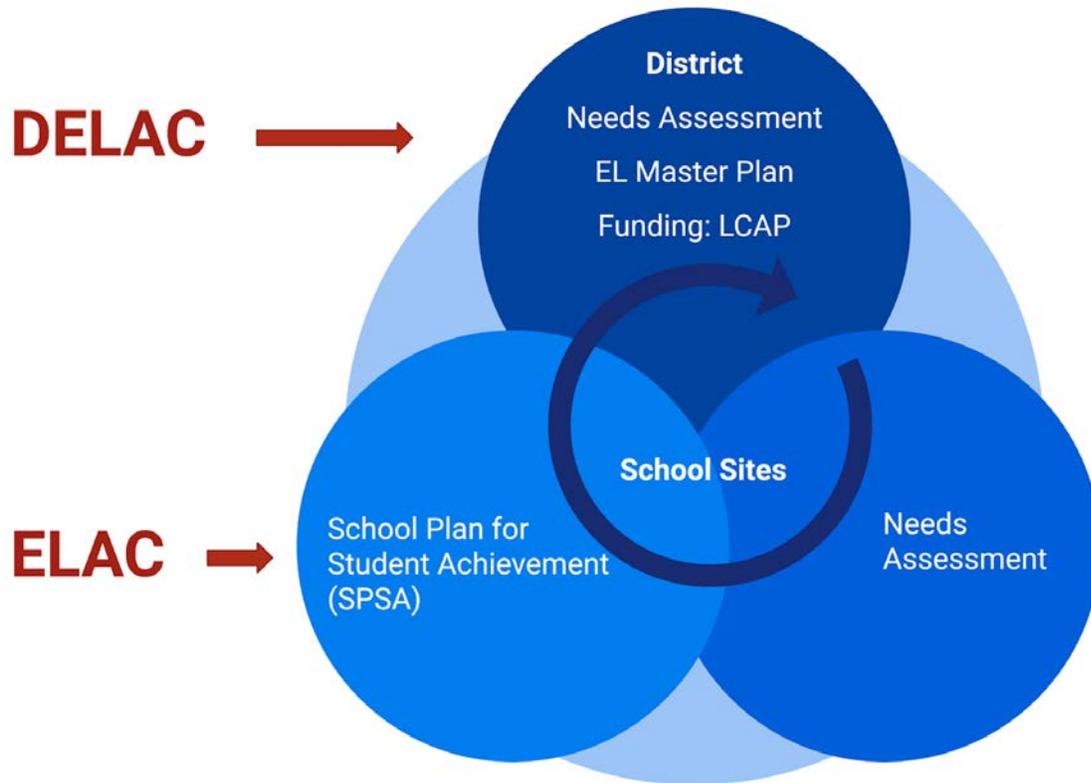
DELAC Responsibilities

- ELACS elect a representative to DELAC   (EL 1.3 and
  EL 01(a))
- Share parent communication from school sites with district office
  - site based needs assessment   (EL 02: 2.1(b))
  - site based plan for student achievement   (EL 02: 2.1(a))
- Give input on district wide programs and services for EL students, including
  - English Learner master plan   (EL 02: 2.1(a,c,d))
  - district wide needs assessment based on schools'
    needs assessments   (EL 02: 2.1(b))
  - Reclassification   (EL 02: 2.1(e))
  - Parent notification   (EL 02: 2.1(f))
  - Funding
    - Local Control and accountability Plan (LCAP)   (EL 02: 2.1(g))
    - Consolidated Application   (EL 02: 2.3)

DELAC Guidelines

- All parents of EL students will be notified of the meetings and have the opportunity to participate in the committee and elect leaders.
- DELAC parents receive training to assist members in carrying out their legal responsibilities; they understand their roles and responsibilities, as specified above (EL 01: 1.0[e])
- The district Director of the Department for English Learners is responsible for maintaining documentation of:
  - Current and previous year rosters, roles, meeting agendas, minutes and sign ins
  - Presentations and materials used for trainings
  - Annual summary of needs assessment

Rights and Resources for Parents and Families

DJUSD endeavors to work with parents as equal partners and provides advocacy for students and parents in understanding their rights to an equal education and participation in our school district. A brief overview is included below, with a more detailed overview provided by The Education Trust-West.

List of Policy Resources and Abbreviations

The following list of resources and abbreviations are included to support parents in interpreting source abbreviations and looking up direct sources.

> California Education Code (EDC)
> Title V, California Code of Regulations (5 CCR)
> Section (§)
> US Code (U.S.C.)
> Federal Title I, Part A of the Every Student Succeeds Act (ESSA)
> English Learner Program Instrument California Department of Education (EL)

Students' Rights to Equal Education

Students learning English as an additional language have the right to equal education.
- Students have access to the full curriculum, including college preparatory classes California Education Code, Section 60811.8, Assembly Bill 2735

- Students receive English Language Development instruction and are supported in efficiently developing English proficiency 3115(c)(1)(B); EC §300, §305, §306, § 310; 5 *CCR* §11302(a); *Castañeda v. Pickard* (5th Circuit (Cir.) 1981) 648 F.2d 989, 1012-1013.)

- Students have a right to a school environment that is safe and supportive of learning. (EDC §51101)

- Students whose schooling was interrupted due to arriving in the U.S. close to graduation, or leaving the U.S. against his/her will, may be eligible for additional pathways to graduation, including doing a 5th year of study ([Assembly Bill 2121](#)), or receiving a high school diploma retroactively ([Assembly Bill 3022](#)).

Students' Access to Language Programs

- Parents are notified of language program options and which services their child will receive in the assigned language program (CA Ed.G.E. 310 and §11310)
- Parents may request the district to consider new language programs (CA Ed.G.E. Initiative §11311)

Communication with Parents/Guardians

- Parents are notified in writing and within 30 days to report assessment results, identification and reclassification of English Learners (EC 52164.1[c], 5 CCR 11511.5, 20 U.S.C. Section 6312[g])
- Parent notifications are reported in Spanish and English when Spanish is the student's primary language. (CA EC § 48985)
- Schools actively reach out to parents to establish meaningful two-way communication. DJUSD provides interpretation at parent-teacher meetings whenever possible. (20 U.S. Code Section 6318)
- DJUSD offers parent education opportunities to support parents' ability to help student learning at home. (20 U.S. Code § 63180
- DJUSD provides training to parents that enables their participation in advisory committees and contribution to school governance and decision making. ((EL 01: 1.0(e))
- Parents and staff annually re-evaluate DJUSD's parent engagement policy. (20 U.S. Code § 6318)

Assessments

- Students are assessed within the first 30 days of initial school registration (20 U.S.C. § 6312) to determine EL eligibility (CA Article 3.5 [313-313.5])
- Students are assessed for English Language development annually (CA Article 3.5 [313-313.5])
- Newcomers, students within the first 12 months at a U.S. school, do not need to take the English Language Arts portion of the CAASPP state assessment. However, students do take the Math portion of the CAASPP state assessment. (ESSA § 1111[b][3][A])

Parent Participation in School Governance

Parents review and give input on several parts of school governance, including:
- District Parent and family engagement policy (20 U.S. Code §6318 [a])
- School Parent and family engagement policy (20 U.S. Code §6318 [b])
- School-Parent Compact of shared responsibility (ESSA Section 1116[d]) OR (20 U.S. Code §6318 [d])
- School English Learner Program Needs Assessment (EL 1c)
- District English Learner Program Needs Assessment (EL 2.1b)
- School Plan for Student Achievement (EL 1d)
- Funding
  - District Local Control and Accountability Plan (EL 2.1g, EDC Article 4.5, §52062 & 52063)
  - Consolidated Application: Parents help review DJUSD's application for federal title funding (EL 2.3)
- English Learner Master Plan (EL 2.1a&c)

Parents' Rights To Know

- If their child is attending a school receiving Title 1, Part A funds (ESSA § 1112[e])
- If their child's teacher (of 4 or more weeks), does not meet licensure requirements (ESSA § 1112[e][1][b][ii])
- Information about required assessments (ESSA § 1112[e][2][B])
- Their child's level of English proficiency, performance on required assessments, and status of child's academic achievement (ESSA § 1112[e][3][A][ii])
- Reasons for their child's identification as an English Learner (ESSA § 1112[e][3][A][i])
- Information about the English Learner program and services assigned to their child (ESSA § 1112[e][3][A][iii-viii])

Funding of Programs for English Learners

- Funding to support English Learners access the basic curricula, including services that support students in learning English, is funded from the general fund. (EL 7)
- Title III funding, generated by numbers of English Learner students, must be used to supplement students' educational opportunities. For example, Title III funds may be used for professional development of teachers that increases efficacy in their work with students learning English as an additional language, or Title III funds may be used for special programming, including interventions during or after school. (EL 4-4.4 & 7.1)

DJUSD's Parent and Family Engagement Policy

DJUSD's family engagement policy is a joint agreement, developed collaboratively by staff and parents, with the goal of promoting and increasing parent and family engagement. Parents and

families are a very important part of students' learning as shown by the summary of research included below. This policy aims to further build the capacity of staff and parents in their shared responsibility of fostering high student achievement. Staff and parents work together annually to re-evaluate our policy and make suggestions to increase access and efficacy.

California's Family Engagement Framework offers guidelines for how districts develop effective family engagement policies, (2014). This resource is also provided in Spanish, Marco de Compromiso Familiar. Included is the following diagram, showing types of family engagement activities initiated by the district and by parents. This diagram is followed by a summary of research indicating the importance of parent and family engagement in students' learning.

Lastly, California Department of Education's Family Engagement Toolkit-Continuous Improvement through an Equity Lens, offers a model for continuous improvement and guidance in building the capacity of meaningful engagement between parents and staff.

Family Engagement Activities

SCHOOL INITIATED	FAMILY INITIATED

At the District

• Solicit input from families on district parent and family engagement policy • Solicit input from parents on district goals and priorities • Provide training on school governance to parent advisories • Support welcoming and inviting school climates	• Participate on district-level parent advisories • Provide input on parent and family engagement policies • Provide input on English learner district wide needs assessment • Provide input on Local Control Accountability Plan (LCAP)

At School

• Create a welcoming environment • Celebrate families and the assets they bring to schools • Work with families as partners to improve student achievement • Assist families to access community resources	• Attend parent-teacher conferences. • Visit your child's classroom • Volunteer in the classroom • Volunteer at lunch or after school to support students • Attend or support school-wide events • Participate in school advisory committee meetings including the English learner Advisory Committee, School Site Council, Parent Teacher Association, or the Climate Committee • Give input on the school wide needs assessment • Give input on the school plan for student achievement

At Home

• Promote effective two-way communication with families • Assist families to create home conditions to support academic achievement • Provide information on expectations, standards, and how families can be involved, in an accessible language and format • Keep families informed on student progress and maintain regular communication	• Talk to your child in their home language about what they are learning in school • Help students organize homework and provide a quiet space • Limit TV watching and video games • Read out loud to your student • Talk about school and the importance of learning • Respond to school surveys • Communicate with teachers about questions or concerns • Talk about college and careers • Link learning to current events

Source Adapted from: Family Engagement Framework, A Tool for California School Districts, California Department of Education, 2014, p 25.

Table 1. Parent Involvement Activities Associated with Student Achievement

Parent Involvement Activity Area	Specific Parent Involvement Strategies Found to Be Associated with Student Achievement	Articles Presenting Evidence
Learning at home	Interactive homework	Bailey, 2006; Sheldon & Epstein, 2005
	Reinforcement of learning or instructional strategies in the home	Bradshaw, 2009; Cox, 2005; Fan, 2010; Hill, 2009; Ingram, 2007; Sheldon & Epstein, 2005; Xu, 2006
	Reading at home	Fantuzzo, 2004; Senechal, 2002
	Providing space at home for educational activities	Cancio, 2004; Fantuzzo, 2004; Ingram, 2007
	Talking about school	Fan, 2010; Fantuzzo, 2004; Gutman, 2000; Hill, 2009; Hong, 2005; Ingram, 2007; Jeynes, 2007, 2005a, 2005b
	Homework help	Gutman, 2000; Ingram, 2007
	Explicit, research-based homework policies	Redding, 2004
School/home communication	Parents visit school or attend school event	Dearing, 2006; Jeynes, 2005b; Lee, 2006; Redding, 2004; Xu, 2006
	One-way, school-to-home communication	Bradshaw, 2009; Cox, 2005; Fan, 2010; Sirvani, 2007; Xu, 2006
	Two-way communication exchange	Cox, 2005; Crosnoe, 2009; Fan, 2010; Gutman, 2000
	Parent-teacher meetings	Gutman, 2000; McBride, 2005; Redding, 2004
	Home visits by teachers	Redding, 2004; Xu, 2006
	Family resource library	Redding, 2004
Building on parent strengths	Parent training to support learning at home	Bailey, 2006; Bradshaw, 2009; Cancio, 2004; Ingram, 2007
	Supportive and helpful parenting approach	Jeynes, 2007, 2005a
	Parent education on reading and study habits	Redding, 2004
Volunteering	General volunteering in the classroom or on field trips	Fan, 2010; Dearing, 2006; Lee, 2006; McBride, 2005
	Parents as advisers or aides in the classroom	Kyriakides, 2005
Decision making	Parent participation in parent-teacher organizations	Dearing, 2006
	Parent involvement in school committees	Gordon, 2009
	Parent involvement in developing policies and compacts	Redding, 2004
Miscellaneous	Teacher training to involve parents	Bailey, 2006; Bradshaw, 2009
	High parent expectation for student achievement	Fan, 2010; Hong, 2005; Jeynes, 2007, 2005a; Lee, 2006; Levpuscek, 2009; Yan, 2005
	Explicit parent partnership policy	Kyriakides, 2005
	Father involvement	McBride, 2005
	Use of a specific program (Solid Foundations)	Redding, 2004
	District, school, teacher perception, or support of parent involvement	Gordon, 2009; Xu, 2006
	Supportive parent-child relationship	Yan, 2005

Source: Family Engagement Framework, A Tool for California School Districts, California Department of Education, 2014, p 42.

DJUSD's Title I, Part A Parent and Family Engagement Policy

This Parent and Family Engagement Policy (Policy) describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a).

The purpose of this Policy is to:

- To engage the community in supporting student learning
- To develop shared responsibility and foster parent partnerships
- To build community

Sections:

1. Developing Transparent Partnerships with Parents in School Governance
2. Shared Responsibility for High Student Achievement
3. Access and Equity
4. Building Capacity
5. Funding
6. Integration of Systems

Developing Transparent Partnerships with Parents in School Governance

1. How will parents and family members be involved in the development of this Policy? (ESSA sections 1116[a][2][A], and 1116[a][2][F])

- Parents and staff review and contribute feedback annually at DJUSD's Parent Engagement Night.
- Incorporate input from Title I school annual parent meetings.

2. How will parents and family members be involved in developing School Plans for Student Achievement (SPSA)? (ESSA Section 1116[a][2][A])

- Principals gather input from parents at the school Title I annual meeting.
- Parents give input on schoolwide needs assessment
- The schoolwide needs assessment informs the development of annual School Plans for Student Achievement (SPSA)

3. How does DJUSD conduct an annual evaluation of this policy? How does DJUSD meaningfully involve parents and family members in the evaluation? (ESSA sections 1116[a][2][D], and 1116[a][2][E])

Please consider:
- content of policy

- effectiveness of policy
- evidence-based strategies
- purpose to improve academic quality of schools served under Title I, Part A

- DJUSD collects feedback from parents and family members at schools' annual Title I meeting.
- Parents give input on schoolwide needs assessment.
- The schoolwide needs assessment informs the development of annual School Plans for Student Achievement (SPSA).
- Through each Title 1 school's Parent Engagement Compact, administrators and staff at all our Title I funded sites actively engage our parents and family members in developing effective strategies that support successful school and family interactions. These compact agreements ensure that both families and staff are collaborating in improving student academic achievement. The compact and our family engagement policy are reviewed annually and parent input is solicited during our Title I parent meeting. Interpretation and translation of materials at parent forums are provided in multiple languages to ensure that our staff and families are able to communicate needs and best practices.

Shared Responsibility for High Student Achievement

1. What types of options does DJUSD provide for parent and family involvement? (ESSA Section 1116[d])

DJUSD recognizes the important contributions parents and families make and provide opportunities for parents and families to:
- Support their child in learning at home
- Participate in School Events
- Participate in Parent Education
- Volunteer in their child's school or classroom
- Participate and contribute to school governance

2. What aspects of school governance do DJUSD staff and parents and families collaborate on to promote high student achievement? (20 U.S. Code 6318)

DJUSD staff work collaboratively with parents to develop:
- District Parent and Family Engagement Policy
- School Parent and Family Engagement Policy
- Title I School-Parent Compact
- School Wide Needs Assessment
- School Plan for Student Achievement

3. How does each school's School-Parent Compact support staff and parents in developing shared responsibility of high student achievement?
(ESSA Section 1116[d])

> The School-Parent Compact outlines
> - The ways in which each parent will be responsible for supporting their children's learning
> - How to volunteer in their child's classroom
> - How to participate in decisions relating to the education of their child
> - How to support children in their use of extra-curricular time
> - How to participate in school governance
> - Addresses the importance of communication between teachers and parents on an ongoing basis through:
>   - parent-teacher conferences
>   - frequent reports to parents on their children's progress
>   - how parents will access staff
>   - opportunities to volunteer and participate in their child's class and/or observe classroom activities
>   - methods of regular two-way meaningful communication

Access and Equity

1. How does DJUSD ensure that the Parent and Family Engagement Policy is in a format and language that is easy for the parents and families to understand?
(ESSA Section 1116[f])

> - The Parent and Family Engagement Policy is reviewed by parents annually at each school's Title 1 meeting, and the district's School Governance meeting.
> - Parents ask questions and provide feedback.
> - The document is adapted to maximize access and understanding.
> - The Parent and Family Engagement Policy is translated into Spanish.
> - The document is organized into six key topics for discussion, and uses a question answer format to facilitate understanding.

2. What barriers may parents face in participating in their child's education, working collaboratively with teachers, or participating in school governance?
(ESSA Section 1116[a][2][D][i])

Please consider parents and family members who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

Barrier	Plan for Access
● Migrant Center is located 10 miles outside of Davis City Boundaries,	● We meet with parents at the Migrant Center at least twice a year,

limiting access to parent participation.	established a meal program for students and provided internet and Chromebook access.
● Language Proficiency in English	● Interpretation is provided at meetings. Notices and information are translated into Spanish.
● Access to meetings	● Meetings are scheduled throughout the year at different times, to allow parents multiple opportunities to learn about and contribute to DJUSD's parent engagement policy. ● Childcare is provided

3. How does DJUSD ensure that information is shared in a language and format that parents and families can understand?
(ESSA Section 1116[e][5])

Please consider information about:
● Accessibility of this policy
● School and parent programs
● Meetings
● Other activities

● Parents collaboratively contribute to key school governance documents, including this Parent Engagement Policy. During collaboration, parents give feedback to enhance accessibility.
● All information is sent out in English and Spanish
● Information is shared in multiple ways: district broadcast by email, website, principal or teacher's email, posters at school, and students' invitation to parents.

● Interpretation is provided at meetings.

4. What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers?
(ESSA Section 1116[a][2][D][ii])

● Trusting relationships between families and staff
● Involvement opportunities with meaningful connections to student learning
● Access and equity
  ○ Interpretation at meetings / translation of information
  ○ Child care at meetings

> - Parents have working understanding of:
>   - CA State Academic Standards
>   - How to interpret assessments
>   - How to monitor their child's progress
>
> Please see resource: Family Engagement Toolkit: Continuous Improvement through an Equity Lens: https://www.cde.ca.gov/ls/pf/pf/ (google: CDE parent/family)

5. How does DJUSD provide materials and training to help parents and families work with their children to improve their achievement? (ESSA Section 1116[e][2])

> - Schools host family literacy nights.
> - Schools host family math events.
> - DJUSD provides Adult School in courses such as English Language Development and citizenship.
> - Families are given invitation and access to Parent University speakers.

Building Capacity

1. What are the strategies used to support successful school and family interactions? (ESSA Section 1116[a][2][D][iii])

> - Literacy and technology training are provided to support families in working with their children to improve academic achievement.
> - Training and resources are provided at school governance meetings to support parents in effective participation
> - Staff initiate meaningful two-way communication with parents, including parent-teacher conferences

2. How does DJUSD support parents and families in understanding the following components of our educational system to help all students succeed: (ESSA Section 1116[e][1])

- CA state academic standards
- State and local academic assessments
- Title I, Part A requirements
- How to monitor their child's progress
- How to work collaboratively with educators

> - During parent-teacher conferences, teachers guide parents in how to monitor their child's progress in relation to state academic standards and assessments
> - Teachers establish meaningful two-way communication with parents
> - Frequent reports on children's progress are shared with parents.
> - Secondary uses School Loop to communicate regularly with parents about students' progress.

- Instructional services directors and support staff visit the migrant center twice a year, once in the spring to support families register and initiate our Individual Learning Plan and Needs Assessment, and a second time in October to debrief summer school programs, curriculum, assessment results (CAASPP, ELPAC, and local benchmarks).

3. What technical assistance does DJUSD provide to parents that supports their engagement in their child's education and/or participation in school meetings? (ESSA Section 1116[a][3][A])

- The Davis Migrant Center has an established wi-fi connection and chromebooks are provided to students.
- During school governance meetings, laptops are provided and staff work collaboratively with parents to access on-line resources, including California Department of Education's Dashboard, Data-Quest, CA state standards, and local resources on our DJUSD website.
- During school governance meetings staff and parents also work collaboratively to give input on shared interactive spaces, such as google docs.

4. How does DJUSD build the capacity of all DJUSD staff on effective parent-engagement practices that support meaningful relationships and shared responsibility? (ESSA Section 1116[e][3])

During regular staff meetings and professional development, DJUSD staff discuss and work towards improving practices that:
- Communicate the value and utility of parents' and families' contributions
- How we reach out to and communicate with parents and families as equal partners
- How we implement and coordinate parent and family programs to build ties between parents and families and the school

5. How does DJUSD build the capacity of staff to implement effective partnerships with parents and families that improve student achievement? (ESSA Section1116 [a][2][B])

During regular staff meetings and professional development, DJUSD staff discuss and work towards improving practices that:
- Reduce barriers parents and families may face in participation
- Increase equity in access to parent and family participation
- Provide parents with information, training and resources needed to effectively participate in their child's education and school governance
- DJUSD collaborates with community-based organizations to bring resources to

families in need and to improve parent and family engagement.

Funding

1. How does DJUSD meet the funding requirements of Title I, Part A?
   (ESSA Section 1116[a][3][A][C][D])

- DJUSD distributes at least 80 percent of Title I funds to Title I schools.
- DJUSD calculates 1% of the total Title I funds and this amount is reserved as the minimum that Title I schools will utilize to carry out activities and strategies that promote and increase parent and family engagement. Activities and strategies are consistent with DJUSD's Parent and Family Engagement Policy.
- Priority is given to high-need schools.
- Upon annual review, sites confirm that 90% of the 1 percent was used to support the development of parent and family engagement.
- The goal is to jointly develop best practices and systems that support parent involvement. Parents and family members of children receiving services are involved in the decisions regarding how the funds reserved are allotted for parental involvement activities.

Integration of Systems

1. How does DJUSD coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs?
   (ESSA sections 1116[a][2][C], and 1116[e][4])

- The School Wide Needs Assessment is part of local cycles of continuous improvement and DJUSD's Multi Tiered System of Support (MTSS). Parents of students receiving Title I services, as well as input from parents of EL students contribute to the school wide needs assessment, integrating Title I and Title III requirements.
- The School Plan for Student Achievement is developed with input from parents of students receiving Title I services, as well as input from parents of EL students, also an integration of Title I and Title III requirements.
- Parents give input on funding decisions, part of DJUSD's family engagement policy. For example, parents are included in reviewing and providing feedback on the Local Control and Accountability Plan (LCAP) (EDC 52062 and 52063). Parent input on the Consolidated Application Reporting System (CARS) reviews federal title resources DJUSD applies for, including Title I, Title II, Title III, Title IV, and Title VI.

Conclusion

Chapter 3 is intended to welcome families to DJUSD's English learner programs. As such it introduces our resolution, We All Belong: Safe and Welcoming Schools For All, and gives parents and staff information about the number of students and languages represented in DJUSD's English learner programs. Chapter 3 discusses how an assets-oriented mindset frames our thinking about students, drawing on principle 1 of California's English Learner Roadmap. We discuss the potential impact language has to affirm students' academic promise, and introduce the term, "at-promise" students. Consistent with an assets-oriented lens, we define multiple variables among students that are helpful to understand when providing strengths-based and needs-responsive services that are adaptive to individual student need. Chapter 3 gives parents a tour of how they may be involved in their child's learning and school governance, including an overview of parent rights and DJUSD's parent-engagement policy. In conclusion, DJUSD recognizes the valued role parents play in supporting student learning and their valued voice in school governance. As staff and parents share in the responsibility for academic achievement and the success of our public schools, together we endeavor to make DJUSD learning communities places where students may thrive.

Chapter 4

Assets-Oriented Student Pathways

This chapter describes Davis Joint Unified School District's assets-oriented, student centered approach, and structures for supporting students on their college and career bound pathways. Framed by California's English Learner Roadmap, this chapter articulates coherence and alignment across the grades, and DJUSD's plan for being responsive to the strengths, needs, identities and cultures of individual students. This chapter illustrates how DJUSD works to affirm students' primary languages, promote bilingualism and biliteracy, and support students' English language development. Comprehensively, DJUSD's assets-oriented and needs-responsive structures are designed to build students' access to educational opportunity, ensuring social-emotional wellbeing and academic success.

"How does DJUSD provide cohesive pathways for students, supporting individuals in building on their strengths, pursuing their interests, and accessing the support they need to meet their goals and aspirations?"

"What program is best for my child?"

"How will my child's home language and cultural identity be valued at school?"

"How will college be an option for my child?"

"What extracurricular activities will my child have opportunities to pursue?"

"What career paths are supported with high school graduation?"

Organization of Chapter 4

Introduction

This chapter builds on the vision of California's English Learner Roadmap principle 1, "Assets-Oriented and Needs Responsive Schools," and principle 4, "Alignment and Articulation Within and Across Systems." Principle 1 of California's EL Roadmap affirms the importance of assets-oriented and needs-responsive schools for the education of students learning English as an additional language. It states that "Schools are responsive to students' strengths, needs and identities and support the social-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships" (EL Roadmap Palm Card). This chapter discusses how DJUSD puts these values into practice.

Structures that sustain assets-oriented schools are rooted in principle 4 of California's English Learner Roadmap, "Alignment and Articulation Within and Across Systems." As described in Californians Together's Middle School Teacher Toolkit, "English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments and continuing through to reclassification, graduation and higher education. Teachers collaborate across departments and grade levels to ensure articulation and consistency in supporting English learners. There is coherence in how ELD and biliteracy pathways are delivered across the system." Because alignment and coherence are necessary structural components that support students' development and well-being during transitions, these principles are woven together in this chapter's articulation of assets-oriented student pathways.

The first section of this chapter describes how DJUSD develops assets-oriented schools. This section will give examples of implementation, beginning with the relationships between teachers and students and the development of inclusive school learning environments. This section will describe how teachers use deep knowledge of their students to facilitate strengths-based school experiences and continuity through transitions. Additionally this section will give examples of how DJUSD supports the development of students' diverse capacities and strengths.

An assets-oriented school experience affirms students' primary language and promotes bilingualism and biliteracy. The second section of this chapter will describe DJUSD's structures for affirming students' primary language and promoting bilingualism and biliteracy.

The next sections of this chapter will describe how DJUSD supports students on their pathways to college and career. Assets-oriented mindsets and coherent structured support are essential components of supporting college and career bound students. This section will provide information about how DJUSD supports student pathways towards graduation and beyond.

The last section of this chapter will describe DJUSD's needs-responsive system of support. As described in principle 1 of California's EL Roadmap, there is no single implementation plan for

English learners; rather support is adaptive to the unique and changing needs of each student. Principle 4 of California's EL Roadmap highlights that additional resources are available to English learners as needed. This section will describe DJUSD's needs-responsive system for providing additional resources.

California's English Learner Roadmap

This section describes DJUSD's implementation of California's English Learner Roadmap principle 1, "Assets-Oriented and Needs Responsive Schools," and principle 4, "Alignment and Articulation Within and Across Systems." Direct text from elements of principles 1 and 4 are shared here to offer readers access to our guiding document. The roadmap and educational resources may also be downloaded at [Californians Together](#).

Elements (direct text, abbreviated)

1.A: Language and Culture as Assets The **languages and cultures** English learners bring to their education are assets for their own learning and are important **contributions to learning communities**. These assets are valued and built upon in **culturally responsive curriculum** and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.	**4.A: Alignment and Articulation** English learner (EL) educational approaches and programs are designed for **continuity, alignment, and articulation across grade levels** and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto **graduation, postsecondary education, and career preparation**.
1.B: English Learner Profiles Recognizing that **there is no single EL profile** and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be **responsive to different EL student characteristics and experiences**.	**4.B: Providing Extra Resources** **Schools plan schedules and resources to provide extra time in school** (as needed) and build **partnerships with after-school** and other entities **to provide additional support for English learners**, to accommodate the extra challenges English learners face in learning English and accessing/mastering all academic subject matter.
1.C: School Climate **School climates and campuses are affirming, inclusive, and safe**.	**4.C: Coherency** EL educational approaches and programs are designed to be **coherent across schools** within districts, across initiatives, and across the state.
1.D: Family and School Partnerships **Schools value and build strong family and school partnerships.**	**1.E: English Learners with Disabilities** Schools and districts develop appropriate **individualized education programs (IEPs)** that support **culturally and linguistically inclusive practices** and provide appropriate training to teachers, thus leveraging expertise specific to English learners.

Culturally Sustaining and Strengths-Based Education

"We value students' backgrounds, cultures & languages. We build upon these assets. We cultivate positive attitudes among students toward their own and others' diverse identities."

How will my child's home language and cultural identity be valued at school?

How does DJUSD support individuals in building on their strengths, and pursuing their interests?
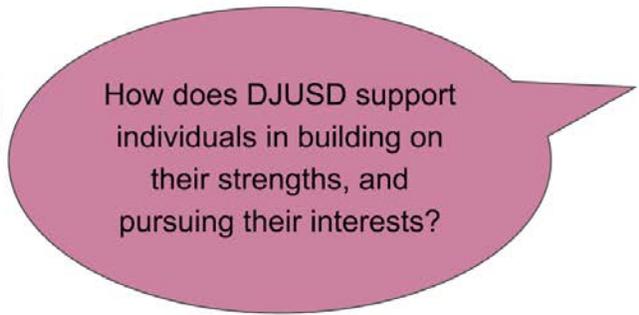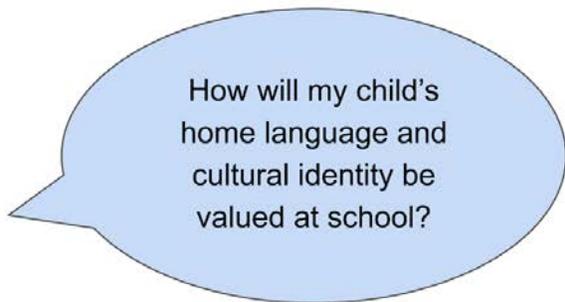
How DJUSD Develops Assets-Oriented Schools

The following section describes how DJUSD develops assets-oriented schools, describing important relationships, opportunities, and structures. Together, these components of DJUSD's educational system contribute to the social-emotional well-being and academic development of DJUSD's students who are learning English as an additional language.

Building Relationships with Students

Educators at DJUSD value building relationships with students because safe and trusting relationships help students grow as people and academically. Teachers' deep knowledge of students enables attuned guidance of students' strengths and adaptive support in areas of need. Teachers endeavor to recognize students for who they are as individuals, with voice, ideas, linguistic and cultural perspectives. Moreover, relationships provide students with a foundation for developing a sense of belonging.

Strong student-teacher relationships are an important part of students' academic development. Formed during ordinary everyday interactions, teachers' relationships with students provide students with a model and cues for how to participate in class. DJUSD teachers communicate to students that they are important members of a class community by structuring class participation that provides students with opportunities to contribute to peer learning. Teachers become familiar with students' interests and may connect students' interests to subject areas like literature, science, math and social studies. Sometimes teachers develop projects that support students' development of agency or articulation of perspectives. Teachers share students' work, either on the wall in elementary, or in workshop format in secondary, positioning students as teachers, affirming their voice and the value of their contributions to the learning of their peers.

Building Inclusive School Learning Communities

DJUSD promotes safe and inclusive environments where all students, employees and families feel safe and welcome, as signaled by the resolution We All Belong: Safe and Welcoming

[Schools for All](), approved by DJUSD's board of education in February of 2017. Parents and families are seen as important partners in their child's learning and encouraged to participate in school events and school governance.

Teachers and administrators help create a safe and welcoming environment with families, through day to day interactions. Staff greet students as they arrive and invite parents to participate in important class or school events. Teachers invite students and parents to talk in their home language at school events, and may include students' work on the walls in their home language. Teachers affirm students for who they are, supporting students' unique development, identity and sense of well-being.

School sites organize community building that is culturally affirming through the development of shared norms such as respect, kindness, and inclusivity. Students see themselves reflected in the curricula and gain practice talking through multiple perspectives. Teachers support students in learning norms with role-playing, class discussions, and posters around the school. Schools hold events that recognize and honor students' diverse heritages, and reach out to newcomer families to help establish a feeling of welcomeness at all events.

English Learner Specialists and Coordinators

Teacher leaders at every school site coordinate DJUSD's program for English Learners and take a primary role in welcoming families and building relationships with students learning English as an additional language. With the exception of small choice program schools, all elementary schools have an English learner specialist and all secondary schools have an English learner coordinator. Specialists and coordinators often work with students over multiple years, providing students a sense of continuity and giving teachers a deep knowledge of students as individuals. Specialists and coordinators monitor students' academic progress and emotional well-being, playing an important role in connecting students to needed supports and enriching opportunities.

Individual Needs Assessments & Learning Plans

Individual needs assessments and learning plans are developed for students who are eligible for migrant services. The needs assessments help staff identify students' individual strengths and interests and connect students to relevant opportunities. Individual learning plans help teachers share in the responsibility of providing adaptive supports that are designed to meet the specific needs of each student. This process allows teachers and parents to build a collaborative relationship and provide cohesion in students' learning over transitions from year to year.

Social Emotional Learning and Counseling Supports

The Davis Joint Unified Comprehensive School Counseling Program is staffed by professional school counselors who advocate and collaborate to impact individual and systemic change. Every site has at least one full-time counselor, TK - 12. Supports are designed to ensure that

every student has the knowledge and skills necessary for academic success and personal growth. Counselors provide Social Emotional Learning (SEL) classroom lessons, facilitate small groups, and offer one-on-one short-term, brief counseling. School counselors strive to empower students to embrace their full potential, to develop healthy lifestyles, and to achieve their academic, career and social/emotional goals.

Graduate Profile

The DJUSD Graduate Profile defines 21st Century Learning by specifying the outcomes that we, as a community, believe are important for student success in college, career, and beyond including: critical thinking and problem solving, adaptability and resilience, creativity and innovation, collaboration, civic and cultural awareness, and communication.

The DJUSD Graduate Profile competencies exemplify DJUSD's vision for high school graduates. As such, teachers and students may use the graduate profile to self-assess and reflect on the development of student strengths and identify areas for growth. The self-reflection tool, shown on the next page is designed to support students in their development of assets-oriented and growth mindsets.

DJUSD's Graduate Profile is also the guidepost of our district for reviewing, developing and enhancing school programs and practices as well as district initiatives, facilities and professional development to ensure our students graduate with these enhanced skills that will serve them into their future. Parents of students in our English Learner community contributed to the development of DJUSD's Graduate Profile during District English Learner Advisory Committee (DELAC) meetings.

DJUSD's Graduate Profile Self Reflection Tool

Highlight your strengths and circle your goals.

Critical Thinking and Problem Solving

I am learning to reason effectively in order to identify, define, and solve complex problems and essential questions.

Creativity and Innovation

I take risks, explore multiple possibilities, challenge the status quo, and seek to continually improve processes and products.

Civic and Cultural Awareness

I recognize and respect the differences in values that may exist between myself and people from other backgrounds. I am learning about the responsibilities of contributing individuals in a diverse society.

Adaptability and Resilience

I adapt to varied roles, responsibilities, and contexts. I persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.

Collaboration

I share responsibility with others during collaborative work. I work effectively, respectfully, and with empathy in a team of differing opinions, skills, and strengths.

Communication

I speak and write with clarity, listen actively, and read for understanding. I know my audiences, understand the purpose, choose precise language, and when appropriate, incorporate media to enhance ideas.

Extracurricular Activities

Music, art and sport electives are offered at junior high schools and high schools. Many students enjoy pursuing their interests with extracurriculars. Music courses during and after school offer students enriching opportunities to learn about music, cultures and language. For example the high school concert choir is a popular ensemble among English learner students. To address the evident need for more English learners to have access to sports, several school sites offer intramural sport tournaments for students during their lunch break. DJUSD acknowledges the need to increase access and continues to grow these opportunities for English learners.

Partnership with Community Leaders

DJUSD partners with several community organizations dedicated to working with students learning English as an additional language. These partnerships help form important relationships and connections between families, culture and students' interests and academic potential. Two partnerships exemplifying these important endeavors are Mariachi Puente and Bike City Theatre.

Mariachi Puente is an afterschool youth mariachi group directed by Hiram and Ximena Jackson, aimed at enriching students' musical development while building cultural heritage.

> "A key goal of Mariachi Puente and mariachi education is to validate the family cultural background of the students -- many of whom are English Language Learners with Latin American Spanish as their home language -- and to develop cultural competency within their own immigrant community.
>
> The name, Mariachi Puente comes from the Spanish word for 'bridge,' symbolizing a bridge between youth musicians and their parents' generation, as well as a bridge between the music of one culture and the larger community.
>
> Adolescent Latinex students who participate in our group become exemplars of relevant positive culture in their community. Their families and adult acquaintances feel pride and value that they know and can perform these songs. This creates an authentic social bridge between the K-12 public schools and Latinex immigrant community."
>
> - Hiram and Ximena Jackson

Mariachi Puente provides students with experiences of student engagement, and corresponding social-emotional development. Because music and mariachi usually involve multi-year continuity with the same teacher, music programs provide a longer term structure for building social relationships among students in a school setting. The mariachi program creates a framework for valuing bilingualism and biculturalism. Students travel with the music group on field trips, including to the Stanford University and UC campuses, where students and parents have opportunities to speak with college students in campus mariachi bands, many of whom are first generation college students. For many families, these connections open new perspectives on students' potential opportunities to pursue college. To integrate and expand these experiences to more students, a

school music course, Mariachi del Valle was developed and is offered at Da Vinci High School.

Bike City Theatre Company, in partnership with Acme Theatre work with students at Title 1 schools, giving students the opportunity to participate in theater. Acting instructors teach students to express their personal story, use their voice and bring value, purpose, and pride to their cultural background. Students develop the skills of bilingual storytelling, empathy, collaboration, critical thinking, and innovation. For example, a current project of elementary students at Montgomery was the retelling of *Esperanza Rising*, a story about a character who rises above difficult immigrant circumstances to help her family start a new life in the United States.

"We value bilingualism and biliteracy in our society. We support opportunities for students to learn content and language skills in two or more languages. We encourage families to continue developing their child's primary language skills."

Bilingualism and Biliteracy

DJUSD sees language as an asset, encouraging all students to develop biliterate skills and maintain home languages. DJUSD's prioritization of biliteracy and world languages mirrors new state policies and initiatives including the California English Learner Roadmap, The EdGE Initiative, and Global 2030. In an increasingly interconnected world, DJUSD is dedicated to developing students' multilingual capacities. As articulated in the Global 2030 report, fluency in multiple languages contributes to respect for cultural diversity, builds intercultural competence and gives students the skills to contribute to the world across career sectors. Supporting

students in developing advanced academic proficiency in their primary language is an important part of assets-oriented education.

This section will explain how DJUSD supports bilingualism and biliteracy among students for whom English is an additional language. Students have opportunities to develop biliteracy in DJUSD's Spanish bilingual programs and world language courses. For example, DJUSD's partnership with Sobrato Early Academic Language (SEAL) will be introduced, describing SEAL's approach for working with English learners to develop academic language in students' home language and English. This section will describe DJUSD's immersion, bilingual and heritage language programs which serve to support students developing biliteracy in Spanish and English. In addition, this section will explain how students are supported in efficient acquisition of English. The progression of English Language Development (ELD) courses at the secondary level outlines continuity and coherence. Lastly, this section will provide information about California's State Seal of Biliteracy, an award given to students who have demonstrated proficiency in two or more languages.

Preserving Home Language

DJUSD encourages all families to maintain their home language. Teachers welcome families to their classroom and school-wide events that promote opportunities for students to share their learning and speak in their home language. It is recommended that parents talk with their children in their home language about what they learn in school each day because it gives children a valuable opportunity to make connections between concepts in English and their home language.

Preserving students' home language not only strengthens their potential academic learning, but is often a crucial part of staying connected to family. DJUSD recognizes the important role family and community members play in students' lives. When family members don't share a language in common, this may compromise relationships. Studying home languages academically can strengthen students' bonds with family and community.

DJUSD bilingual programs include Two-Way Bilingual Immersion, Spanish Immersion and Spanish heritage language courses to support students in fully developing their bilingual potential. Bilingual programs are designed to give all students access to the FULL curriculum and facilitate language development in Spanish and English. DJUSD has focused development of bilingual programming in Spanish because this language represents our greatest need as a district both in terms of the number of English Learners whose primary language is Spanish, and because of the evident need to strengthen our support of at-promise students, and close opportunity gaps.

Bilingual programs are important because they engage students in meaningful social and academic interactions. They scaffold in both languages to facilitate comprehension, participation and promote language development. Bilingual learning enhances students' cognitive development as it increases students' awareness of language, builds conceptual links across

languages, and gives students frequent practice looking at ideas and perspectives in multiple ways.

Sobrato Early Academic Language (SEAL)

Research shows that when we treat English Learners' home language as an asset, and we design learning to meet their needs, they succeed academically. Montgomery Elementary is a proud partner of the SEAL model, which prioritizes and accomplishes these goals. The research-based SEAL model is designed to provide high-quality education to all English learners starting in preschool through elementary school, and to prevent the development of long-term English learners. We do this through high-leverage, developmentally appropriate instructional strategies aligned across grade level and classrooms to address the increasing demands of rigorous state standards. The model is based on four pillars: first, a focus on rich, powerful, precise and expressive academic language throughout the curriculum; second, the creation of an affirming and enriched environment; third, articulation across grades and classrooms; and fourth, strong partnerships between families and school. With SEAL strategies and training, teachers create academic units that centralize English learners and benefit all students. A SEAL classroom is a joyful, rigorous and engaged learning environment.

Language Programs and Goals

DJUSD's bilingual, immersion, and heritage language programs serve to support students developing biliteracy in Spanish and English. These courses are particularly recommended for native Spanish speakers as a way to maintain students' home language. The following section provides program descriptions. Regardless of which program or course students enroll in, all English learners will be instructed in English Language Development (ELD). In accordance with education policy, students receive ELD during a regular protected period of each day (designated ELD), and ELD instruction is also *integrated* into all subject areas (integrated ELD).

Two-Way Bilingual Immersion

[Marguerite Montgomery Elementary School](#) offers a [Two-Way Bilingual Immersion Program (TWBI)](#). TWBI offers a fantastic opportunity to students in Davis. The program provides students with a complete academic program grounded in an educational environment that supports community action and celebrates cultural diversity. Students become orally fluent and academically proficient in Spanish and English. They acquire key language skills naturally and early in life, which enriches their cognitive ability in all subjects. Literacy in two languages broadens their academic, occupational and economic opportunities. English learners receive instruction in designated and integrated English Language Development (dELD and iELD) based on California's state-adopted ELD standards. All students are provided grade-level content instruction based on California's Common Core State Standards. At the end of sixth grade, students may continue studying Spanish with a Spanish heritage literature class at Harper Junior High, or one or two content area courses in Spanish at Emerson Junior High, and higher level coursework at the high schools.

Why would I want my child in Two-Way Bilingual Immersion?	¿Por qué elegir la educación bilingüe?
TWBI students are joyful, engaged learners. Research shows that students who first learn in their native language (Spanish) learn English quicker and to a deeper, more rigorous level. Young children have great capacity to learn two languages. TWBI students are biliterate—speak, read, and write in both English and Spanish by the end of 6th grade. Instructional language percentages—what and how much of the day is taught in Spanish and English—through the grade levels are based on research and best practices for learning. We begin in Kinder with 90-10 Spanish-English and by 4th grade students are learning 50-50 in Spanish-English. Biliteracy is an asset for college and career success!	Los estudiantes de TWBI son estudiantes enfocados y dedicados. Estudios muestran que los estudiantes que primero aprenden en su idioma materno (español), aprenden el inglés más rápido y a un nivel más profundo. Los niños pequeños tienen una gran capacidad para aprender dos idiomas. Los estudiantes de TWBI hablan, leen y escriben tanto en inglés como en español al final de 6o grado. Los porcentajes del idioma de instrucción (cuánto se enseña en español y en inglés) se basa en los estudios hechos y en las mejores prácticas de aprendizaje. Comenzamos en kínder con el 90% de español y el 10% de inglés y, en 4.o grado, los estudiantes aprenden 50% en español y 50% en inglés. ¡Ser bilingüe es una ventaja para el éxito universitario y profesional!

Spanish Immersion

[The Spanish Immersion Program (SI)](#) at [César Chávez Elementary](#) is an elective program open to students of different backgrounds and abilities throughout the district that serves both Spanish and English learners. In the early grades, lessons are delivered primarily in Spanish. English is gradually introduced and increases as students progress through the grades. Goals include language proficiency and academic achievement in Spanish and English and cross-cultural understanding. English learners receive instruction in *designated* and *integrated* English Language Development (dELD and iELD) in accordance with California's ELD standards. All students are provided grade-level content instruction based on the state-adopted academic standards. The program begins in kindergarten and continues through junior high at Emerson.

Heritage Language Courses

Harper Junior High offers heritage language courses in Spanish for students to build on their current language abilities in Spanish and continue developing academic fluency and biliteracy in Spanish and English. These courses are valuable opportunities for native Spanish speakers to develop advanced literacy skills. Students enrolled in a heritage language course will receive designated English Language Development (ELD) during a different period of the day, and integrated ELD during grade-level content area instruction based on California's Common Core State Standards and ELD Standards.

Structured English Immersion

All other schools utilize structured English Immersion (including elementary schools: Birch Lane, Fairfield, Korematsu, North Davis, Patwin, Pioneer, Willett). Holmes and Da Vinci junior highs utilize structured English Immersion; Harper and Emerson primarily use structured English Immersion, while including some Spanish course options. All high schools in the district utilize structured English Immersion.

Structured English Immersion means that students are immersed in instruction that is predominantly in English. Some instruction and/or support may be provided in the students' native language, but nearly all instruction is delivered in English. Presentation is designed for students who are learning English, with structured scaffolds that allow students to access content and build English language capacity. For example, teachers make explicit connections to students' prior knowledge and give students frequent opportunities to practice using language. Scaffolded structures may include language posted on walls, and role playing sentence structures as a class. The goals of this program are language proficiency and academic achievement in English. English learners receive instruction in *designated* and *integrated* English Language Development (dELD and iELD) based on California's ELD standards. They recieve grade-level content instruction based on California's Common Core State Standards.

What does English Language Development look like in different programs?

English Language Development (ELD) is embedded into all subject areas (except world language courses). For example, in math, science and social studies, teachers support students in building disciplinary specific language. Language and vocabulary are explicitly taught and are posted on the wall allowing students to access and participate in subject area content. This type of instruction is called *integrated* ELD (iELD) and all teachers are responsible for including iELD in their subject area.

In addition to integrated ELD, all English learners will receive *designated* ELD (dELD), a dedicated portion of each day that is focused directly on students' English language development. Designated ELD will always be given during an English portion of the day, as the time is dedicated to practicing English, but may include support in students' primary language as is helpful. At the elementary level, the students' classroom teacher or an EL specialist or para-educator will work with students for 30-40 minutes daily in flexible groupings that are changed as students progress and their specific needs change. At the secondary level, designated ELD is offered during specific courses and averages 40-50 minutes per day. The next section gives an overview of the progression of secondary level designated ELD courses.

Secondary English Language Development Course Progression

In junior high and high school, teachers provide students designated English Language Development Instruction in a designated course. The table on the next page, Secondary English Language Development Course Progression, gives a brief overview, showing how students progress through levels and types of courses. Depending on the number of students at a particular level, classes may be combined. Within the courses, teachers differentiate learning that is specific to the level and needs of each student. Students may take English Language Development courses in junior high or high school, or at both levels. Most often students exit these support classes when they reclassify as Fluent English Proficient (assigned the RFEP designation), as demonstrated by English proficiency on the summative ELPAC exam. However, if continued support after reclassification is deemed beneficial to students, parents may request students to continue in STEEL. Teachers also monitor student progress after reclassification and make recommendations based on needs.

Participation in English Language Development courses do not interfere with students' enrollment in A-G college preparation courses or required courses for graduation, in accordance with education policy. School counselors work in collaboration with English Learner coordinators to ensure that students' maintain progress and are on track with graduation and A-G requirements. In high school, when students score a 2 on the summative ELPAC, they are enrolled in ELD2, because at this level support in English Language Development is critical for amplifying access to the content in other courses. When students score a 3 on the summative ELPAC, students may wish to discuss their progress with a counselor; they may use discretion in deciding whether to continue with an intensive ELD course, and/or prioritize graduation

requirements. The STEEL course can be taken multiple times, as it is a highly differentiated course, supporting students in advanced academic language development in writing, presenting and analysis of text.

Secondary English Language Development Course Progression

Course Names	ELD1A or ELD1	ELD1B, ELD2, ELD3	STEEL
Proficiency Levels ELPAC scores	Emerging 1	Expanding 2-3	Bridging 3-4
Instructional Goals	Basic Interpersonal Communication Skills (BICS)	Academic Language in Literature, Science & Social Studies	
Content	Adaptation to School in U.S. and building cultural awareness	Thematic units that include reading, writing & speaking about Literature, Science & Social Studies.	
Structured Conversations & Discussions	For example: A: Hi. How was your weekend? B: Hello, it was great/ok/not good. A: What did you do? B: I...[past tense verb]...	For example: A: The story is about a student who is new to a country like myself. B: Where does the story take place? A: The story takes place in Los Angeles, which is a large city.	For example: A: In my opinion, the city needs more busses because they transport more people than cars. B: I agree that busses would be better than cars for reducing smog, but bikes have the advantage of no carbon output.
Grammar	Students are learning the structure of sentence, subject, verb, punctuation, and parts of speech.		
Whole Class Reading	✓	✓	✓
Producing Language: Written Work & Presentations	Students write about personal experiences and academic subjects. Writing culminates in oral presentations.		
Computer Access:	✓	✓	✓
Integrated Vocabulary	For example: clothing, body parts, food, classroom tools	Science & social studies vocabulary; academic language: (therefore, because, if… then, evidence)	
Independent Reading	Students choose reading based on their own interests. Teachers hold individual conferences with students to track reading development.		
Fundamentals of Reading English	As needed by beginning readers: letter sounds, comprehension		

California State Seal of Biliteracy

The California Department of Education (CDE) recognizes the value people with multi-lingual abilities contribute to our language diverse world. In 2018 the CDE put forth the [Global California 2030 report](#), an initiative calling for half of all K-12 students to be working towards proficiency in two or more languages. The California Seal of Biliteracy is awarded to seniors who have studied and attained proficiency in two or more languages by high school graduation. The California State Seal of Biliteracy is a statement of accomplishment for gaining competency in two or more languages, and may be viewed as an asset when applying with future employers and for college admission.

> **"The mission of Global California 2030 is to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy."**
>
> **©2018 by the California Department of Education**

To recognize the accomplishment and potential contributions of biliterate high-school graduates, California created the State Seal of Biliteracy.

Purpose of California's State Seal of Biliteracy:

- Encourage students to study world languages
- Certify attainment of Biliteracy
- Provide a method of identifying students with language and Biliteracy skills
- Prepare students with 21st century skills
- Recognize and promote world language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community

Why Apply for the State Seal of Biliteracy?
- Honor multiple cultures and languages
- Share on your resume
- Validate your bilingual skills to future employers

To receive California's State Seal of Biliteracy, students must meet all of the requirements shown in the checklist below:

CALIFORNIA STATE SEAL OF BILITERACY SENIOR'S CHECKLIST

❑ Completed all years of English Language Arts with GPA 2.0 or above.

❑ Took 11th Grade CAASPP, and met or exceeded standards in ELA criteria.

Demonstrate Language Proficiency in 1 of 3 ways:

❑ Passed foreign language AP exam (with a 3 or higher) OR ❑ Passed 4 years of foreign language classes with GPA 3.0 or above. (Passed the Districts Oral Proficiency Course Exam) OR ❑ Passed the SAT II Foreign Language Exam with a score of 600 or higher.

❑ Took the Summative ELPAC and achieved English proficiency. (EL students only)

❑ Applied for the SEAL of Bi-literacy on-line.

For more information, go to: https://www.djusd.net/instruction/programs/world_language.
And: https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp

(Students who opt out of the 11th grade CAASPP are automatically ineligible for California's State Seal of Biliteracy.)

Recognition Includes:
- Gold embossed insignia placed on diploma
- Honors cord to wear at graduation
- Certificate from Yolo County Office of Education
- Senior recognition at the Senior Awards Night

Elementary Pathway to California's State Seal of Biliteracy
1. Refer to current requirements online:
   https://www.djusd.net/instruction/programs/world_language
2. Stay connected to the school's State Seal of Biliteracy Pathway
3. Continue speaking, reading and writing in the language of study, English, and student's primary language.

4. Study regularly to develop English abilities and work towards meeting reclassification requirements.
5. Plan a secondary course of study that will include heritage language or world language courses at secondary to further develop first language academically.
6. Plan to take the 11th grade CAASPP in English and score standards met or standards exceeded. (Students who opt out of the 11th grade CAASPP are automatically ineligible for California's State Seal of Biliteracy.)

Alignment and Coherence
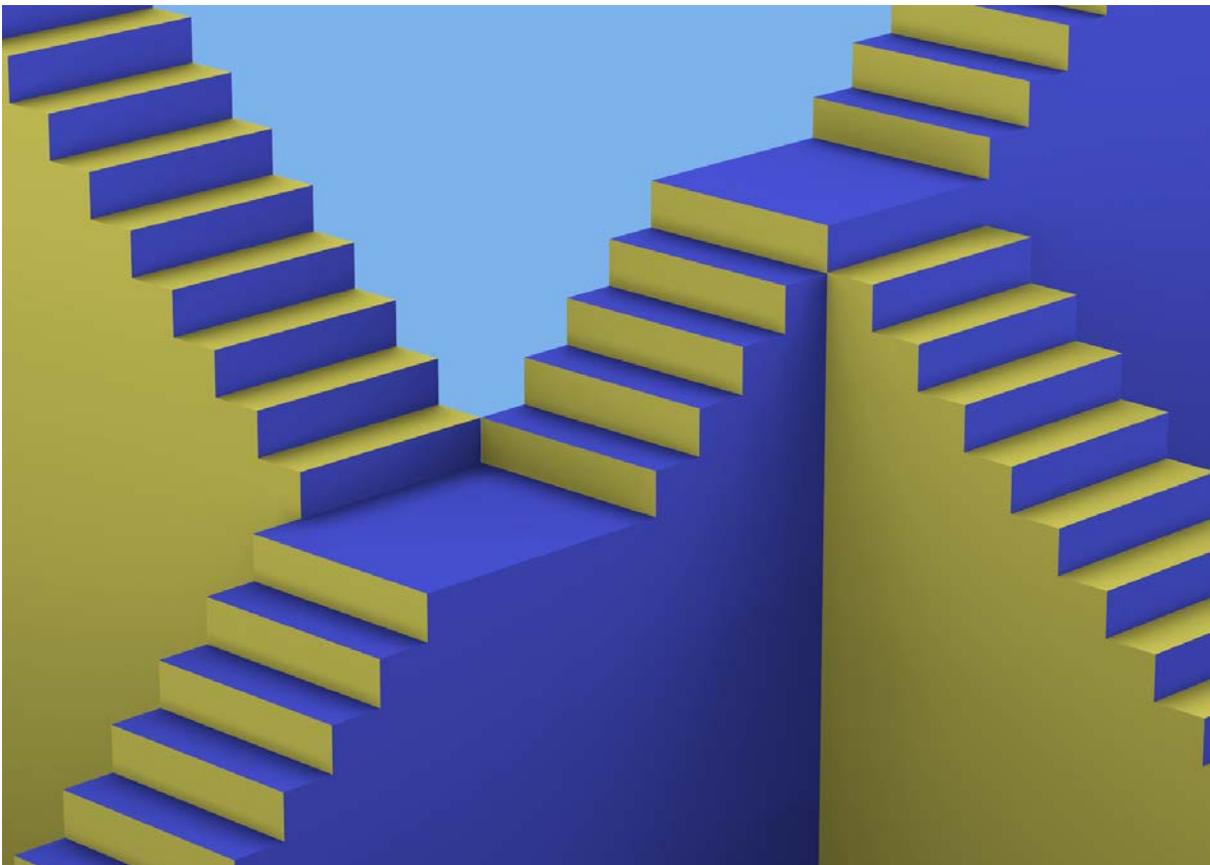
"We provide English learners with a coherent, articulated, and aligned set of practices and pathways throughout their entire education. We foster skills, language, literacy, and knowledge that students need for college- and career-readiness."

College Preparation

DJUSD names closing opportunity gaps one of our top three goals, in recognition that historically and currently students learning English as an additional language do not all have equal opportunity to pursue college. Because of this, DJUSD is addressing the need for all students to graduate from high school college and career ready. Addressing the disparity in students' college readiness at graduation is a top priority for DJUSD, as will be discussed in Chapter 8, Organizational Sustainability and Growth. Disparities in students who graduate from high school having completed course requirements for eligibility at California State Universities and the University of California attest to the additional support DJUSD is committed to providing to at-promise students, raising their opportunities to meet A-G college requirements.

Preparing college and career ready students involves systemic collaboration in the following areas: (1) cohesive articulation across grade levels, (2) monitoring student progress with an equity lens, (3) academic support in all subject areas, (4) college preparatory course planning and completion, (5) understanding students' rights for equal access to education. As a district, DJUSD is working diligently to close opportunity gaps by building capacity in these five areas. The following sections will discuss how students are supported towards a college pathway at every grade level, progress monitoring, specific academic supports available, resources for meeting college course requirements and information about students' rights.

Cohesive Articulation Across Grade Levels

College preparation begins in Kindergarten and continues through grade 12. Teachers instruct students in content and skills defined by the [Common Core State Standards](#) that are designed to prepare students for college academics. For example as early as kindergarten, students are asked to compare and contrast, consider multiple perspectives, and evaluate evidence. Students learning English as an additional language are given intensive and ongoing instruction in English Language Development to support their access to the core curricula.

Teachers work collaboratively to support students' transitions from teacher to teacher and year to year. For example, elementary English learner specialists share students' English Language Development (ELD) goals with students' classroom teachers. Similarly, junior high school English learner coordinators give their colleagues specific information about ELD goals for each student. When students transition to junior high school, student information is shared so that teachers may review student progress and plan accordingly. Likewise, students' high school transition is supported by English Learner coordinators, who recommend appropriate courses and relay pertinent details about students' progress. As needed, teachers consult across schools to help facilitate smooth transitions for students.

Monitoring Student Progress with an Equity Lens

Students who are learning English as an additional language are monitored regularly through DJUSD's Multi-Tiered System of Support (MTSS). This involves routine team meetings when teachers analyze student data together, and plan differentiated instruction to meet the individual

needs of each student. As needed, teachers may design a whole class lesson to strengthen a targeted skill, work with students in small groups that change according to student growth, or provide students with higher levels of intervention.

In addition to student monitoring that is used to structure support for each individual student, MTSS teams also use student data to analyze and improve the efficacy of programs and departments. This occurs at the district level and across sites. For example, Davis Senior High School evaluates program efficacy for closing opportunity gaps annually at the English Learner Think Tank. Here secondary teachers, counselors and the district office English Learner team meet together to discuss DJUSD's collective progress in supporting English Learners in their successful academic progress and college eligibility. Using the California's [English Learner Roadmap](#) as a perceptual lens, the team identifies persisting areas of student need. This leads to the initial drafting of plans for upcoming years to further close opportunity gaps and support more English learners in meeting their goals for college eligibility. What this data regularly shows us, is that as a group, English learners need additional academic support to achieve equal opportunity in their readiness for college. As will be discussed in the next section, multiple forms of academic support are an essential component of DJUSD's comprehensive programming for English learners.

Academic Support

Academic support for students learning English as an additional language takes two forms:

1. Academic support that is part of students' core instructional program. For example ELD courses and Davis Senior High School's academic center help students access subject areas, a fundamental right to a basic education. Summer school credit recovery is also a support that increases access to students' basic education.

2. Supplemental support goes above and beyond the standard educational program. Designed to enrich students' life experiences and boost students' opportunities for college readiness and eligibility, programs such as Bridge and AVID can provide supplemental support. Access to supplemental supports are made a priority for students with the highest need, at-promise students, and students who may be the first to attend college in their family.

Both types of academic support are integral to helping close opportunity gaps. Differentiating between the two types of academic support is important for funding and ensuring that all students receive at minimum their right to a basic education, and that all teachers help facilitate students' access to their subject area. Highlighting the second type of academic support that enriches and expands opportunities, is essential as DJUSD works towards programming where students learning English as an additional language have equal opportunity for college readiness. The table on the following page gives an overview of academic support available to English learners at DJUSD.

Academic Support for English Learners

Program or Course	Sites	Who is eligible?	Purpose
ELD (English Language Development)	All school sites	All students learning English as an additional language	To efficiently build academic fluency in English
S.T.E.E.L. (Strategic English Enrichment Lab)	Harper Junior High Holmes Junior High	Students who are at levels 3-4 on the summative ELPAC and with teacher recommendation.	To further develop academic fluency in English, especially developing persuasive essay writing
Bridge	Montgomery Elementary: after school program Harper Junior High: during and after school	All students Kinder to 6th grade who are classified as priority in the LCAP are eligible for Bridge. Teachers refer students who are priority classified *and* below grade level in language arts, math or other subject areas. Enrollment is limited by the number of UC Davis work study tutors, aiming at a 1:3 max ratio.	The purpose of Bridge is to provide academic support in the areas of reading, writing, speaking/listening and math. The Bridge program fosters important mentor/mentee relationships.
AVID (Advancement Via Individual Determination)	Harper Junior High Emerson Junior High Holmes Junior High Davis Senior High	Students in grades 8-12 with a GPA between 2.0 and 3.5 who want to attend college. Reclassified English language learners (RFEP) and students who are the first in their family to go to college have first priority.	Prepares students for college eligibility by providing academic and motivational support.
Academic Center	Davis Senior High	Students in all grades who need support in any class are eligible to come before school, during lunch or after school. Students can also be referred by their teacher during class time.	Provides free tutoring, tutors who speak multiple languages, college test preparation and college application support, to promote academic success for all students.
Summer School	Montgomery Elementary Harper Junior High Holmes Junior High Emerson Junior High Davis Senior High	All migrant students, all incoming 7th graders, and EL students at any grade who have not met academic standards.	Provides rigorous study, ELD, enrichment and opportunity for credit recovery.

Academic Support (continued)

The table above introduced programs and courses that offer academic support to DJUSD students who are learning English as an additional language. The next sections provide further description of these academic support structures.

Strategic English Enrichment Lab (STEEL)

The Structure English Enrichment Lab (STEEL) is a rigorous, high-engagement elective designed to prepare students for college and careers. Meeting UC/CSU elective course requirement "g," STEEL supports English learners achieve high levels of academic language. This includes enhancing vocabulary, syntax, and grammar; improving speaking and listening; and developing academic speaking and writing skills. Students produce language in daily discussions, peer collaboration and presentation of speeches. Academic writing involves summarizing, justifying, and developing an opinion or argument. Students engage in nonfiction texts relevant to their lives and make meaningful connections between coursework and the demands of higher learning. Students also read fiction texts, discuss point of view and multiple interpretations. Teachers structure regular connections between STEEL, other grade-level course content, and real-world issues.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. Scheduled during a regular school period, the AVID center provides students with rigorous college preparatory curriculum. Tutors facilitate study groups designed to strengthen students' understanding of their own learning process, a skill that is known to be integral to college success and is called metacognitive development. Instruction includes core college readiness skills such as analytical reading and writing, communication skills, and academic success skills.

Bridge Program

The Bridge program is designed to support students learning English as an additional language and migrant students' successful academic achievement and college readiness. Serving students kindergarten through eight grade, the Bridge program fosters important mentor/mentee relationships. Tutors from the University of California at Davis (UCD) are often bilingual and represent communities of color, offering K-8 students positive and diverse models of academic success.

DJUSD offers Bridge programs at Montgomery Elementary and Harper Junior High, schools targeted with multiple structures to increase students' academic and college opportunity. Montgomery Elementary's Bridge program provides students in grades Kindergarten through sixth with academic support in the areas of reading, writing, speaking/listening and math. Bridge tutors work with small groups of students or one-to-one pairs, providing students with close attention and academic support.

Harper Junior High's Bridge program builds on the Bridge program at Montgomery, providing students with UCD tutors who support students' academic achievement and offer strong mentoring relationships. In addition, Harper Junior High's Bridge program connects students with opportunities to learn about college pathways. The Bridge coordinator is a strong advocate for students, providing mentorship and connection to resources in the community. Speakers in the community discuss with students on a wide range of topics including college, resilience and healthy relationships. Bridge tutors develop important mentoring relationships with students and are trained in restorative and trauma informed practices. Harper Junior High students may enroll in a Bridge course during the school day, or after school, structured to provide students with maximum flexibility to enroll in all needed coursework and electives.

Academic Center at Davis Senior High School

The Academic Center at Davis Senior High School is a multi-faceted resource: students may work with a tutor in their primary language, recieve help with course assignments, prepare for test exams, and work with tutors from UC Davis. UC Davis tutors speak a variety of languages including Spanish Mandarin, Farsi, French as well as others. UC Davis tutors provide important mentorship to students, offering not only language and academic support, but also may discuss college pathways and applications.

The Academic Center also runs a peer tutoring program. High school students receive training for providing academic support to their peers and are scheduled to assist directly in classrooms.

Resources at the Academic Center include text books for all courses and up to date practice testing books for college preparation exams, including the SAT, ACT, PSAT and AP exams.

Access to the Academic Center is comprehensive. Students may drop in before school, during school, or after school. UC Davis tutors pair with students to offer ongoing regular meetings. In class support is available from peer tutors, or teachers may refer students to the academic center during class. Students who work regularly at the Academic Center see strong academic benefits. The Academic Center celebrates students' hard work, commitment and dedication to their studies with a monthly acknowledgement awarded to 10 students, including a certificate, gift card and pizza party. A DJUSD program supervisor facilitates all programs. Additional information about the [Academic Center](#) can be found on-line.

College Preparatory Course Planning

At the secondary level, the English Learner coordinator and school counselors work closely together to prioritize scheduling for students that maximizes students' opportunities to enroll in

English Language Development (ELD) courses and successfully progress through college preparation courses. Teachers may also recommend academic support classes such as AVID, Bridge or STEEL. STEEL is important for building academic language that helps students be successful in college level coursework. The AVID and BRIDGE programs mentor students through the process of becoming college ready. An advisor from the Migrant Education Advisory Program connects regularly with migrant students and parents to support their progress and preparation for college.

Students are encouraged to take an active role in planning their college preparation. They may ask to schedule a meeting with subject area teachers to communicate their plans for college and ask how they may be successful in a teacher's class. Regular academic support is available at the academic center at the high school, and from Bridge tutors at Harper Junior High. Students may meet regularly with their counselor to track their progress on college courses, and may request a printed course catalogue that is useful for keeping track of course selections and application guidelines. As needed, summer school is available if students need the opportunity to make up credits.

DJUSD's graduation requirements include the a-g course sequence that aligns with the minimum a-g course sequence requirements for California State Universities and the California Department of Education course requirements. Students meet with their counselors to develop a course schedule that will meet these goals. Course requirements and a planning template are previewed below. More information can be found in DJUSD's secondary course catalogues, including secondary course descriptions and information about applying to college.

CSU The California State University

YOUR PATHWAY TO COLLEGE READINESS

BELOW ARE THE MULTIPLE WAYS TO BECOME CSU COLLEGE READY

"READY"

FOR ENGLISH AND MATH
COLLEGE-LEVEL COURSES
(GE written communication &
math/quantitative reasoning courses)

CAASPP EAP: Standard Exceeded (Level 4)
English:
ACT: 22 and above
New SAT: 550 and above
Old SAT: 500 and above
AP Language/Literature
Composition: 3 and above
Math:
ACT: 23 and above
New SAT: 570 and above
Old SAT: 550 and above
AP Calculus or AP Statistics
Exam: 3 and above

EXEMPT
from the CSU Early Start Program

**May enroll directly in college-level,
baccalaureate credit bearing courses upon
admission to the CSU**

"CONDITIONALLY READY"

FOR ENGLISH AND MATH
COLLEGE-LEVEL COURSES
(GE written communication &
math/quantitative reasoning courses)

CAASPP EAP: Standard Met (Level 3)
English:
ACT: 19-21, New SAT: 510-540, Old SAT: 460-490
Math:
ACT: 20-22, New SAT: 520-560, Old SAT: 490-540

COMPLETE
an approved
senior year-long
English course:

ERWC, AP or IB, or
Weighted Honors
English

COMPLETE
an approved
senior year-long
math course:

All courses with a prerequisite
of Algebra II or Integrated Math
III, including: Trigonometry, Math
Analysis, Pre-Calculus, or Calculus,
AP Calculus AB or BC,
AP Physics or AP Statistics

Must pass senior year-long course with a grade
of "C−" or better in order to be exempt from
participating in the CSU Early Start Program

YES   NO

"NOT YET READY" OR "NOT READY"

FOR ENGLISH AND MATH
COLLEGE-LEVEL COURSES
(GE written communication &
math/quantitative reasoning courses)

CAASPP EAP:
Standard Nearly Met (Level 2)
or Not Met (Level 1)
English:
ACT: 18 or below, New SAT: 500 or below,
Old SAT: 450 or below
Math:
ACT: 19 or below, New SAT: 510 or below,
Old SAT: 480 or below

NOT EXEMPT
Required to participate in the
CSU Early Start Program
(Unless you meet other
Early Start Program exemptions)
Go to: www.csusuccess.org/earlystart/early-start-faq

Updated SAT Information
In March 2016, the College Board began administering a new SAT.
The new SAT scores are different than the old SAT scores. The CSU
will accept both old and new SAT scores for students graduating
from high school in 2020 and prior.

ACT	American College Testing
AP	Advanced Placement
CAASPP	California Assessment of Student
	Performance and Progress
EAP	Early Assessment Program

GE	General Education
ERWC	Expository Reading and Writing Course
IB	International Baccalaureate
SAT	Scholastic Aptitude Test

DSHS GRADUATION REQUIREMENTS
MINIMUM UC / CSU ADMISSION REQUIREMENTS

COURSE	DSHS GRADUATION REQUIREMENTS		UC/CSU ADMISSION REQUIREMENTS (MINIMUM)
	CREDITS	YEARS	
English	40	4 yrs	4 yrs
Math [1]	20	2 yrs	3 yrs
Life Science [2]	10	1 yr	2 yrs Lab Science: Biology & Physical Science (CSU) Biology, Chemistry, Physics (UC)
Physical Science [2]	10	1 yr	
World Civilization	10	1 yr	2 yrs Social Science, including 1 yr US History & 1 yr World Civilization
U.S. History	10	1 yr	
Government	5	½ yr	-
Economics	5	½ yr	-
Physical Education	20	2 yrs	-
CTE / Practical Art	5	½ yr	-
Visual and Performing Arts or Career Technical Ed	10	1 yr	1 yr Visual and Performing Arts
World Language	-	-	2 yrs (same World Language)
Geography	5	½ yr	-
Health	5	½ yr	-
Electives	75		1 yr (College Prep electives)
TOTAL	230		

[1] Must include Integrated Math 1 or equivalent
[2] Check approved college course list in this catalog

PLAN YOUR a-g COLLEGE PREP REQUIREMENTS

For the University of California, California State University and Many Other Four-Year Colleges

Explanation: List below those courses you have completed and plan to complete to satisfy college prep course requirements. Remember, you need to achieve at least a "C" grade in every course. UC and CSU "a-g" subject areas are described below. A list of UC and CSU approved courses is printed on page 18 and is similar to courses required by other four-year colleges. College prep courses are also noted on your transcript. (Courses approved for additional honors credit are underlined on UC "a-g" list.) College prep courses have P or AP in the title.

Course or Subject	8th Grade		9th Grade		10th Grade		11th Grade		12th Grade	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
a History/Social Science – 2 years. Includes one year of U.S. History or ½ year U.S. History and ½ year government/civics; plus one year of world history, cultures or geography. CSU & UC requirements vary. See chart.										
b English – 4 years. Composition, literature and other English courses designated as college preparatory.										
c Mathematics – 3 years (4 recommended for UC). Integrated Mathematics 1, Integrated Mathematics 2, Integrated Mathematics 3, Accelerated Integrated Mathematics 3, Precalculus and Calculus.										
d Laboratory Science – 2 years (3 recommended for UC). See CSU and UC comparison chart for specific CSU and UC requirements.										
e Language Other Than English – 2 years (3 recommended for UC). Two years in the same language. Courses in language other than English taken in 7th & 8th grade may be used to fulfill this requirement. Subject to waiver for applicants demonstrating equivalent competence.										
f Visual/Performing Arts – 1 year. Art, dance, drama, music, floral design.										
g College Prep. Electives – 1 year. Select from the above areas or additional courses listed on the CSU & UC approved course list on Page 18.										

Students' Rights to Education

It is DJUSD's position that all students have the right to learn in an educational environment where their potential can be fully realized. By law, students have access to rigorous coursework that helps prepare them for success in college and careers. We encourage students to know their rights, as supported by the following important legislation.

[Assembly Bill 413](): Education: At-Promise Youth

This California bill approved Fall of 2019 recognized that labeling students "at-risk," a term used in existing law, can have stigmatizing impact. Labels can perpetuate implicit bias, affecting respect and services given to students. This law replaces "at-risk" with "at-promise" in all Education Code, signifying the potential each student has to thrive and succeed.

[Assembly Bill 2121](): Pupil Instruction: Cousework and Graduation Requirements

This California bill approved Fall of 2018 asserts that certain students are eligible to take a 5th year to complete graduation requirements.

Eligible Students	DJUSD Interpretation of Law
Students enrolled in a migrant program. English learners who first arrived in U.S. schools after the beginning of the sophomore year, and therefore are still newcomers in their junior or senior years of high school.	Students graduate when they have met state-wide coursework requirements (local additional requirements are waived). When a pupil does not complete an entire course due to arrival and departure dates, the DJUSD will issue full or partial credit for coursework that is completed. DJUSD will accept satisfactorily completed coursework from schools, including public, private and schools outside the U.S. to issue course credit for incomplete courses. Students including students age 18 and older will be informed of their right to take a 5th year of school to complete graduation requirements.

[Assembly Bill 2735](): English Learner Participation in Standard Instructional Program

This California bill approved Fall of 2018 asserts that middle and high school students who are classified as English Learners are given access to enrollment in all courses that are part of DJUSD's instructional program, including a full course load that will meet graduation

requirements, and A-G college requirements or Advanced Placement (AP) courses. Newly arrived students, and students who would benefit from intensive English Language Development will be enrolled in an ELD or S.T.E.E.L. course to support their ability to successfully participate in the standard instructional program.

Assembly Bill 3022: Retroactive High School Diplomas

This California bill approved Fall of 2018 authorizes DJUSD to retroactively grant a high school diploma in the situation when a student in grade 12, in good academic standing, did not receive a high school diploma because his or her education was interrupted due to a departure against his or her will.

For more information understanding the rights of students learning English as an additional language, please access bilingual resources available at The Education Trust-West.

Career and Technical Education

DJUSD courses support students in preparing for careers in various industry sectors including computer technology, agriculture, transportation, auto work, robotics, engineering, architecture, arts, media, and health care. Courses are available beginning in middle or high school. For updated information, please go to DJUSD's Career Technical Education webpage.

Why: We believe all students, particularly those who are furthest from opportunity, should be able to engage in learning that is purposeful, aligned with their passions, and values their contributions.

How: By having hands-on opportunities for students to develop "real life skills," and develop themselves as authentic problem-solvers.

What: School structures and programs that include community connections, career pathways, and internships.
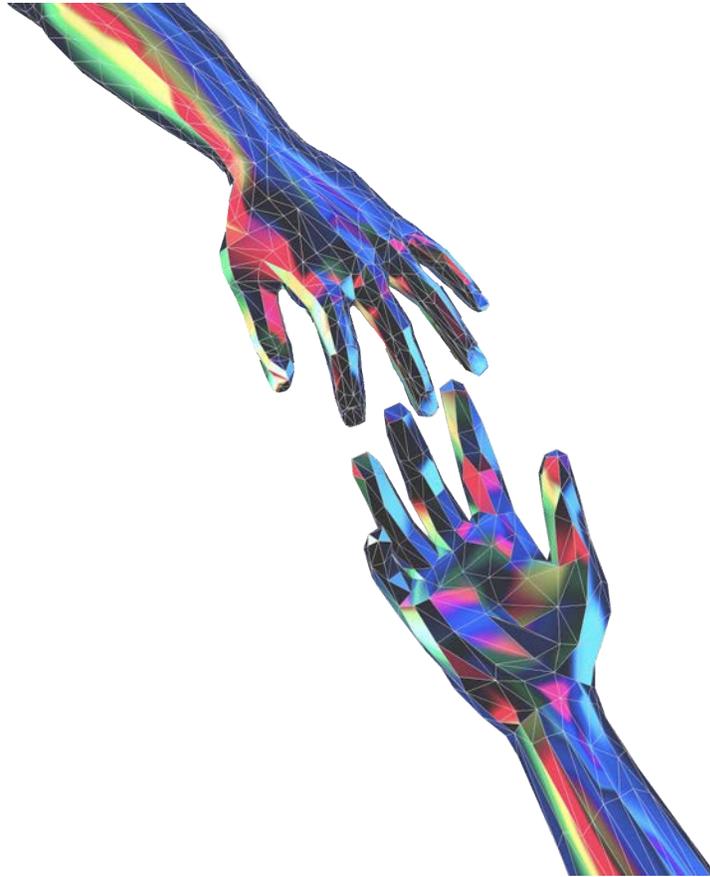
Needs-Responsive Approaches

"We address the variety of needs of our English learners and their families. We actively engage with families to support students' academic, social, and emotional development. We provide an environment where students feel safe and supported."

Needs Responsive Support System

DJUSD has many structures in place to provide support to students that is responsive to individual students' changing needs. DJUSD's Multi-Tiered System of Support (MTSS) is an organizational level system for monitoring students and providing adaptive support as needed. MTSS collaborative team meetings support teachers, counselors and administrators in coordinating cohesive programmatic support. Some of these supports include instructional aides, after school tutoring, a migrant education advisory counselor, summer school, and trauma informed supports. The next section will summarize each of these needs-responsive supports.

Multi-Tiered System of Support (MTSS)

DJUSD educators work collaboratively to ensure there are systems for monitoring students' well-being at every school. Our "Multi-Tiered System of Support," means that every student receives Tier I services including grade-level academic instruction, and school-wide social-emotional learning. As part of MTSS, many schools use a needs-responsive Positive Behavior Interventions and Supports (PBIS) program. Teachers observe students closely to identify when students would benefit from additional support in a particular area. As needed, staff work with students using Tier II and Tier III interventions. The focus of MTSS is to utilize temporary interventions that support students in thriving with Tier I services. Chapter 7, Plan for Monitoring Student Progress, will focus especially on how schools monitor students' academic progress.

Instructional Aides

Schools assign instructional aides to classes where it is anticipated that students will benefit from additional support accessing content. When needed and possible, bilingual instructional aides also provide support in the student's home language. This allows students to discuss concepts in their primary language, deepen comprehension, and make connections between their prior knowledge and English vocabulary. Instructional Aides structured conversations with students are highly effective supports for accessing grade-level content and building English proficiency.

After School Tutoring

After school tutoring is available through many options. Often teachers are available after school to answer questions, or by appointment. Students are encouraged to schedule meetings with their teachers to go over material from class or check in about progress. At the junior high, tutors are available to do one-on-one tutoring in both BRIDGE and AVID programs. The high school offers an academic center where students may go for tutoring before or after school.

Support for Migrant Students

Most migrant students follow a pathway from Marguerite Montgomery Elementary (MME) K-6 to Harper Junior High 7-9, as each school has specialized programs intended to serve migrant students. MME offers students a dual language immersion program to support students developing bilingual fluency in Spanish and English, while sustaining connection to students' cultural heritages. At Harper, students may take Spanish language courses especially designed for heritage speakers. A 5-6 week migrant Summer Scholar program is available for students in grades K-6.

Migrant Education Advisory Program (MEAP)
An advisor from Butte County's office of education works directly with migrant students at the secondary level. The advisor connects with parents and works with each student to develop an A-G college preparatory course schedule and individual learning plan. As needed the advisor

supports students in developing a plan for maintaining credits when exiting and entering school midyear, either through independent study, partial credit or summer school credit recovery.

Individual Learning Plans
In April, the district English Learner director, MEAP advisor, and school site staff welcome families to the Davis Migrant Center. At this time EL staff hold a brief in-person informal interview with parents and/or students, to begin establishing relationships and learn about students' interests, strengths, and areas of needed support. The conversations are intended to be adaptive and strengths-based. Families' input is shared with teachers to support their transition to schools in Davis. In May, teachers also contribute notes to the individual learning plan, describing students' strengths and any support that teachers had provided that would be helpful to continue. These notes are recorded on a needs assessment and learning plan that follow the student from year to year. The learning plans are shared with summer school teachers and the next year's academic teachers, helping to connect students from teacher to teacher, as students navigate multiple transitions.

Support for English Learners in Special Education

When parents have concerns or questions about their child's learning or development, they are encouraged to consult with their child's teachers. Teachers may recommend strategies and interventions that can be used in the class and/or strategies to use at home to address the student's educational challenges. A team approach is taken to determine students' specific needs and supports. A student study team meeting can be held to determine what additional interventions should be implemented to support the student. In some cases assessment may be recommended to determine if the student is eligible to receive special education services with an Individualized Education Plan (IEP). If assessment for special education services is determined to be needed, staff from the Special Education Department will follow the special education assessment process. If through that process the student qualifies for special education services, an IEP will be developed to address the unique needs of the student. The IEP will include specific English language goals. Teachers will provide instruction in designated and integrated English Language Development in accordance with the IEP.

A student support team meets regularly with parents to review progress and goals. The student support team includes the school's English Learner specialist or coordinator. Students' progress is carefully monitored so that reclassification to Reclassified Fluent English Proficient (RFEP) designation is recommended when students' English proficiency is attained with consideration of the students' learning disability. If there are factors in the student's disability that may interfere with the student passing requirements for reclassification, then teachers refer to the Special Education Reclassification form which gives options for an appropriate alternative reclassification process. A Bilingual Assessment Team (BAT) will meet with the parents to determine reclassification. (For students with an IEP, this change must be addressed at an IEP meeting; a BAT meeting cannot be held without the IEP team.) After reclassification, teachers and EL staff continue to monitor students' progress. For more information, please see California

[Practitioners' Guide for Educating Students with Disabilities](#).

Trauma Informed Supports

Trauma inducing life experiences can happen to any student. Teachers who work closely with students learning English as an additional language are particularly familiar with the hardships that sometimes accompany immigration experiences. For example, some students left unsafe conditions in their prior country of origin, may have experienced separation from family members, or face the risk of deportation of themselves or a family member. Also simply being in a new country and the loss of students' previous communities are stress factors that are common for students to navigate.

Teachers, tutors and counselors who work directly with at-promise students, are aware of these risk factors and are sensitive to building safe trusting relationships with students at school that foster resilience and allow teachers to connect students to additional resources as needed. The English learner specialist/coordinator at each school site is most often the primary liaison between students, parents, subject area teachers, and school counselors. The EL specialists/coordinators check in with students often, and make contact with parents. They look out for signs of isolation, depression or anxiety. As needed the EL specialist/coordinator or another teacher refers students to the school counselor. School counselors facilitate peer support groups, monitor student progress, make helpful schedule changes and refer students out to additional support as needed.

Bridge is a program designed to support student success and build community, also an important part of DJUSD's safety net for students dealing with trauma. The Bridge coordinator organizes trainings on topics such as resiliency and is an important mentor to many students who participate in Bridge. Bridge tutors are trained in restorative and trauma informed practices and work with students daily, often forming important relationships that support students' academic and emotional well-being. As needed, families are connected to outside resources like [Empower Yolo](#), and DJUSD crisis supports.

DJUSD's prevention and wellness department supports all school sites and students through staff development, curriculum, and policies related to mental health. Two district staff members work as managers of Prevention and Wellness. Intensive intervention through direct student/family contact and staff consultation is available for high risk situations and behavior such as trauma, suicidal ideation, non-suicidal self-injury, child abuse and neglect, and substance abuse. Furthermore, teachers and staff at school sites do annual training in suicide prevention and mandated reporting. When teachers observe students who may be struggling emotionally from the impact of trauma, neglect or abuse, appropriate referrals are made to ensure students receive needed support. Protocols exist for reporting concerns to appropriate resources.

Summer School

DJUSD offers six summer school programs: K-6 Migrant Summer Scholar, Power Up for K-6, Jump Start for 7th-8th and Secondary Summer school for 9-12th graders, King High Summer Summer School, and Extended School Year for students in Special Education.

Migrant Summer Scholar Program

The Migrant Summer Scholar Program is an intensive 5 to 6 week summer course for students entering grades 1-6 that provides instruction in reading, math, English Language Development and enrichment such as music, robotics and educational excursions. Instruction utilizes the Sobrato Early Academic Learning (SEAL) model building on educational units and routines used at Marguerite Montgomery Elementary during the academic year. With SEAL, teachers engage students in language rich thematic units. Summer school teachers work in collaboration with teachers from the academic year to provide continuity in students' development.

Power Up!

Power Up offers summer academic support for students entering grades 1-6. Students are invited to participate based on demonstrated need to boost up foundational reading or math skills. Daily instruction will be delivered in a small-group format with instruction targeted to meet students' individual needs. Students participate in reading, writing, English language development, and math enrichment activities.

Secondary Jumpstart

Summer Jump Start is designed to give students entering 7th, 8th and 9th grades a "jump start" on their upcoming academic year. Seventh grade in particular prepares students for the transition to junior high. While building math, reading and organizational skills, the program is also designed to support students in building relationships and comfort with their school. Each junior high hosts their own Jumpstart and students are grouped by grade level. Integrated into academic learning are opportunities for team building, developing organizational skills, and practicing the growth mindset.

Secondary Summer School for 9th - 12th graders

Davis Senior High School offers summer school classes for current DJUSD students who will be in grades 10th, 11th or 12th grade in the upcoming academic year. English Language Development courses are available to help students enrich vocabulary and build academic language. As needed, students may remediate D or F grades with summer program courses. This gives students an additional opportunity to fulfill requirements of credits and courses for

graduation or college eligibility. Courses are designed as interventions to support students in meeting grade level standards.

King High Summer School

King High offers a summer session to support current King students in earning credits and working towards graduation goals.

Special Education Extended School Year

Some students who receive special education services during the school year have Extended School Year (ESY) services on their individual education plans (IEPs). ESY services are intended to serve students who would not be able to recoup what they forgot over the summer in a timely manner in the following school year.

Conclusion

In synthesis, Chapter 4 illustrates the multiple structures in place to realize DJUSD's vision for all students: to ignite a love of learning and equip each student with the knowledge, skills, character and well-being to thrive and contribute to an evolving and increasingly connected world. Beginning with foundational teacher-student relationships and culturally affirming practices, DJUSD develops and sustains assets-oriented schools where students feel pride in their unique identities and confident in their social and academic abilities. DJUSD promotes bilingualism by supporting students in preserving their home language and providing cohesive English language instruction throughout students' development. DJUSD prepares career-ready and college-bound multilingual students. Using an equity lens, DJUSD works to address disparities and systematically provide adaptive support to students through our needs-responsive Multi-Tiered System of Support. Extracurricular activities engage English learners in a broad skills portfolio and assets defined in DJUSD's graduate profile that appropriately lead to more opportunities, post high school graduation. Comprehensively, DJUSD's assets-oriented structures give depth and strength to our vision for English learner's educational opportunity and capacity for contributing to a global world.

Chapter 5 How do Students Learn an Additional Language? *DJUSD's Plan for Learning & Teaching*

This chapter describes our district plan for students' development of academic language and fluency in English, and whenever possible, their primary language. Our guidance for this chapter includes California's English Learner Roadmap, the Common Core State Standards (CCSS), the English Language Development (ELD) Standards and Framework, as well as our teachers' expertise in working with students. These guiding documents were developed by teams of educators drawing on research based understandings of how people learn. They are in alignment with best practices recommended by DJUSD educators. Threaded throughout are two themes: Context grounds learning, and learning is all about meaning making.

The following sections will elaborate on why DJUSD educators focus on meaning making, supported by our guiding documents. Here readers will also find answers to these types of questions:

"How will my child learn English?"

"My child speaks all the time at home, but is very quiet at school. What can I do?"

"How will teachers support my child?'"

"What is the difference between designated and integrated ELD?"

"What role do relationships and culture have for teaching and learning of emerging bilingual students?"

"What are academic language functions?"

Organization of Chapter 5

Guiding Documents

California's English Learner Roadmap

This chapter springs from California's English Learner (EL) Roadmap Principle 2: Intellectual Quality of Instruction and Meaningful Access. [Californians Together](#) provides links to the EL Roadmap Guide, and Teacher Toolkits for preschool, elementary school, middle school and high school that support implementation. As stated in principle 2 of California's EL Roadmap,

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

As will be developed in our local plan below, we implement rigorous, standards-based curricula. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking. Students' home language is seen as a foundation for developing English. Teachers make language instruction explicit, facilitating students' full access to the curriculum. Above all, we endeavor to facilitate all English learner students' meaningful participation.

Common Core State Standards

In 2010, the California Board of Education adopted the Common Core State Standards (CCSS). The English Language Arts CCSS call for language instruction to be taught within disciplines such as math, science, social studies and the arts. The rationale for this is twofold. First, students need support in domain specific academic language to effectively work within each field of study. For example, in science and math, students use logic that is framed with "if… then…" grammar structures. In history and literature, students learn to compare multiple perspectives and points of view. These language skills support students' performance in each subject area.

The second reason teachers give academic language instruction in every subject is that students become adept at language when they use language purposefully as a tool for communication. Subject areas have differing purposes, and fluency with language requires practice in every discipline. The Committee on Defining Deeper Learning and 21st Century Skills stated, "reading, writing, and language practices are best taught and learned when they are employed as tools to acquire knowledge and inquiry skills and strategies within disciplinary

contexts, such as science, history, or literature" (ELD Framework, p. 61 sourced from Committee on Defining Deeper Learning and 21st Century Skills [2012, p.114]). The following diagram illustrates how language informs mastery within disciplines, and disciplinary practice improves specific language functions.
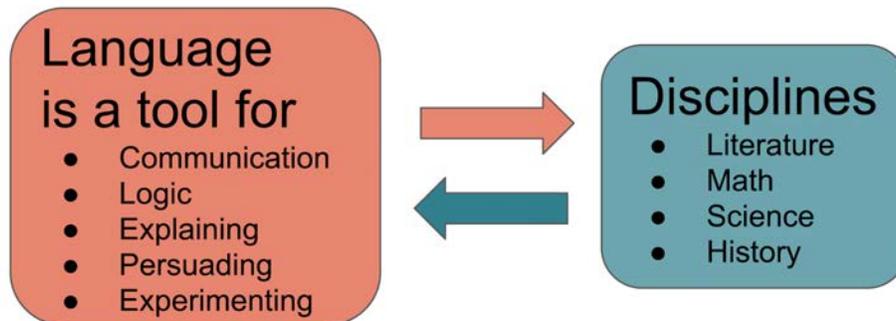
Disciplines like literature, math, science and history provide context, and these contexts give students meaningful and purposeful opportunities to develop language. Each person who has learned another language may be familiar with this experience. We tend to feel more comfortable and have more vocabulary in contexts that are similar to the contexts where we learned the language. The context provides us with opportunities to make connections between ideas and this is how we build meaning. The following section will introduce the English Language Development (ELD) standards and the implications of the CCSS's focus on meaning making and learning grounded in context.

California English Language Development Standards and Framework

The California English Language Development (ELD) Standards were published in 2012. Two years later, the California Department of Education published the ELA/ELD Framework, a guide for implementing the standards. The following section will summarize some of the essential tenets of the ELD standards and framework.

- ➢ The ELD standards position **language as a resource for making meaning**. As stated in the standards' grade level goals, students "develop an understanding of how language is a complex, dynamic, and social resource for making meaning." Students also learn "how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience" (p. 26, p. 134).

- ➢ Students learning English as an additional language are **taught at grade level** with their peers. As stated by the authors of the ELD standards, our goal for English learners' development of academic English proficiency is, "success with **grade-level disciplinary content** and broader awareness of language" (2014 p. 13). English instruction does not shelter or limit students' access to content. Rather, effective instruction builds access to grade level content.

➢ **Teachers instruct students in English Language Development during every subject area**. Language instruction is purposeful, giving students valuable tools to use in each subject area. As stated in the ELD standards, "The CA ELD Standards are designed and intended to be used in tandem with other academic content standards to support ELs in mainstream academic content classrooms" (2012, p. 9). The ELD framework specifies what this looks like with *designated* ELD (dELD) and *integrated* ELD (iELD), which will be further explained later in this chapter.

The ELD Framework summarizes premises of the ELD standards with the diagram below. It asks, "**Why** do we build language proficiency?" This highlights the many functions of language, such as describing, explaining, justifying, and conducting inquiries. "**How** do we build language proficiency?" We develop interactions that are meaningful and build meaning. "**What** resources do we have available?" Language is our resource. As educators we work to make language explicit, purposeful and meaningful.

Three Premises of the CA ELD Standards (p. 32 ELD Framework)

What are the ELD standards?

The ELD Standards address skills English learners must build in order for them to become proficient in the English language and fully access all content areas. There are 12 standards about language functions and how students will use language in meaningful ways. There are 7 standards about how students will learn about how language works. On the next page, the standards are synthesized into an overview. The standards in their entirety offer a comprehensive set of rubrics for each grade level, explaining what students will be able to do for each standard at each level of proficiency.

Overview of California English Language Development Standards

Part I: Interacting in Meaningful Ways

Collaborative	1.	**Exchanging information and ideas** with others through a range of social and academic topics
	2.	**Interacting with others in written English** in various communicative forms (print, communicative technology, and multimedia)
	3.	**Offering and supporting opinions** and negotiating with others in communicative exchanges
	4.	**Adapting language choices** to various contexts (based on task, purpose, audience, and text type)
Interpretive	5.	**Listening actively** to spoken English in a range of social and academic contexts
	6.	**Reading closely** literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	7.	**Evaluating language choices:** how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area
	8.	**Analyzing language choices**: how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
Productive	9.	**Presenting:** Expressing information and ideas in formal oral presentations on academic topics
	10.	**Writing** literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
	11.	**Justifying/arguing**: Supporting own opinions and evaluating others' opinions in speaking and writing
	12.	**Selecting language resources:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II: Learning About How English Works

Structuring Cohesive Texts	1. **Understanding text structure** based on purpose, text type, and discipline 2. **Understanding cohesion** and how language resources across a text contribute to the way a text unfolds and flows
Expanding and Enriching Ideas	3. **Using verbs and verb phrases** to create precision and clarity in different text types 4. **Using nouns and noun phrases** to expand ideas and provide more detail 5. **Modifying to add details** to provide more information and create precision
Connecting and Condensing Ideas	6. **Connecting ideas** within sentences by combining clauses 7. **Condensing ideas** within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills

Students at all grades will use foundational literacy skills: concepts of print, phonological awareness, phonics, word recognition, and fluency. Specifics of these skills are detailed in grades K-2 of the ELA standards. English learners at any grade who need support in foundational literacy skills will receive the necessary instruction.

CA ELD Standards (2012); Synthesis of pp. 14, 26, 36, 46, 56, 66, 76, 86, 98, 110, 122, & 134)

The CA ELD Standards describe three proficiency levels that students move through. Students' progress through the ELD standards are assessed annually each spring with the Summative English Language Proficiency Assessments for California (ELPAC).

Proficiency Levels Along the ELD Continuum

ELD Continuum				
Native Language	**→Emerging ————**	**→ Expanding ————**	**→ Bridging →**	**Lifelong Language Learners**
ELs come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.	ELs at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	ELs at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.	ELs at this level continue to learn and apply a range of advanced English language knowledge, skills, and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.	Students who have reached full proficiency in the English language, as determined by state and/or local criteria, continue to build increasing breadth, depth, and complexity in comprehending and communi-cating in English in a wide variety of contexts.

General Progression of the CA ELD Standards ELD Continuum (Framework, p. 105)

Language Acquisition

The acquisition of English as an additional language is a developmental process. The process is similar to the development of the primary language, where children move through predictable and common stages of language development. However, students move through these stages at different rates, depending on factors such as age, motivation, exposure to input, aptitude, and learning styles (Ellis 1994). The following chart gives examples of how teachers support students at each level of language development.

Scaffolding Strategies

	Emerging	Expanding	Bridging
Listening	-Use physical gestures to accompany oral directives -Label visuals and objects with target vocabulary -Introduce cognates to aid comprehension -Model academic language and vocabulary -Ask for Total Physical Responses from students -Restate/Rephrase and use oral language routines -Use wait time -Use visuals to accompany printed text whenever possible	-Give two step contextualized directions -Provide graphics or objects to sequence steps in a process -Check comprehension of all students frequently -Use wait time -Use cognates to aid comprehension -Model academic language and vocabulary	-Confirm students' prior knowledge of content topics -Extend content vocabulary with multiple examples and non-examples -Model academic language and vocabulary
Speaking	-Provide wall charts with illustrated academic vocabulary -Ask simple who, what, when, where, yes/no, or either/or questions -Elicit choral responses -Encourage participation in group chants, poems and songs -Assign roles in group work -Provide sentence frames for pair interactions	-Provide graphic organizers or notes to scaffold oral retelling -Prompt for academic language output -Repeat and expand student responses in a collaborative dialogue -Require full sentence responses by asking open ended questions -Use varied presentation formats such as role plays -Scaffold oral reports with note cards and provide time for prior practice	-Structure conversations requiring various points of view with graphic organizers -Require the use of academic language -Require full sentence responses by asking open ended questions -Require oral reporting for summarizing group work -Include oral presentations in the content classroom
Reading	-Preview the text content with pictures, videos, demos, charts, or experiences -Pair students to read one text together -Preview text with a picture walk -Use choral reading or shared reading -Provide additional multi-level texts matched to reading level -Use teacher read alouds or audio texts -Provide a list of important concepts on a graphic organizer -Provide bilingual dictionaries -Highlight key points in a text	-Provide a content vocabulary word bank with non-linguistic representations -Use guided reading -Teach skimming for specific information -Use jigsaw reading to scaffold independent reading -Use note-taking guides	-Ask students to analyze text structure and select an appropriate graphic organizer for summarizing -Use Reciprocal Teaching to scaffold independent reading -Use Cornell Notes -Use focused questions to guide reading
Writing	-Require students to label visuals -Require vocabulary notebooks with non-linguistic representations or L1 translations -Provide sentence frames with word and picture banks -Teach note taking on a graphic organizer -Use Interactive Journals -Provide cloze sentences with a word bank	-Teach signal words (comparison, chronology, cause-effect, listing) for academic writing -Require learning logs for summaries of learning -Provide cloze paragraphs with a word bank -Provide rubrics and exemplars to scaffold writing assignments -Teach and utilize the writing process -Provide writing frames	-Require academic writing and the use of target academic vocabulary -Hold frequent writing conferences with teacher and peers

Adapted from Levine, L.N., Lukens, L. & Smallwood, B.A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12.* For Project EXCELL, a partnership between the University of Missouri-Kansas City and North Kansas City Schools funded by the US Department of Education, PR Number T195N070316

(English Learner Toolkit of Strategies p.22, 2019, California County Superintendents Educational Services Association CCSESA)

How do students learn an additional language?

The Common Core ELA and ELD standards were built on current understanding of language development. Thinking about language as a tool for communicating, and a tool for building meaning is rooted in sociocultural theories that grew in importance in the United States in 1978 when editors republished work of Lev Vygotsky's from 1934. More than a theory of language, Vygotsky offered a theory of learning. Vygotsky suggested that learning occurs when two or more people interact. Through interaction and use of language, people negotiate meaning and develop shared understandings[1]. We see this reflected today in the ELD standards' statement that **language is a resource for making meaning** and in Part 1: twelve standards that describe **interacting in meaningful ways**.

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[1] These foundational theories were further developed by professors of education, such as Kris Gutierrez, Jean Lave and Etienne Wenger, and developmental psychologists, such as Barbara Rogoff, and linguists, such as Michael Halliday. For a deeper overview of the historical development and rationale for the new ELA and ELD standards, recommended reading is Heritage, Walqui, and Linquanti (2016).

The image below illustrates the California ELD Standards' focus on meaning, organized in two areas of instruction:
   ➢ Part 1: Interacting in Meaningful Ways
   ➢ Part 2: Learning About How English Works
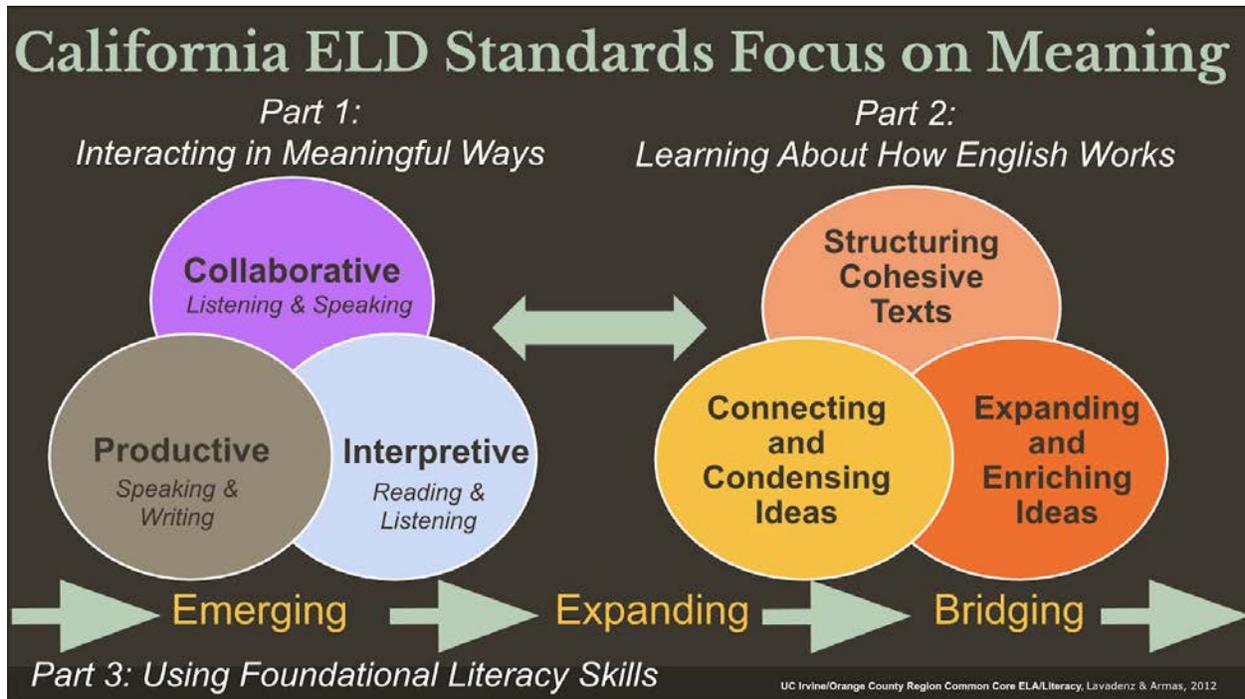
Source: The California County Superintendents Educational Services Association (CCSESA), has put together an on-line course designed especially for school and district administrators, providing background knowledge of best practices, "Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F.)." Modules include video resources and slides that overview a systems level framework for structuring English learner supports. The above slide is from module 1 (2017), retrieved from: https://rcoe.learning.powerschool.com/mmccabe/b.e.l.i.e.f/cms_page/view.

How do connections help students make meaning?

The development of meaning can be thought of like a web of concepts that grows as students make connections. Teachers support students in knowing about the connections they are making with activities like drawing visual representations of mind maps (also called concept maps). The first example below is a concept map done by 6th graders working with an EL specialist in DJUSD. The teachers organized the poster into universal concepts to facilitate students making personal connections to the following themes: contributions, personal and biographical information, and obstacles.

Malala Yousafzai

Contributions (Achievements)
- She believed every girl should get to go to school.
- She started speaking out and helping other girls
- She wrote a paper and sent it to reporters
- She started an international movement, showing importance of peace
- She started the Malala Fund helps girls everywhere get food, education and shelter.

Interesting Facts
- Obama came to her house to talk with her. He was inspired by her.
- The world was inspired by her.
- At 17, she was the youngest person to get the Nobel Peace Prize (2014). She liked reading about other heroes.

Personal + Biographical Information
- Born in 1997 in Pakistan
- Malala liked education
- Top student
- Most girls stopped school at 10 years old but Malala kept going - sometimes in secret when it wasn't safe.
- Happy childhood
  Mother believed in helping others
  Father inspired her to go to school.
- She was named after a famous heroine (Malala)
  Many families in her town were poor, so she wanted life to be better for them.

Obstacles (challenges)
- People didn't want girls to go to school
- Taliban tried to hurt and silence her
- Tried to close schools and forbid girls from school
- Dangerous

Teachers also used a T-chart to support students in making connections with their prior knowledge:
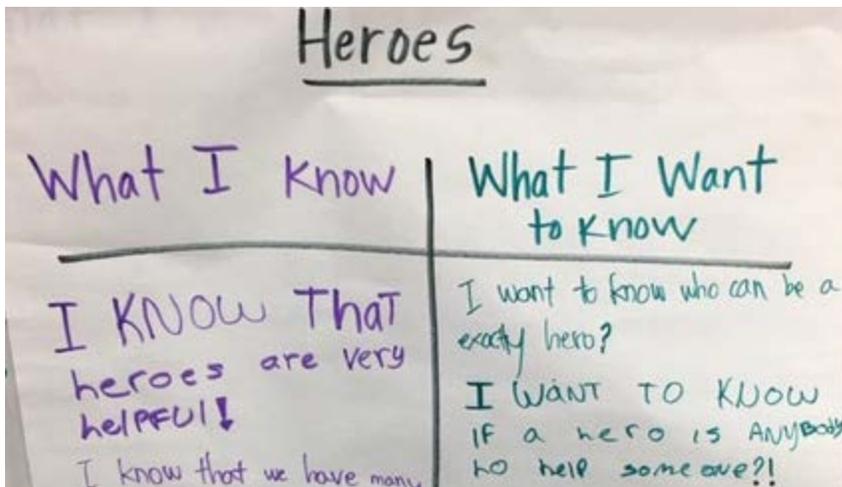
Concept maps are used for building frameworks that organize both social-historical information, as illustrated in the example above, and scientific content knowledge, such as the lizard map shared below.

Mind Map
The World of Reptiles
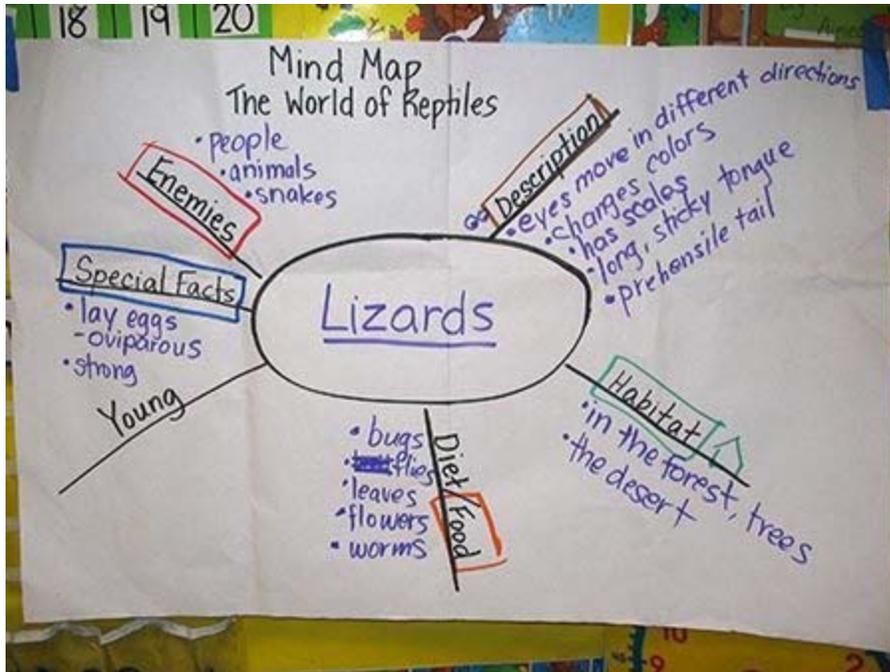
Learning involves developing the meaning of new concepts by making connections with students' prior understandings and background knowledge. Students make connections between their primary language and English. Students also make connections about a specific concept in each language. Teachers support all students in making connections by

- Asking students to reflect on their prior knowledge
- Explicitly stating the big idea of a lesson, and discussing with students how it connects to prior and future learning.
- Involving students in meaning making activities, especially collaborative activities where students may need to interpret meaning and talk together to arrive at shared understandings. This may culminate in a shared or individual writing task.

Additionally, teachers support students who are in the emerging stage of learning an additional language, and all students who may not have specific contextual background knowledge, with real life examples, and/or pictures. Educators call these realia and visuals and they are essential for students' process of connecting language to new ideas.

The purpose for using mind maps and T-charts is to support students in making connections and sometimes to help students plan ways to organize and structure new information. When students understand how they learn, and things they do that help them learn, like making connections, they build skills that they may use as life-long learners. Educators call this "meta-cognition."

Thematic Curricula and Project Based Learning

In preschool and the elementary grades, teachers use thematic curricula to give students opportunities to make connections within and across subject areas. The K-6 ELA Benchmark curriculum is designed to integrate social studies and science topics into students' literacy studies. Professional learning opportunities support teachers in amplifying connections through thematic curricula, such as the Sobrato Early Academic Language (SEAL) model being implemented at Montgomery Elementary, and Guided Language Acquisition Design (GLAD) available to all teachers.

Secondary grade teachers structure opportunities for students to make meaning by connecting lessons to real-world issues. Precedent for grounding learning in relevant real-world problems and issues is set by the Common Core State Standards and the Next Generation Science Standards.

Do relationships matter?

Yes, relationships may be seen as the heart of learning. Vygotsky defined learning as changing participation over time (1978). Educators have found this definition useful because it focuses our attention on how students are participating. What about the knowledge itself? Can we simply think about learning as acquisition of knowledge? From a sociocultural vantage point, an educator would ask, what is the student able to do with the knowledge? Early in language development, students demonstrate understanding when they connect language to familiar experiences. Understanding, however, is not sufficient. We expect students to utilize language, to take leadership in articulating their ideas, to use language to teach others. When educators look at learning as changing participation over time, we look for ways to structure active engagement and increasing participation. Our relationship to our students, and students' relationships with each other and even their relationship to the subject area itself are at the heart of students' meaningful participation.

What does culture have to do with language acquisition?

In the United States, students learning English as an additional language risk losing their primary language if it is not sustained (Heritage, Walqui, Linquanti 2016). Authors Heritage, Walqui and Linquanti write, "[English learners] are minority students with all the tensions that that condition entails" (2016). The state of California's policy documents aim to counteract these risks, increasing bilingualism and calling for assets-oriented schools[2]. Locally educators discuss culturally responsive and sustaining pedagogies as part of our effort to support students in maintaining their bilingual and bi-cultural identities.

In 1995, educational researcher Gloria Ladson-Billings sought to understand what successful teaching looked like for African American learners and described these practices as "culturally relevant pedagogy." Given the academic achievement gap in student outcomes, this was and

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[2] See Global California 2030 (2018) and English Learner Roadmap (2018)

continues to be a critical issue to address. Our current opportunity gap between students speaking English as their primary language and emerging bilingual students makes Ladson-Billings' work of continued relevance.

Culturally relevant pedagogy is like a conversation in which students and teachers within the context of their communities develop meaningful learning experiences. It cannot be reduced to a particular curricula, and it cannot be accomplished by using specific cultural content or topics within lessons. Ladson-Billings found teachers who were consistently successful in supporting minority students' achievement with grade-level academic standards. Attributes of their pedagogy are described below. Not only did the teachers focus on academic achievement, but they also addressed social issues and made connections to the contributions students could make to communities. More recently in 2014, Ladson-Billings agreed with Django Paris' suggestion that discourse of culturally *sustaining* pedagogy may more aptly describe teachers' goals. How will students contribute not only to each other's learning, but give back to communities and the world at large? Teachers may use the following questions to guide their development of culturally sustaining pedagogy:

How do the relationships in my classroom… Give leadership to students of potentially and historically marginalized identities? Normalize diversity? Deconstruct typical dominant social structures?	*How is the learning in my classroom relevant to real world issues, especially issues relevant to sustaining my students' communities, and also issues of social disparity?*
○ Look for reciprocity between students and teachers, and a shared understanding that everyone has something to contribute to the teaching and learning that occurs in the classroom. ○ The teacher positions minority students' voices and work in class discussion in a way that demonstrates their strengths, and facilitates their contributions. ○ Students and teachers learn from minority students. ○ Multiple languages are used regularly in the classroom; students feel comfortable using their primary language	○ We connect school learning to solve real world problems. ○ Teachers and students address and critically discuss current social inequalities. ○ At the end of the day, students have skills and knowledge to bring back to their cultural community(ies). Teachers talk with their students, parents and community members about their hopes and wishes for what students will contribute to the world and/or communities they belong to. ○ Students develop and maintain cultural competence.

What is the role of the students' primary language?

Students' primary language is foundational for their development of additional languages. Students' primary languages also sustain cross-generational relationships and cultural heritages. Oral traditions as well as experiences with schooling in students' primary languages build their capacity with language, laying the groundwork for language skills they may develop in additional languages. The following chart gives examples of when it may be useful for students and teachers to use students' primary language as part of instruction.

Use of Primary Language

Teachers	Students
○ Identify cognates in students' primary language and in English ○ Identify similarities and differences of phonemes in students' primary language and in English ○ Help clarify meaning of new content ○ Use primary language as part of building relationships with students ○ Help clarify directions / safety ○ May learn phrases and vocabulary in students' primary language as a way of learning from the student, and to model the value of learning additional languages.	○ May respond in primary language, especially in the emerging stage ○ May discuss content in first language to fully develop comprehension, building a conceptual foundation from which to build connections in additional language. ○ May draw upon text resources in primary language as background knowledge.

"My child speaks all the time at home, but is very quiet at school. What can I do?"

Each child has a unique personality and that contributes to how they respond or connect in different social contexts. It is not uncommon for children to act differently at school than they do at home. At the same time, engagement with language is essential for language acquisition. When parents have concerns, they are encouraged to talk with their child's teacher. Here is a list of questions that are common for teachers and parents to discuss together.

Questions to Discuss
   ○ What is the child's personality? Children with a "slow to warm" temperament take time to adapt to new situations.

   ○ How well connected does the child feel with the teacher and with classmates? Feeling understood, valued and connected to others makes learning and trying new things, such as a new language, that much easier. Relationships may still be emerging; parents and teachers can discuss together ways to support the new relationships.

○ When is the student expected to speak in class? The teacher and parent may identify routine school discussions or topics that the family may practice at home in the child's primary language. A parent and child may rehearse something the child might say at school the next day.

○ What types of supports does the child's teacher use to support language production at school? What additional supports may be helpful?

○ Is the child tired at school? While ensuring the student is getting plenty of sleep at night, parents and teachers may discuss the child's engagement over the course of the day. Students newly immersed in a new language may feel tired and/or disengage for parts of the day at school. Learning a language requires a high cognitive load, and it is normal for students to need a break with recess and/or time to think in their primary language.

○ Is the family continuing to use their primary language(s) at home? Building and embracing a child's primary language is important for maintaining cross-generational relationships, cultural heritage, and it is also helpful in acquisition of another language. Family language traditions like bedtime stories, playing games together, or talking over a meal, build valuable language skills in a child's primary language, that they may draw upon in their acquisition of additional languages.

Is there a "Silent Period?"

In 1983, in an attempt to describe common stages of learning an additional language, linguistic and educational researcher, Stephen Krashen, introduced the idea of a "silent period" that could last months. Current research based best practices in teaching language reject this idea; the new standards call for language instruction that supports students in participating in language as they enter the classroom (Heritage, Walqui, Linquanti p. 67, 2016). As more researchers and teachers studied language acquisition, they discovered that children do have the capacity to understand and communicate readily as they enter a new language environment, when given adequate supports and when they feel comfortable socially. This does not of course mean that children understand everything immediately. However, little by little, when teachers focus on students' understanding of meaning, and facilitate students' active participation, children can and do begin using the new language (Project GLAD® 2015).

Students' comfort to participate socially is influenced both by their personality and cultural norms of when and with whom it is appropriate to speak. Teachers may be sensitive to the individual needs of students, by nurturing their relationships with new students, their families, and learning about cultural practices. By building culturally competent and safe relationships, teachers guide students towards taking comfortable risks using English to speak in the classroom.

Understanding May Be Greater Than Speech

Children may understand more than is apparent by how much they speak. As may be familiar to multilingual families, adults may speak to a child in one language, and the child demonstrates understanding by responding in a primary language that they find more comfortable. Awareness of this is important because it raises attention for parents and teachers to **focus on understanding**. Additionally, when parents and teachers know what students understand, we can use those moments to very intentionally build language and support students in expanding students' capacity in speaking and other modes.

Students may have strengths in one language mode, while other language modes take longer to develop and require more explicit instructional support. The chart below helps define different areas of language development. Multilingual adults may recall having developed fluency in one of these areas more easily, and other areas that required more explicit practice. Teachers support students in developing language capacity in all areas, including explicit instruction on how to use language for academic purposes.

Language Modes

Social Language	Academic Speech	Academic Reading	Academic Writing
• Going to the bathroom • Playing with friends • Helping a teacher or classmate	• Active listening • Raising hand to speak during class lesson • Comparing ideas • Giving a presentation	• Interpretation • Understand how meaning is conveyed in different types of text	• Organizing ideas • Presenting idea, justifying and/or giving evidence • Using domain specific conventions • Selecting resources

Social Language is Learned More Rapidly than Academic Language

Despite variations in the rate of language development, all people acquiring a language develop social language more quickly than they develop academic language. Research shows that people develop conversational (social) language in about two years, while it may take seven or more years to develop academic language proficiency that is equal to their typical English-only (EO) peers (Cummins 2000, 2012). Explicit direct instruction of academic language is necessary for this development to occur.

Rigor and Equity

"We engage English learners in academically rich and developmentally appropriate learning experiences. We provide English learners with equitable access to a standards-based and culturally relevant curriculum."

Plan for Teaching: First Best Instruction for All Students

Instruction that is specially designed to support emerging bilingual students is DJUSD's aspiration for all classroom settings. This includes all elementary and all secondary classrooms, in all subject areas. Our goal is to support emerging bilingual students' efficient acquisition of English and to facilitate students' meaningful participation and access to grade level content standards.

Why is ELD considered first-best-instruction and part of all classrooms and all subjects?

Education is a basic right, and essential to providing a basic education is attention to explicit ELD instruction. All classrooms have students designated as English learners, and therefore ELD instruction must be integrated into all instruction. As it turns out, instructional methods originally designed as ELD, when used effectively can deepen the learning of all students. The following table gives an overview of pedagogical ideas and learning practices used to facilitate emerging bilingual students' meaningful learning.

Focus on Meaning-Making	Foundational Literacy and Learning About How English Works

Students develop meaning by **talking together**
 	
   ○ Think / Pair Share
 	
   ○ Collaborative Work
 	
   ○ Shared Writing Activities
 	
Teachers ground learning in context
 	
   ○ Use visuals & realia
 	
   ○ Concept maps
 	
   ○ Embed vocabulary instruction within content lessons
 	
   ○ Use surrounding text and prior knowledge for interpreting meaning
 	
   ○ Use explicit summary statements that link concepts and lessons
 	
Teachers make connections explicit
 	
   ○ Thematic curricula
 	
   ○ Use explicit summary statements that link concepts and lessons
 	
   ○ Involve students in self reflection & metacognition
 	
Teachers focus on student understanding and plan tasks that address depth of knowledge.
	For every lesson teachers identify:
	
	   ○ Language Goal
	
	   ○ Academic Vocabulary or Structures
	
	   ○ Purpose of Language / Language Functions
	
	   ○ ELD standards
	
	Regularly and when relevant, teachers:
	   ○ Explicitly model academic language students can use
	
	   ○ Model referencing language posted around the room, including
	      ➢ student work
	      ➢ sentence frames
	      ➢ Word banks
	      ➢ Vocabulary charts
	
	   ○ Sentence Patterning Chart
	Use to facilitate understanding of grammar, understand how English works, scaffold structuring of sentences, and build vocabulary.
	
	   ○ Unpack sentences
	Use to interpret meaning in clauses and text connective signal words
	
	* List is an overview, not inclusive of all evidence-based methods.

As depicted in the chart above, the focus on meaning making and explicit language instruction has the potential to deepen learning for all students.

When do teachers provide additional interventions for students?

Through regular observation, screenings and assessments, teachers monitor all students' progress towards English proficiency and students' access to grade-level standards. When student performance demonstrates the need for additional support, teachers may provide that support as a resource available to all students, or they may organize a small group to provide targeted instruction. Small group instruction is flexibly grouped; teachers move students in and out of groups as needed throughout the year, depending on their needs. The system of student monitoring and intervention is called the Multi-Tiered System of Support, and will be described more in depth in Chapter 7, Plan for Monitoring Student Progress.

"What does explicit instruction of academic language look like?"

English Language Development (ELD) Instruction

In accordance with the ELD standards, ELD instruction facilitates students' access to grade-level state standards and builds students' English language proficiency. All English learners receive ELD during a regular protected period of each day (designated ELD), and ELD instruction is also *integrated* into all subject areas (integrated ELD). Both integrated and designated ELD support students in understanding how to use language purposefully, making meta-cognitive decisions about when to use language functions such as describing, explaining, persuading, justifying or negotiating. During ELD instruction teachers structure interaction between students, giving ample time for student discussion and conversation. This includes collaborative tasks, interpretive tasks and the production of language in oral and written form. Both integrated and designated ELD are connected to disciplinary content, giving students opportunities to build conceptual understanding and academic language.

Integrated ELD
Educational policy calls for integrated English Language Development (iELD), in alignment with state standards that highlight the need for students to engage in academic language in all subject areas. In accordance with educational code, all English learners are required to receive integrated ELD, and therefore all teachers are responsible for including iELD in their subject area.

Integrated ELD means that language instruction is made explicit throughout students' lessons and activities. For example, in math, science and social studies, teachers support students in building disciplinary specific language. Teachers facilitate vocabulary development by including explicit definitions, collaborative discussion of meaning during lessons, and routine places for students to reference vocabulary, such as posted on a wall in elementary grades, or on a digital word bank with older students. Student participation in class discussion is supported through scaffolds such as modeling sentence structures through role-play or sentence frames posted visibly for students to reference. Integrated ELD often involves collaborative tasks, as these types of tasks involve oral production, negotiated interpretation of meaning and discussion of

how to effectively use language in the collaborative product--all aspects reflected in the ELD standards. Finally, integrated ELD supports English learners in successfully producing written language. Well written student work is often the result of the language scaffolds described above: explicit vocabulary, language resources accessible to students, and opportunities to practice language production through collaboration with peers. In addition, teachers support students in explicit steps in the writing process to ensure student success with grade-level writing objectives. All students in a classroom benefit from explicit language support, but that support is especially necessary for amplifying English learners' access to grade-level standards, while simultaneously building academic language.

Designated ELD

Designated ELD (dELD) ensures that all English learners receive the necessary instruction that allows them to quickly develop their English language and literacy skills. During a protected daily time, English learners receive targeted language instruction to develop language skills that support their participation in grade-level standards.

During dELD, teachers differentiate instruction so that English learners are practicing the skills and language development that is appropriate for their English proficiency level. Groupings are flexible, and students are monitored and assessed throughout the year to make sure they are in a group tailored to their needs.

During dELD, teachers use the CA ELD Standards and grade-level academic content in order to develop the language ELs need to successfully access their classroom instruction. Students learn how to use academic language to interact in the classroom, to interpret complex texts, and to produce complex writing and oral presentations. They study how English is structured and how to expand and connect their ideas orally and in writing. Teachers also provide support in foundational literacy skills in English during dELD as needed.

In DJUSD, it is recommended that students receive a minimum of 30 minutes of daily dELD in elementary school, and 50 minutes daily in secondary school. Designated ELD may be delivered by a classroom teacher, EL specialist, or paraprofessional under the guidance of a credentialed teacher. A teacher may push-in to the classroom to provide dELD, or students may travel to a separate classroom. In junior high and high school, dELD is offered through a separate class in an EL student's schedule.

Questions for Instructional Planning

The following questions from the ELD framework give an overview of questions that help orient instructional planning towards the needs of students learning English as an additional language. Following the chart, Framing Questions for Lesson Planning, is a Depth of Knowledge Chart. Teachers evaluate the depth of knowledge their students will engage in, afforded by specific tasks or learning activities. Both resources support students' access to grade level standards and the development of critical thinking skills.

Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	• What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

CA ELA/ELD Framework (2015), Ch. 2, Fig. 2.16, p. 98

Depth of Knowledge (DOK) Chart

Teachers focus on student understanding and plan tasks that extend and deepen knowledge. The following resource from the ELA/ELD framework is a tool teachers use to consider the depth of knowledge involved with different types of thinking tasks (p. 68).

Depth of Thinking (Webb) + Type of Thinking (Revised Bloom, 2001)	DOK Level 1 Recall and Reproduction	DOK Level 2 Basic Skills and Concepts	DOK Level 3 Strategic Thinking and Reasoning	DOK Level 4 Extended Thinking
Remember	• Recall , locate basic facts, definitions, details, events			
Understand	• Select appropriate words for use when intended meaning is clearly evident	• Specify, explain relationships • Summarize • Identify central ideas	• Explain, generalize, or connect ideas using supporting evidence (quote, text evidence, example . . .)	• Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	• Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	• Use content to identify word meanings • Obtain and interpret information using text features	• Use concepts to solve non-routine problems	• Devise an approach among many alternatives to research a novel problem
Analyze	• Identify the kind of information contained in a graphic table, visual, etc.	• Compare literary elements, facts, terms, events • Analyze format, organization, and text structures	• Analyze or interpret author's craft (e.g. literary devices, viewpoint, or potential bias) to critique a text	• Analyze multiple sources or texts • Analyze complex/abstract themes
Evaluate			• Cite evidence and develop a logical argument for conjectures based on one text or problem	• Evaluate relevancy, accuracy, and completeness of information across text/sources
Create	• Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	• Generate conjectures or hypothesis based on observations or prior knowledge and experience	• Develop a complex model for a given situation • Develop an alternative solution	• Synthesize information across multiple sources or texts • Articulate a new voice, alternate theme, new knowledge or perspective

Source
Adapted from
Hess, Karin, K., Dennis Carlock, Ben Jones, and John R. Walkup. 2009. "What Exactly Do 'Fewer, Clearer, and Higher Standards' Really Look Like in the Classroom? Using a Cognitive Rigor Matrix to Analyze Curriculum, Plan Lessons, and Implement Assessments."

CA ELA/ELD Framework (2015), p. 68

Instructional Tools for ELD Implementation

California's ELD standards emphasize that students are supported in building language when they have opportunities to meaningfully engage in collaborative, interpretive and productive tasks and are given explicit instruction about how language works. The following sections provide examples of instructional routines that teachers use to support students in making meaning in dialogue and and making meaning when interpreting text. The last section includes resources that teachers use to support foundational literacy and development of academic language.

These three sections will be followed by a list of instructional resources provided by the California County Superintendents Educational Services Association (CCSESA), as part of an on-line course, "Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F.)." Chapter 5 will conclude with a description of DJUSD's comprehensive system for professional learning to build capacity and strengthen our district's implementation of ELD instruction.

Students Make Meaning in Dialog

This section will give a brief overview of methods teachers use to facilitate meaningful dialogue between students. This overview includes:

- ➢ Activities for Engaging Students in Academic Conversations
- ➢ Jeff Zwiers' 5 Core Conversation Skills: Language functions and sentence frames
- ➢ Graphic organizer students may use to synthesize big ideas from their conversations
- ➢ Collaborative writing, example: Cooperative Strip Paragraph

More information about these instructional resources may be found in CCSESA's English Learner Toolkit of Strategies (2019) and CA's ELA/ELD Framework (2015).

Activities for Engaging Students in Academic Conversations

Rather than posing a question and taking immediate responses from a few students, teachers employ more participatory and collaborative approaches such as those that follow. Teachers also ensure that students interact with a range of peers. For each of the illustrative examples provided here, teachers emphasize extended discourse, that is, multiple exchanges between students in which they engage in rich dialogue. It is also important that teachers select approaches that support the needs of students and encourage varying types of interaction.

Think-Pair-Share
A question is posed and children are given time to think individually. Then each student expresses his or her thoughts and responds to a partner, asking clarifying questions, adding on, and so forth. The conversation is often expanded to a whole-class discussion. (Lyman 1981)

Think-Write-Pair-Share
Students respond to a prompt or question by first thinking independently about their response, then writing their response. They then share their thoughts with a peer. The conversation is often expanded to a whole-group discussion.

Quick Write/Quick Draw
Students respond to a question by quickly writing a few notes or rendering a drawing (e.g., a sketch of the water cycle) before being asked to share their thinking with classmates.

Literature/Learning Circles
Students take on various roles in preparation for a small-group discussion. For example, as they listen to, view, or read a text, one student attends to and prepares to talk about key vocabulary, another student prepares to discuss diagrams in the text, and a third student prepares questions to pose to the group. When they meet, each student has a turn to share and others are expected to respond by asking clarifying questions as needed and reacting to and building on the comments of the student who is sharing. (Daniels 1994)

Inside-Outside Circles
Students think about and mentally prepare a response to a prompt such as *What do you think was the author's message in the story?* or *Be ready to tell a partner something you found interesting in this unit of study.* Students form two circles, one inside the other. Students face a peer in the opposite circle. This peer is the person with whom they share their response. After brief conversations, students in one circle move one or more peers to their right in order to have a new partner, thus giving them the opportunity to articulate their thinking again and hear a new perspective. (Kagan 1994)

Discussion Web
Students discuss a debatable topic incorporating listening, speaking, reading, and writing. Students are given content-based reading, a focusing question, and clear directions and scaffolds for developing arguments supporting both sides of the question. (Alvermann 1991; Buehl 2009)

Expert Group Jigsaw
Students read a text and take notes, then work together in small (3–5 students) *expert groups* with other students who read the same text to compare notes and engage in an extended discussion about the reading. They come to a consensus on the most important things to share with others who did not read the same text. Then, they convene in small *jigsaw groups* to share about what they read and to gather information about what others read. Finally, the expert groups reconvene to compare notes on what they learned.

Structured Academic Controversy
Like the Discussion Web, Structured Academic Controversy is a cooperative approach to conversation in which small teams of students learn about a controversial issue from multiple perspectives. Students work in pairs, analyzing texts to identify the most salient parts of the argument from one perspective. Pairs present their arguments to another set of partners, debate the points, and then switch sides, debating a second time. Finally, the students aim to come to consensus through a discussion of the strengths and weaknesses of both sides of the argument. (Johnson and Johnson 1999)

CA ELA/ELD Framework, (2015) p. 86

Jeff Zwiers' 5 Core Conversation Skills: Language functions and sentence frames

Teachers use the following sentence "frames" to scaffold students' language functions when clarifying ideas, negotiating ideas, and supporting ideas with examples. There are two lists of frames, including examples of questions students may ask, and ways to begin a response. Teachers may have students role play a conversation to model using some of these frames, and post them visually in the room, where students may easily reference during structured conversation time.

Skill 1: Build an Idea		
Skill 2: Pose a Buildable Idea		
Skill 3: Clarify		
Skills for Clarifying	**Frames for Prompting the Skill**	**Frames for Responding**
Elaborate	- Can you elaborate on …? - What do you mean by…? - Can you tell me more about…? - What makes you think that…? - Can you clarify the part about…? - Can you be more specific? - How so? - How/Why is that important? - I'd love to hear more about… - How does that connect to…? - How so? - I am little confused about the part….	- I think it means that… - In other words, … - I believe that… - An analogy for this might be… - It is important because… - It is similar to when… - I would like to add…
Paraphrase	- I'm not sure that was clear… - I can't remember all that I said. - How can we relate what I said to the topic/question? - What do we know so far? - What is your take on what I said? - I don't know. Did that make sense? - What are you hearing? - When you said…, do you mean …?	- So, you are saying that… - Let me see if I understand you… - Am I right in hearing you say that…? - In a nutshell, you are arguing that… - In other words… - What I am hearing is… - Essentially you think that… - It sounds like you are saying that… - You're thinking that … - So, you wonder if … - So, there are three main points…

Synthesize	• What have we discussed so far? • How should we synthesize what we talked about? • How can we bring this all together? • What can we agree upon? • What main points can we share? • What was our original question? • What key idea can we take away?	• We can say that… • The main theme/point seems to be… • As a result of this conversation, we think that we should… • How does this sound…? • What if we…? • The evidence seems to suggest that…
Negotiate	• What do you think about the idea that…? • Can you add to this idea? • Do you agree? • What might be other points of view? • What are other ideas? • How does that connect to the idea…? • I am not sure if this is relevant, but… • How can we bring this back to the question of…?	• I would add that… • I want to expand on your point about… • I want to follow up on your idea… (to challenge) • Then again, I think that… • Another way to look at this could be… • Yet I wonder also if… • If ____, then • To piggyback off your idea about… • I have an example of that… • Some people might say… • Yet, some people might argue against this because…
Skill 4: Support an Idea		
Skills for Supporting Ideas	• Can you give an example from the text? • Can you show me where it says that? • What are examples from other texts? • What is a real-world example? • What is an example from your life? • Are there any cases of that? • What is the evidence of what…? • Like what? • Why do you say that? • How do you justify that? • What does that look like? • What would illustrate that? • Why is that a good example?	• For example… • In the text it said that… • One case showed that… • An example from my life is… • For instance… • According to… • An illustration of this could be… • On one occasion… • In this situation… • To demonstrate,… • In fact… • Indeed… • Have you ever…?
Skill 5: Evaluate, Compare, Choose One Idea		

English Learner Toolkit of Strategies (2019), p. 49-57

Collaborative Summary Graphic Organizer

Teachers may ask students to synthesize their collaborative work with a graphic organizer, such as the one below. This resource is drawn from the English Learner Toolkit of Strategies (2019) (p. 94).

Collaborative Summary

My Big Ideas:

After meeting with a partner:

After meeting with a group of four:

Write your collaborative summary on the back.

Collaborative Writing

Following discussion, when students work together in a shared writing task, this may deepen and extend a lesson's meaning-making potential. Specific strategies may be used to ensure all students participate and that allow teachers to see individual students' contributions. The photo below illustrates DJUSD 6th grade students working together to write a paragraph about Malala Yousafzai, part of a social studies unit. The teachers used a specific method called the Cooperative Strip Paragraph, part of Project GLAD® (2015).
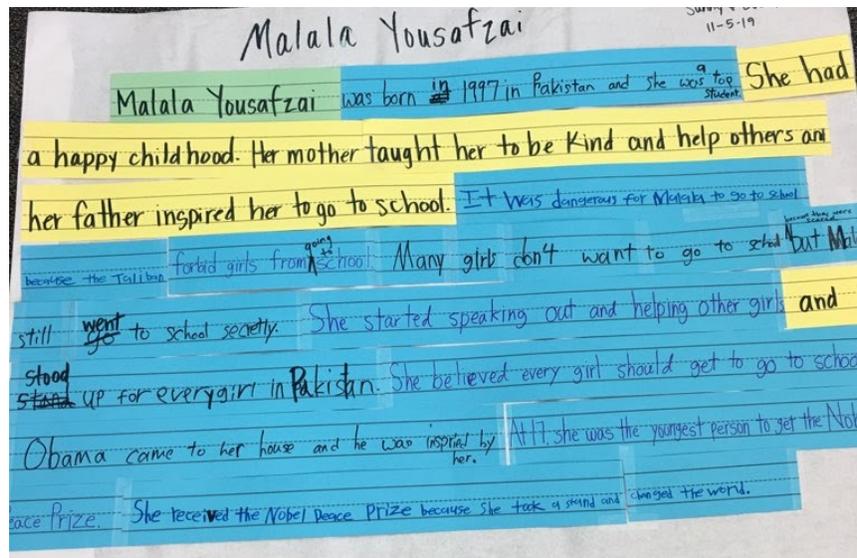
Students Make Meaning When Interpreting Text

This section will give a brief overview of methods teachers use to facilitate meaningful interpretation of texts. This overview includes:

- ➢ Strategies for Supporting Learners' Engagement with Complex Text
- ➢ Text Types with Common Language Functions & Forms
- ➢ Unpacking a Sentence

More information about these instructional resources may be found in CCSESA's English Learner Toolkit of Strategies (2019) and CA's ELA/ELD Framework (2015).

Strategies for Supporting Learners' Engagement with Complex Text

The following table from the ELA/ELD Framework provides a list of instructional strategies that strengthen students' access to text in content areas. Additional instructional strategies highlight supplemental support that amplifies access for emerging bilingual students.

Strategies for Supporting Learners' Engagement with Complex Text

Strategies	Teachers support *all* students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .
Background Knowledge	• Leveraging students' existing background knowledge	• Drawing on primary language and home culture to make connections with existing background knowledge • Developing students' awareness that their background knowledge may *live* in another language or culture
Comprehension Strategies	• Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing) • Providing multiple opportunities to employ learned comprehension strategies	• Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English
Vocabulary	• Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time • Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered	• Explicitly teaching particular cognates and developing cognate awareness • Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, *-dad, -ción/-sión, -ía, -encia*) that have English counterparts *(-ty, -tion/-sion, -y, -ence/-ency)*
Text Organization and Grammatical Structures	• Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension	• Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge • Drawing attention to grammatical differences between the primary language and English (e.g., word order differences)
Discussions	• Engaging students in peer discussions—both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary	• Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary
Sequencing	• Systematically sequencing texts and tasks so that they build upon one another • Continuing to model close/analytical reading of complex texts during teacher read alouds while also ensuring students develop proficiency in reading complex texts themselves	• Focusing on the language demands of texts, particularly those that may be especially difficult for ELs • Carefully sequencing tasks to build understanding and effective use of the language in texts

Strategies	Teachers support *all* students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .
Rereading	• Rereading the text or selected passages to look for answers to questions or to clarify points of confusion	• Rereading the text to build understanding of ideas and language incrementally (e.g., beginning with literal comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent reads) • Repeated exposure to rich language over time, focusing on particular language (e.g., different vocabulary) during each reading
Tools	• Teaching students to develop outlines, charts, diagrams, graphic organizers, or other tools to summarize and synthesize content • Teaching students to annotate text (mark text and make notes) for specific elements (e.g., confusing vocabulary, main ideas, evidence)	• Explicitly modeling how to use the outlines or graphic organizers to analyze/discuss a model text and providing guided practice for students before they use the tools independently • Using the tools as a scaffold for discussions or writing
Writing	• Teaching students to return to the text as they write in response to the text and providing them with models and feedback	• Providing opportunities for students to talk about their ideas with a peer before (or after) writing • Providing written language models (e.g., charts of important words or powerful sentences) • Providing reference frames (e.g., sentence, paragraph, and text organization frames), as appropriate

CA ELA/ELD Framework (2015) p. 85-86

Text Types with Common Language Functions & Forms

The chart below, put together by the English Learner Toolkit lists common text types, also called *language functions*: description, compare/contrast, cause/effect, problem/solution and sequence. As emphasized by the ELD standards, students benefit from explicit discussion of the purpose of language in different contexts. Teachers identify language functions with students to support their effective language use that is specific to its function. The table also lists text structures that are common to each language function, offering a useful resource for ELD instructional planning.

Text Types Typically Used in Schools

Text Structure	Description	Compare/ Contrast	Cause/Effect	Problem/ Solution	Sequence	
Purpose	To provide information about a topic	To explain how two or more things are alike/or how they are different	To explain how things work or why things happen	To state a problem and list one or more possible solutions to the problem Could include pros/cons	To retell events or recount a series of events over a long time span	To entertain To convey inner thinking and feelings
Description	Texts that follow this structure may resemble an outline. Each section opens with a main idea, and then elaborates on it, sometimes dividing the elaboration into subsections. Descriptions also include characteristics, features, attributes, and examples.	Texts that follow this structure may tell about the differences and similarities of two or more objects, places, events or ideas by grouping their traits for comparison.	In texts that follow this structure, the reader is told the result of an event or occurrence and the reasons it happened.	Texts that follow this structure state a problem and list one or more possible solutions to the problem, sometimes including pros and cons for the various solutions.	Texts that follow this structure tell the order in which steps in a process or series of events occur. There may be a chronological or numerical order, either explicit or implicit.	Texts that follow this structure tell the order in which steps in a process or series of events occur. There may be a chronological or numerical order, either explicit or implicit.
Text Connectives (signal words)	*for example, for instance, in addition, such as, including, characteristics are, consists of, most important*	*in comparison, however, although, whereas, similar to, different from, on the other hand, likewise, nevertheless, either/or, neither/nor, alike, same as, as well as, both*	*as a result, however, consequently, therefore, as a result, thereby, leads to, due to, thus, so that, because, reasons why, since, caused by, effects of, outcome, brought about by*	*first of all, on the other hand, therefore, problem, issue, difficulty, challenge, dilemma, predicament, impact possible solution, answer, option, if…then, changed, fixed, improved, remedied, measures taken*	*after that, during this time, in the end, once, then/after, while/meanwhile, following, first/second/third, next, at last, in the end*	*once upon a time, after a long while, suddenly, soon, in the end*
Other Typical Language Features	Verbs in the timeless present (action and relating): *Bees are… Insects have… Butterflies eat…*	Verbs in the timeless present (action and relating): *… and … are alike in several ways.* *One way they differ is …*	Casual subordinating conjunctions: *because, since, as a result of*	Modality: *should, might, needlessly, obviously*	Dates and times to orient the reader (e.g., *In 1860*) Verbs in the past tense	Verbs in the past tense: • action (for events) • thinking and feeling (for inner thoughts and intentions) • saying (for dialogue)

(English Learner Toolkit of Strategies 2019, p. 15)

Sentence Unpacking

Linguist Mary Schleppegrell noted the high degree of abstraction found in academic texts, and suggested students will need to "unpack" a sentence by looking at smaller chunks to interpret meaning (Heritage, Walqui, Linquanti 2016, p.76). Sentence unpacking often involves a sentence that is extracted from students' disciplinary curricula. Teachers model with students the process for interpreting meaning by looking at the sentence in smaller chunks. Sentence unpacking is an effective language building activity because it engages students in the interpretation of meaning.

The following is an example of a T-chart that students use to document the process of "unpacking" a sentence. As shown in red, students record their interpretation of meaning for each chunk of the sentence. This type of analysis can demystify academic language and scaffolds the process of interpretation needed to make sense of complex or abstract writing.

Example of T-Chart for Sentence Unpacking

Original Sentence: "Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year."

Chunk	Meaning
Although many countries are addressing pollution, *Who or what is this chunk about? What is it saying about _____?*	A lot of countries are doing something about pollution,
environmental degradation *What is this chunk about?*	the environment is still getting worse
continues to create devastating human health problems each year. *How does this chunk add detail to the information?*	the ruined environment is still causing really bad health problems every year
What does "although" tell us in this sentence? What are some synonyms for although?	• Although= shows concession or exception; Synonyms: even though, however, but • What this sentence is mostly about: the effects of pollution on the environment and on human health
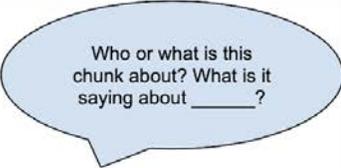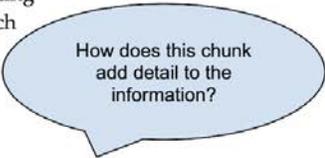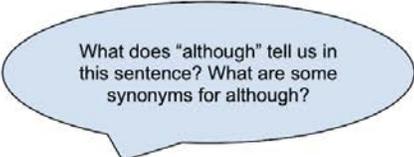
What it means in our own words: A lot of countries are doing something about pollution, but pollution is still destroying the environment. The ruined environment is causing really bad health problems every year.

(English Learner Toolkit of Strategies 2019, p. 45)

Foundational Literacy and Learning About How English Works

Foundational Literacy
Students at all grades rely on foundational literacy skills such as letter recognition, sounds, and the ability to sound out words. Also students need to have quick recognition of familiar words, and an ability to read phrases fluently. In grades K-2 teachers instruct all students in these skills. In the upper grades, teachers use screeners and other forms of assessment to determine when students need practice with these skills, and provide the necessary instruction as needed.

Learning About How English Works
Learning about how English works can happen in the moment and is relevant to all modes: speaking, reading and writing. Resources in the previous sections may also be useful for these standards, especially the chart on text types, and Jeff Zwier's conversation skills. Part II of the ELD standards: Learning About How English Works, helps build students' metacognition. Students don't just use English, they employ strategies, vocabulary and academic language to use language effectively and for different purposes. This section gives a brief overview of methods teachers use for building vocabulary, enhancing grammatical choices, and awareness of different purposes of speaking, reading and writing, also called language functions. This overview includes:

- ➢ Sentence Patterning Chart
- ➢ Academic Vocabulary
- ➢ Language Functions

More information about these instructional resources may be found in CCSESA's English Learner Toolkit of Strategies (2019) and CA's ELA/ELD Framework (2015).

Sentence Patterning Chart

The sentence patterning chart is a Project GLAD® strategy and more information may be found in the English Learner Toolkit of Strategies. This resource serves both as a word bank and a scaffold for students constructing more complex sentences, using adjectives, adverbs and prepositional phrases. Teachers develop the chart with students in reference to something they are studying in a subject area. Students reference the chart to add more complex language to their writing. Teachers reinforce the vocabulary and give students opportunities to practice fluency by using the chart to engage students in chants or other oral language production.

Adjective (describes)	Noun (person, place, thing, idea)	Verb (action)	Adverb (describes a verb; tells how -ly)	Prepositional phrase (tells where or when)
silky spiky soft delicate pointy waxy fragile poisonous feathery	plants	grow bloom protect breathe absorb eat close sting	quietly carefully slowly flexibly neatly quickly speedily daily efficiently	around the hillsides in the classroom in the garden in pots at your house in the desert throughout the night on the farm

(OCDE Project GLAD® , 2015), (English Learner Toolkit of Strategies 2019, p. 40)

The following photos illustrate DJUSD educators using a sentence patterning chart and a chant they created with 6th graders.
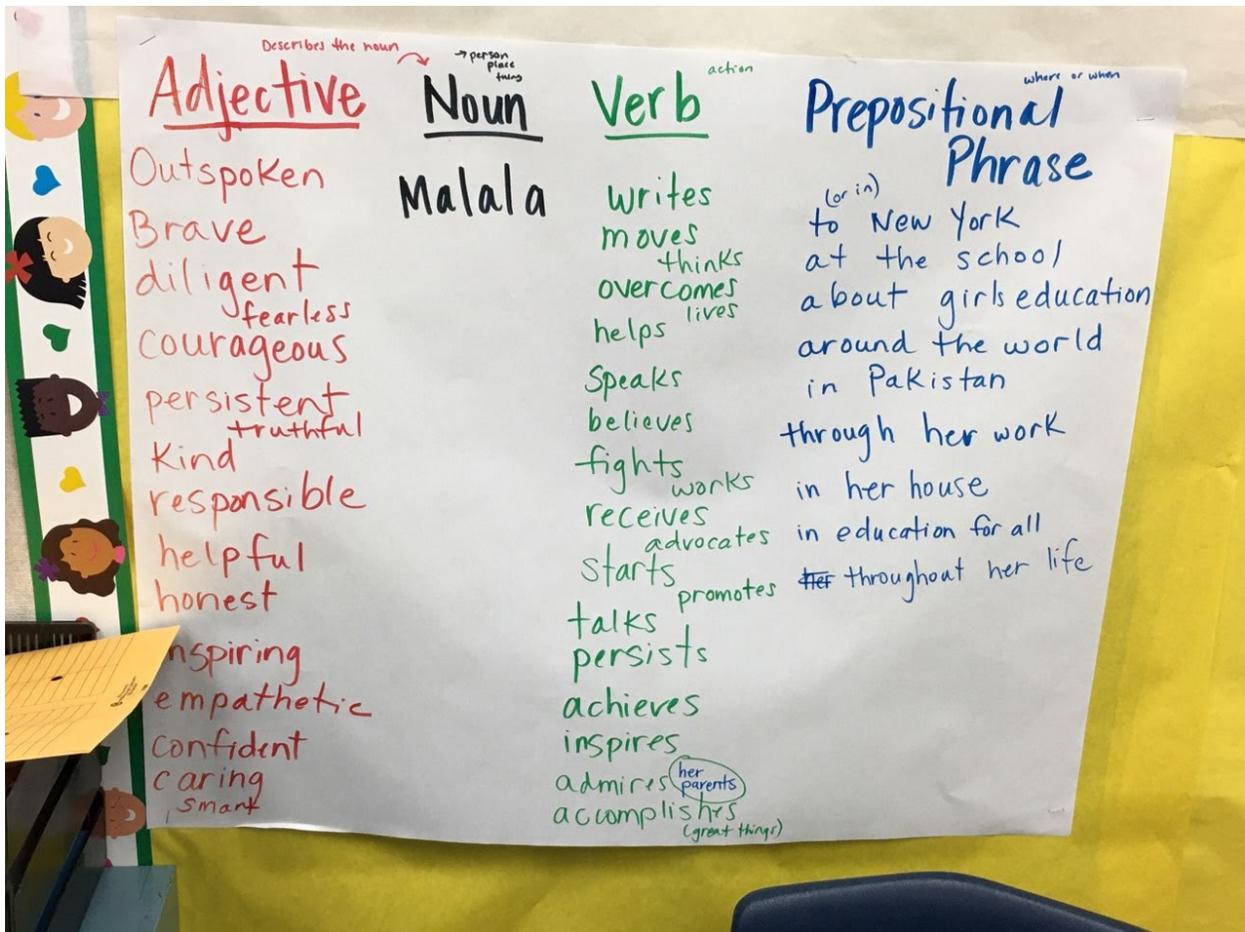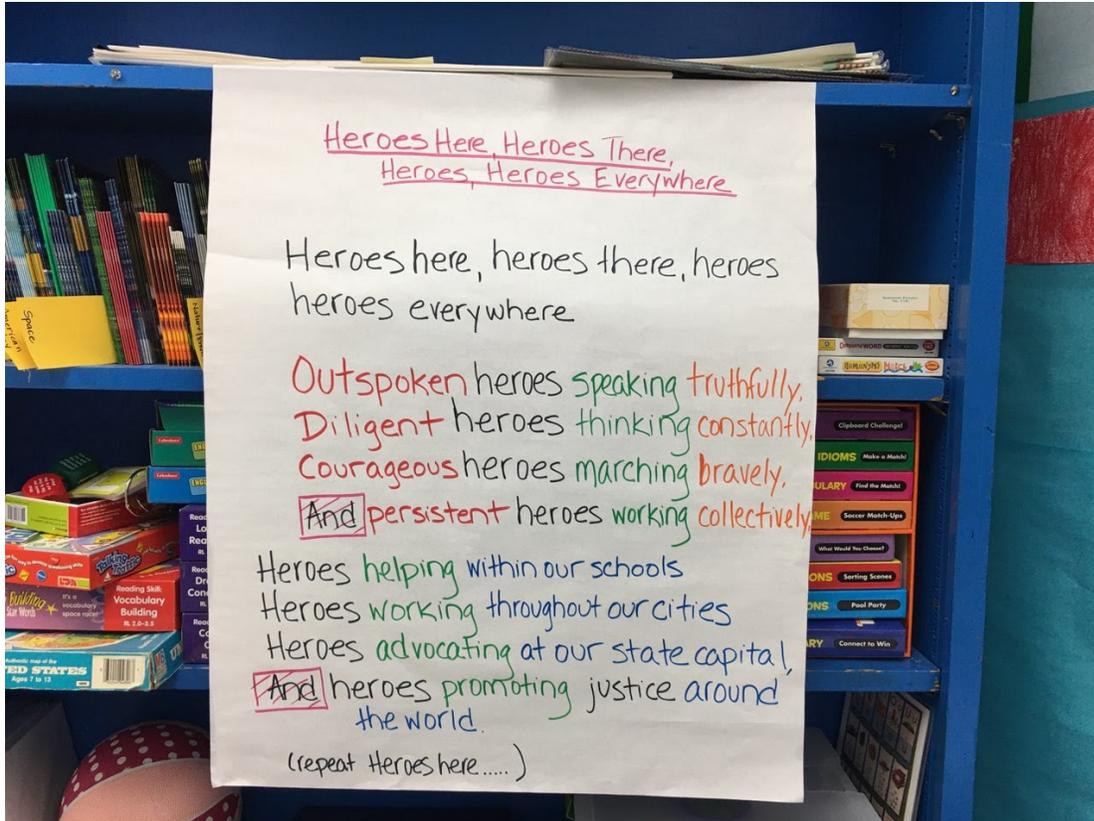
Academic Vocabulary

Teachers introduce academic vocabulary during designated and integrated ELD to support students' access to grade-level standards and build academic language. The resources listed above illustrate examples of explicit vocabulary instruction: both sentence unpacking and the sentence patterning chart support students development of context specific vocabulary. Teachers also use "Total Physical Response," or actions, movements and chants to help students gain automaticity with new vocabulary. Other resources for vocabulary development include Project GLAD®'s Cognitive Content Dictionary and the Frayer Model illustrated in the English Learner Toolkit of Strategies.

Language Functions

Relevant to all modes: speaking, reading and writing, the ELA and ELD standards emphasize that students develop intention and metacognition understanding different purposes of language. The technical term for the purpose of language is called the "language function." Teachers support students in effectively using language that is specific to the subject area and communication goal. Teachers integrate explicit grammar instruction that supports students in successfully utilizing language functions. For example, teachers instruct students in using the past tense to effectively retell a story or describe the sequence of events. And teachers introduce comparative adjectives in preparation for a compare and contrast assignment.

The following resource shared by the Sobrato Early Academic Language model (SEAL), gives an overview of grammatical aspects, and related graphic organizers that support students' effective language use in the listed language functions.

Instructional Planning for Language Functions

Language Function	Related Graphic Organizers	Grammatical Aspects
Description	- Web/bubble chart - T-chart - Tree map - Categorical matrix	- Nouns, pronouns, adjectives, adjective phrases, articles, nominalization, conjunctions, connecting phrases - The verb "to be" using common nouns and adjectives - The verb "to have" using common nouns and adjectives
Compare & Contrast	- Venn Diagram - Categorical matrix - Double bubble - T-Chart	- Adjectives, conjunctions - Comparative adjectives - Superlatives - Adverbs
Classification & Categorization	- Categorical matrix - Classification Tree	Nouns, adjectives, connecting phrases
Sequencing	- Flow chart - Time-line - Story map	- Past tense/present tense/future tense: was/is/will be - Adverb clauses, signal words showing chronological order - Subordinate conjunctives, adverbs of time, relative clauses, prepositional phrases
Quantification	Column chart / Bar graph	Counting system, cardinal and ordinal numbers, comparative adjectives and adjective phrases
Cause and Effect	Reciprocal Flow Chart	Coordinating conjunctions, transitional phrases, adjectives indicating order, adverb clauses, commas, verbs
Opinion & Persuasion	- Opinion: Reason Map - Position: Argument Map	- Dependent clauses, relative clauses - Connecting words, subordinating conjunctions - Use of commas, colons, semi-colons - Adverb openers, prepositional phrases

These three sections will be followed by a list of instructional resources provided by the Lastly, a list of instructional resources referenced in this chapter is included. Chapter 5 will conclude with a description of DJUSD's comprehensive system for professional learning to build capacity and strengthen our district's implementation of ELD instruction.

The California County Superintendents Educational Services Association (CCSESA), has put together an on-line course designed especially for school and district administrators, providing background knowledge of best practices, "Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F.)." Modules include video resources and slides that overview a systems level framework for structuring English learner supports. The above slide is from module 1 (2017), retrieved from:

Blueprints for Effective Leadership and Instruction for our English Learners' Future
Blueprints for Effective Leadership and Instruction for our English Learners' Future
[(B.E.L.I.E.F.)](), is an online course developed by the California County Superintendents Educational Services Association (CCSESA). Modules include video resources and slides that overview a systems level framework for structuring English learner supports. The B.E.L.I.E.F. course also includes links to a wide range of instructional resources, included below.

Source	Link	Notes or Comments
General Internet Resources		
ELA/ELD Framework	http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp	
ELA/ELD Framework Summary	https://www.scoe.net/castandards/Documents/summary_ela-eld_framework.pdf	
ELA/ELD Vignettes	http://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf	
ELA/ELD Snapshots	http://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf	
Guides for Supporting English Learners	http://www.cde.ca.gov/ci/rl/cf/	
Digital Chalkboard	https://www.mydigitalchalkboard.org/	
Understanding Language	http://ell.stanford.edu/	
West-Ed	https://www.wested.org/area_of_work/english-language-learners/	
Articles		

Making Mathematics Accessible to ELs	https://drive.google.com/file/d/0B86F6oMnBQtFMHZYMFFtWWZvLVE/view	
What is the Academic Language of Mathematics	https://drive.google.com/open?id=0B86F6oMnBQtFNTdadmQ2Rm50U0U	
Teaching Math to English Language Learners	https://drive.google.com/open?id=0B86F6oMnBQtFaFlLWGcxUWltR2s	
Differentiating Instruction in Math for ELs	https://drive.google.com/open?id=0B86F6oMnBQtFZ3V0WF9FMnQ3eGM	
Language and Opportunities in Science	https://drive.google.com/open?id=0B86F6oMnBQtFeWh0QjdYSVh4LVU	
English Learners, Academic Literacy and Thinking	http://www.nwp.org/cs/public/download/nwp_file/13881/Sample%20Chapter_Pauline%20Gibbons.pdf?x-r=pcfile_d	
Video Resources		
Collection of Classroom Videos	https://docs.google.com/document/d/1ZtjCmUX7Iyc26Xybn7yDUd2tRybVHDzLwCD4cE-fCAc/view	
Introduction to the California ELD Standards	https://www.youtube.com/watch?v=al2X4MjPKD0	
Professional Inquiry	https://www.teachingchannel.org/videos/inquiry-sessions?utm_campaign=digest&utm_medium=email&utm_source=digest	
Professional Books		
ELL Shadowing as a Catalyst for Change	Ivannia Soto Corwin Press, 2012	
Scaffolding Language Scaffolding Learning Teaching Second Language Learners in the Mainstream Classroom	Pauline Gibbons Heinemann, 2015	
English Language Learners and the New Standards	Margaret Heritage, Aida Walqui, Robert Linquanti Harvard Education Press, 2015	

(2017) B.E.L.I.E.F. Module

Systematic Professional Learning

Systematic professional learning is woven into the organization of school sites and the district in four ways: (1) Monthly collaboration meetings led by the English learner program director that provide training and planning with district leadership, EL specialists/coordinators and paraprofessionals; (2) An EL specialist or coordinator is positioned at every school site, providing leadership and integrated professional learning; (3) Every school site's Multi-Tiered System of Support (MTSS) leadership team systematizes regular cycles of inquiry and collaboration to increase efficacy of student services; and (4) DJUSD's ongoing continual growth model integrates state requirements with evidence based practice and professional learning, as facilitated by the EL teacher on special assignment (TOSA).

Monthly Collaboration Meetings

The English learner program director meets regularly with district leadership to align and integrate state initiatives regarding the education of English learners with district practices. During regular principal meetings, principals and district leadership consult on systems level methods for structuring English learner supports. In addition, the English learner program director and teacher on special assignment (TOSA) co-facilitate monthly meetings with all English learner program staff. During EL program leadership meetings, EL specialists and coordinators share evidence based practice and plan for integration. Program staff meetings include EL paraprofessionals and engage all participants in analysis of school data and reflective practice to build the capacity of high impact English learner instruction and services at every site. In this way, regular collaboration meetings are essential to DJUSD's integrated system of professional learning.

School Site EL Leadership

An EL specialist or coordinator is positioned at every school site, providing leadership and training to support school wide implementation of evidence based practices and instruction of English learners. The EL specialist/coordinator supports site teachers in expanding their practice of integrated and designated ELD, through presentations at staff meetings, co teaching, coaching, and leading staff in reflective conversations using California's English Learner Roadmap Toolkit and qualitative rubric. The EL specialist/coordinator serves as a liaison to site staff, connecting staff to professional learning opportunities across the district including collaboration with the EL teacher on special assignment (TOSA), and teacher leaders at bilingual schools such as Montgomery Elementary's teachers trained in the Sobrato Early Academic Language (SEAL) model. In these ways the EL specialist or coordinator integrates and adapts professional learning to the distinct needs of each site.

Multi-Tiered System of Support

DJUSD's Multi-Tiered System of Support (MTSS) is an organizational methodology that brings staff together to collectively monitor student progress, analyze data and plan interventions. The

school site's Multi-Tiered System of Support (MTSS) leadership team systematizes regular cycles of inquiry and collaboration that contribute to school-wide strengthening of evidence-based practice, including high impact language instruction, differentiation, tiered interventions, and supports for students' social-emotional wellbeing. The EL specialist or coordinator is an important part of each school's MTSS leadership team, supporting staff understanding of the strengths and needs of English learners.

Cycle of Inquiry

Professional Learning through DJUSD's Ongoing Continual Growth Model

Using an equity lens, the EL teacher on special assignment, (TOSA) facilitates analysis of district data and supports site implementation of DJUSD's ongoing continuous growth model. Each school's MTSS team conducts an annual needs assessment and in consultation with the parent English Learner Advisory Committee provides input to the annual School Plan for Student Achievement. The EL leadership team, including the director, EL specialists/coordinators and TOSAs support schools in strengthening the implementation of state initiatives including California's English Learner Roadmap and ELA/ELD framework, building evidence based practice into each year's School Plan for Student Achievement.

In this way, professional learning is systematically embedded into the organizational structure across the district. Current research has suggested that professional learning communities are a powerful space for professional learning, especially when practitioners engage in purposeful tasks, like analyzing student work and discussing student progress (Borko 2004; Smith 2001; Kazemi & Hubbard 2008; Silver 2009). Teacher leadership is conducive of organizational level growth (Clark & Hollingsworth 2002; Opfer & Pedder, 2011). Researchers call for reciprocity between theory and practice, a dynamic engagement that is part of teachers' involvement in the cycle of inquiry: looking at data, planning and implementing changes, reflecting on results (Stigler & Hiebert 1999; Clarke & Hollingsworth 2002; Opfer & Pedder, 2011). In synthesis, DJUSD integrates professional professional learning into district wide practices, using the structures described above: monthly collaboration meetings, EL leadership at school sites, MTSS teams at school sites, and engagement with an ongoing cycle of continual growth.

Conclusion

Building on California's Common Core State Standards and ELD Standards, Chapter 5 draws connections between how students learn an additional language and the instructional routines that teachers use to facilitate language acquisition and access to grade-level content. Threaded through the ELD standards is the common theme, backed by educational research, that students develop language through meaningful interactions. As highlighted in Chapter 5, students expand their language when they collaborate, when they work to interpret meaning, and when they use language in different contexts and for different purposes. Grounded in educational policy that calls for integrated and designated ELD for all English learners, teachers integrate language instruction into all disciplines, amplifying students' access to grade-level disciplinary subjects and building academic language. DJUSD supports sites in strengthening instructional practices for English learners through systemic professional learning that is integrated into routine collaborative meetings and ongoing growth structures.

Chapter 6 Identification and Reclassification

This chapter is for both parents and staff. California's English Learner Roadmap Policy highlights that all students are unique and instructional planning must be responsive to the individual characteristics and experiences of each student. The processes of identifying students as English learners, planning instruction that is responsive to their needs, monitoring students' progress, and reclassifying students are collaborative. This chapter provides background information and will help parents navigate this process with enrollment staff, classroom teachers and EL specialists and coordinators.

In this chapter, you will find answers to these types of questions:

"Why does California identify students as English Learners and what are the implications for my child?"

"How does my child become eligible to receive support in English Language Development?"

"I am a new staff member and I want to know, 'When do parents do the Home Language Survey?'"

"What assessments are used and what program choices are available?"

"My child has special needs and is learning two languages; how will they be assessed?"

"When will my child be reclassified as proficient in English?"

Organization of Chapter 6

"Why does California identify students as English Learners and what are the implications for my child?"

Working with students on explicit English language development is essential for supporting their growth, attaining English proficiency and supporting their access to subject areas like math, science and social studies. Accurately identifying which students need support in English proficiency is important for ensuring that students receive language instruction and support accessing grade-level standards; without identification, students who are learning English as an additional language may not be able to access their basic right to education. The identification process gives teachers helpful information about the unique needs of each student, allowing teachers to provide the right levels and types of support. Identification is directly tied to federal funding and the state's Local Control Funding Formula (LCFF); the number of English learners identified results in a specific dollar amount per student that the district receives from federal Title III funds. These funds allow the district to provide needed interventions.

California's English Learner Roadmap

California's English Learner Roadmap gives direction to districts in using a collaborative framework to identify students and appropriately designate instructional programs and supports that fit students' individual needs. This chapter will describe parents' role in working with staff to establish students' enrollment in the best suited language program for their child. The elements below highlight components of California's English Learner Roadmap that guide DJUSD's process of designation and selection of language instructional programs.

Student Designation Elements of the California English Learner Roadmap

1.B: English Learner Profiles Recognizing that **there is no single EL profile and no one-size-fits-all approach that works for all English learners**, programs, curriculum, and instruction must be **responsive to different EL student characteristics and experiences**. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, educators differentiate between students entering kindergarten versus in later grades.[3] The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.	**1.E: English Learners with Disabilities** Schools and districts develop a **collaborative framework for identifying English learners** with disabilities and use valid assessment practices. Schools and districts develop appropriate Individualized Education Programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.
2.G: Programmatic Choice English learners are provided **choices of research-based language support/development programs** (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.	**3.C: Assessments** A system of culturally and linguistically **valid and reliable assessment supports instruction**, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

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[3] Text altered for clarity.

Process for Identification of English Learners

The following flowchart illustrates the steps taken to identify English learners and support students on their path to reclassification when they achieve proficiency in English. The process begins when students register for the first time in a California public school. They are given a home language survey designed by the state. When any language other than English is indicated, students are assessed with the Initial ELPAC (English Language Proficiency Assessments for California). Student performance on this assessment helps English learner staff determine whether or not students will receive English Learner services. Scores are reported at three levels: Novice English Learners, Intermediate English Learners, and Initial Fluent English Proficient. Performance at the first two levels (novice and intermediate), determines that students will be designated as English Learner (EL) students and receive instructional support within a Structured English Immersion or Dual Language Immersion Program. Parents may select which of these programs are best suited to their child. In either program, students will receive instructional support in English Language Development (ELD). Students whose performance indicates Initial Fluent English Proficient are not designated with English Learner status and do not receive instruction in English Language Development. Details about this process are included by subheading after the illustration.

How is my child identified as an English Learner?

Initial registration at any public school in California

Step 1

Home Language Survey

Language other than English

Primary language English

Step 2

Assessment: Initial ELPAC

Within 30 days, students receive scores as:

Novice	Intermediate	Fluent

English Only (EO)

Step 3

English Learner (EL) Designation
Assigned to student's records with the state (CALPADS)

Initial Fluent English Proficient (I-FEP)

Step 4
Within 30 days

Parent Notification

- test results
- instructional program
- exit requirements

Students receive instructional support

- English Language Development
- Access to curricula

Student progress is monitored

- Regular assessments
- Fluid grouping
- Annual Summative ELPAC

Reclassified Fluent English Proficient (R-FEP)

Step 5

Reclassification Process

- Academic progress
- Summative ELPAC
- Parent input

Definition of Student Designation Terms

The following table explains the abbreviations used in the above flow chart, with a summary of how students in each group are identified and the services or programs for which they are eligible.

	Designation	Services
English Learner **EL**	English learner designation is determined by a student's score on the initial ELPAC (English Learner Proficiency Assessment for California).	All English learners receive: 30-45 minutes instructional support every day in *designated* English Language Development (dELD) for Elementary students; 50 minutes daily for Secondary students Explicit language support in all subject areas, *integrated* English Language Development (iELD)
Initially Fluent English Proficient **IFEP**	IFEP indicates that a student has a language other than English spoken at home and they demonstrated proficiency on the initial ELPAC.	IFEP students are placed in the same instructional programming as English Only students.
Reclassified Fluent English Proficient **RFEP**	When EL students meet criteria demonstrating English proficiency, after a process of academic review by EL specialist, teachers and in consultation with parents, they are reclassified as RFEP.	RFEP students participate in the same instructional programming as English Only students. Teachers continue to monitor their academic progress, including annual evaluations for four years.
English Only **EO**	EO students' primary language is English as indicated on the home language survey.	EO students do not receive instruction in learning English as an additional language.
Long-term English Learner **LTEL**	English learners who have been in a language instructional program for six or more years and have not yet met a high level of English proficiency.	Long-term English learners receive Tier II or III interventions and additional progress monitoring to maximize support.

Initial Registration at a Public School in California

All parents or guardians registering students for the first time in a public school in California need to complete a home language survey. The Home Language Survey (HLS) is a record that will stay with each student cum folder and on the state database, CALPADS (California Longitudinal Pupil Achievement Data System). When students transfer from one district to another, the new district pulls the transfer student's data from CALPADS. Therefore, HLS shall only be completed once for each student.

Children who attend state or district sponsored preschool will still need to complete the home language survey when they begin transitional kindergarten (TK), or kindergarten for the first time.

Step 1

Home Language Survey (EC 52164.1a)

The home language survey asks four questions:
1. What language did the student learn when he/she first began to speak?
2. What language does the student speak most at home?
3. What language is most o. en spoken to the student by the parents/guardians?
4. What language is most often spoken by adults at home?

Interpreting results of the Home Language Survey

When any response to the first three questions on the Home Language Survey includes a language other than English, (including when another language and English are both indicated for the same question), the student will be referred for assessments in English and their primary language. The English Language Proficiency Assessments for California (ELPAC) include an initial assessment given promptly after enrollment and a summative assessment given annually in the spring. As indicated on the Home Language Survey, all potential English learners will take the Initial ELPAC within the first 30 days of enrollment. If only question 4 on the Home Language Survey indicates another language other than English, assessment is optional and left to the discretion of the EL site specialist who may consult with parents for further clarification.

Step 2

Assessments

As indicated on the Home Language Survey, when a student's primary language may be a language other than English, that student will be given the Initial ELPAC (English Language Proficiency Assessments for California). The Initial ELPAC is used as the primary indicator of English proficiency for the initial identification of English learners. Students who score at levels Novice English Learner or Intermediate English Learner will receive instruction in English Language Development and be placed in a Language Instructional Program. Students who score at the 3rd level: Initial Fluent English Proficient, will not receive services, unless requested

by parents and/or deemed helpful by student performance. The ELPAC also identifies students' level of support needed in English Language Development. Testing and parent notification of results are completed within 30 calendar days of initial enrollment.

ELPAC English Language Proficiency Assessments for California (EC 313)

There are two ELPAC assessments: the initial and summative. The initial ELPAC is given when new students enroll to determine initial identification of English learners. The summative ELPAC is given annually in the spring to monitor student progress in English proficiency. The following chart illustrates when and what results each test provides:

Initial ELPAC	Summative ELPAC
Given within 30 calendar days of students' initial enrollment in a CA public school.	Given every spring to all EL students.
Indicates initial EL identification	Is one factor indicating possible readiness for reclassification.
Assess students' English proficiency levels and needs.	

Both initial and summative ELPACs assess students' oral and written language proficiency. The oral language portion assesses listening and speaking skills. Written language evaluates reading and writing skills. All students designated as English learners will take the summative ELPAC annually in the spring to assess English proficiency progress. Both the initial and summative ELPACs give students an evaluation score for each domain, and an overall score. The level of the overall scores are described below. A summative ELPAC score of 4 is also used as confirmation that students may be ready to begin the reclassification process and exit English learner programming.

Interpreting Scores From the Initial ELPAC

Initial Levels	Initial Descriptors
Initial Fluent English Proficient (IFEP) 450–600	Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner 370–449	Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner 150–369	Students at this level have **minimally developed** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Interpreting Scores From the Summative ELPAC

ELPAC Levels		What Students Can Typically Do at Each Level
LEVEL 4		Students at this level have **well developed** English skills. • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		Students at this level have **moderately developed** English skills. • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		Students at this level have **somewhat developed** English skills. • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		Students at this level are at a **beginning stage** of developing English skills. • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

Primary Language Assessment (EC 52164.1c)

In addition to assessing students' English proficiency, EL program staff evaluate students' abilities in their primary language. This is important for understanding students' incoming academic language needs and planning instruction that meets those needs. Factors such as students' participation in prior schooling, developmental level and possible learning disabilities can all contribute to students' academic language ability in their primary language.

Given the multitude of languages spoken by families in our district, the primary language assessment is conducted either with a parent survey, or the IDEA Proficiency Test (IPT) (available for Spanish speakers only). The following diagram illustrates which assessment form will be used to evaluate students' primary language.

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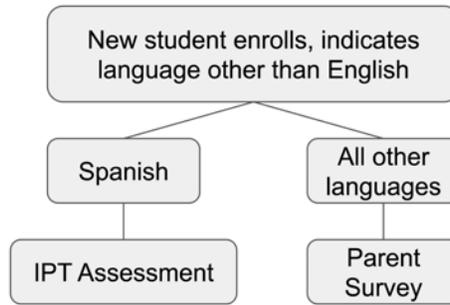
For students whose primary language is Spanish, EL program staff evaluate their primary language skills with the IDEA Proficiency Test (IPT). This test consists of an oral, reading and writing component. The following table shows the components of the test students take when entering specific grade levels.

IDEA Proficiency Test (IPT)	
Oral	Grades K - 6th
Reading & Writing	Grades 2nd - 12th

The state of California recommends a parent survey is used to evaluate students' proficiency in their primary language, providing districts with a model Primary Language Assessment. All students who speak a language other than English and Spanish will be given the Primary Language Assessment. This survey is given at the time of enrollment and allows parents to give valuable information about whether students speak, read, and/or write in their primary language, as well as their level of vocabulary and understanding.

Basic Skills in Instructional Language Diagnostic Assessment (EC 52164.1c)

In accordance with California Education Code, it is best practice for teachers to have an understanding of students' basic skills in the language of instruction and learning. Teachers use the same assessments already given to evaluate basic skills and inform instruction. This differs by school, depending on whether students are receiving instruction in English or Spanish. The following table specifies which assessment is used to evaluate basic skills. Please note both assessments are used at all school sites for other purposes, as indicated by the central (green) portion of the venn diagram.
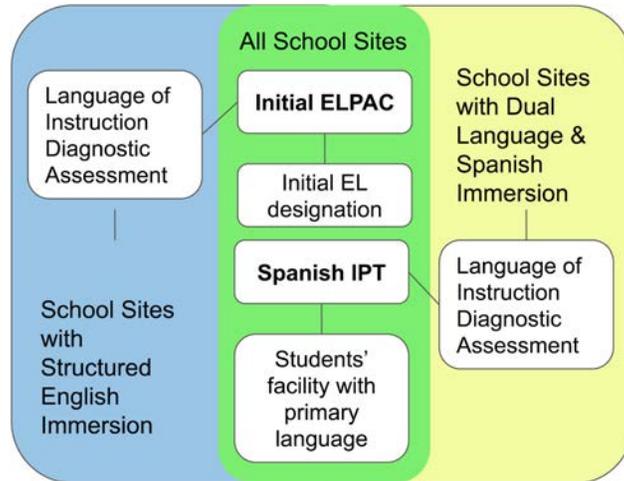
All assessments relevant to designation are completed at registration or within the first 30 days as part of instructional planning. Legally the diagnostic process must be completed within 90 calendar days of enrollment (EC 52164.1c)

"My child has special needs and is learning two languages; how will they be assessed?"

Assessment for Students Who May Have a Learning Disability

Students who have been diagnosed with a disability prior to entering school for the first time, will be assessed using appropriate accessibility resources (e.g., universal tools, designated supports, and accommodations). "Some students with disabilities are able to participate fully on the ELPAC. For students whose disabilities preclude them from participating in one or more domains of the ELPAC, their IEP teams may recommend, on a student-by-student basis, accommodations or an alternate assessment (EC 56385) and (5 CCR 11516.5 through 11516.7)" (California Practitioners' Guide for Educating English Learners with Disabilities, Sacramento 2019, p. 27). DJUSD uses Ventura County's Comprehensive Alternate Language Proficiency Survey (VCCALPS). This assessment is designed for students with moderate to severe disabilities who already have taken or will take the California Alternate Assessment (CAA) (for students 5 years and older). The VCCALPS will be replaced by the California Alternative ELPAC when it becomes available in the 2021-22 school year.

Students who have not already been referred to Special Education, but who may present a learning disability will be given the initial ELPAC. The test is designed in consideration of a wide spectrum of students' abilities, with specific stopping points along the way. When a student is not able to meaningfully continue the test, the test protocol provides appropriate stopping points, maintaining test validity and manageable testing experiences for students. Both the initial ELPAC and the primary language assessment are useful tools in helping differentiate between students' second language acquisition needs and possible learning disabilities.

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When parents feel that their child may present a possible learning disability, or may benefit from speech therapy, they are encouraged to meet with their child's teacher and discuss possible supports. If concerns are still present after consultation and interventions, parents may request for their child to be tested for learning disabilities. Assessments can be given in the student's home language.

Step 3 — English Learner Designation

English Learner (EL) Designation

If it is determined that the student's English language proficiency level is minimally to moderately developed, as indicated by the novice or intermediate levels on the initial ELPAC, then the student is designated as EL and instructional programming is planned accordingly. The table below shows the initial levels described in the initial ELPAC score report.

Initial Fluent English Proficient (IFEP) Designation

Students whose scores on the initial ELPAC indicate well developed English proficiency are designated as fluent at their initial school registration. In other words, they receive an initial fluent English Proficient (IFEP) designation.

Initial Levels	Initial Descriptors
Initial Fluent English Proficient (IFEP) **450–600**	Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner **370–449**	Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner **150–369**	Students at this level have **minimally developed** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Niveles iniciales	Descriptores iniciales
Competencia inicial de fluidez en inglés (IFEP) **450–600**	Estudiantes en este nivel tiene habilidades de expresión oral y escritura en inglés **bien desarrolladas** y pueden aprender y comunicarse en inglés. A veces pueden necesitar ayuda en inglés.
Aprendiente de inglés intermedio **370–449**	Estudiantes en este nivel tienen habilidades de expresión oral y escritura en inglés **de algo a moderadamente desarrolladas.** Pueden en ocasiones usar el inglés para aprender y comunicarse de formas significativas en inglés. Pueden necesitar algo de ayuda para comunicarse sobre temas conocidos y más ayuda con temas menos conocidos.
Aprendiente de inglés novato **150–369**	Los estudiantes que se encuentran en este nivel tienen habilidades de expresión oral y escritura en inglés **mínimamente desarrolladas.** Pueden usar palabras y frases conocidas para comunicar significado a un nivel básico. Pueden necesitar ayuda sustancial para usar el inglés.

When there are Language Delays: Distinguishing Dual Language Acquisition from Learning Disabilities

In the processes of evaluating students who may present with a learning disability, it is important to be alert to possible mis-identification, as nationwide schools experience over-identification of English learners in Special Education. A student's language delays may be part of the normal process of acquiring English, which does not constitute a disability. However, when parents have concerns about their child's progress or development, they are encouraged to consult with

their child's teacher, so that in cases where the student may qualify for both Special Education and English learner services, the student will receive the differentiated instruction to fit specific needs. Students who are dual identified as both English learners (EL) and students in Special Education (SPED), will have specific language goals written into their Individual Education Plans. Both designations, EL and SPED, are connected to students' current needs, and may be changed according to protocol for reclassification and changes in the level of students' needs for support.

Reclassified Fluent English Proficient (RFEP) Designation

This designation is given to students after a reclassification process that addresses four criteria in determining students' proficiency in English. The reclassification criteria are described in detail in the section ahead about reclassification. A student with an RFEP designation usually exits English Learner courses and programming, unless parents request continued programming for specific needs of an individual student. Teachers continue to monitor students' progress and provide needed interventions as part of first best instruction to all students. Additional formal review is given annually for four years to all RFEP students (5 CCR 11304).

Step 4

Parent/Guardian Notification (EC 52164.1[c], 5 CCR 11511.5).

Notification of Assessment

When students' home language survey indicates a language other than English, they will be given the Initial ELPAC assessment. The English learner specialist will notify parents of the upcoming assessment before it is administered.

Initial Parent Notification Letter

Within 30 calendar days of enrollment, parents/guardians will receive written notification of the following information:

- ❏ Student designation (EL or IFEP)
- ❏ Language Assessment Results from the initial ELPAC
- ❏ If the child has special needs, confirmation of Individual Learning Plan on file
- ❏ Description of Program Options and Goals
- ❏ Recommended program by EL specialist or EL coordinator at secondary level
- ❏ EL Parent Rights and Responsibilities
- ❏ Reclassification (Exit) Criteria
- ❏ Prior year's Graduation Rate for English Learners

Parent/Guardian Notification continued

Primary Language Assessment

EL specialists or EL coordinators will notify parents of test results of the Spanish Idea Proficiency Test (IPT), within 90 calendar days of enrollment, for students who took this assessment. (52164.1c)

Annual Parent Notification Letter

Annually, within 30 calendar days of attendance, parents/guardians will receive written notification of the following:

- ❏ Language Assessment Results from the Spring Summative ELPAC
- ❏ Exit (Reclassification) Criteria
- ❏ Annual Assessment Results on CAASPP
  (California Assessment of Student Performance and Progress)
- ❏ If a child has special needs, confirmation of Individual Learning Plan on file
- ❏ Description of Program Options and Goals
- ❏ EL Parent Rights and Responsibilities

Reclassification Parent Notification Letter

- ❏ Parents will receive a letter confirming when their child's designation has changed from English Learner (EL) to Reclassified Fluent English Proficient (RFEP).

Summary of Legal Assurances Regarding Parental Notification

In accordance with California Education Code, all parents of English learners and Initial Fluent English Proficient (IFEP) students will be notified in writing of their child's English language proficiency assessment results. (USC §6312; PL 114-95, §1112[e][3][A][ii])

Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as effectively and efficiently as possible. (20 USC §6825; PL 114-95, 3115(c)(1)(B); EC §300, §305, §306, § 310; 5 *CCR* §11302(a); *Castañeda v. Pickard* (5th Circuit (Cir.) 1981) 648 F.2d 989, 1012-1013.) More information can be found at the California Department of Education.

On rare occasions, ***when it is not possible to meet the legal obligation deadlines, the particular situation will be documented and filed in the district office English learner department***.

Parents' Rights and Responsibilities

Parents/guardians may choose a language acquisition program that best suits their child. Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) For specific questions about your child's program please contact the school site.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312e [1][A][viii])

Parents' choice in language instruction programs are described in the following section. Even when parents choose to remove their child from one program and select another program when available, the school district is legally bound to continue providing meaningful instruction and services until the student demonstrates English proficiency. These include the following:

➢ School districts shall provide at minimum, English learners with a Structured English Immersion Program (305.2), that ensures English learners have access to the core academic content standards and the English Language development standards (305a). Programs are informed by research, include designated and integrated support of rapid English language acquisition, and lead to grade level proficiency and academic achievement in both English and another language (California EC 306c).
➢ Students will continue taking the summative English language assessment annually in the spring until after they reclassify and are redesignated as Reclassified Fluent English Proficient (RFEP). (California EC 313c)

➢ Duration of services for English learners continue until the student is reclassified (5 CCR §11302), and monitoring continues for four years after reclassification (5 CCR §11304).

Parents/guardians may request the district to consider developing a new language acquisition program in accordance with the [California Education for a Global Economy](#) (CA Ed.G.E.) initiative. To make a request, parents may fill out the [on-line form](#) on DJUSD's immersion program webpage. When a significant number of parents request a similar program, and threshold numbers are met in accordance with CA Ed.G.E. policy, the district will evaluate the request and determine whether or not implementation would be possible. Parents can expect to hear that a review of the requests has begun within ten days of meeting the threshold, and be notified of the final determination of program feasibility within sixty days.

Language Services

All students designated as English learners will receive English language instruction in accordance with California's English Language Development (ELD) standards. Parents of elementary aged students may choose between a Two-Way Immersion, Spanish Immersion, and Structured English Immersion School Program. Junior and high school aged students will

receive a Structured English Immersion Program offered at all secondary schools. While participating in a Structured English Immersion Program, junior high native Spanish speakers also may enroll in a heritage language course, designed to advance students' study of literature in Spanish. Students whose primary language is Spanish are encouraged to select DJUSD's Two-Way Immersion program at the elementary level and Heritage program at the secondary level to fully develop their bilingual potential. It is a parent's right to select the best program for their child in accordance with United State Code 20, 6312, section (g) parent notification, (A)[viii][II]. To support parents in program selection, program descriptions are included in Chapter 4, Assets-Oriented Student Pathways.

Regardless of which school program students enroll in, all English learners will be provided English Language Development (ELD) in accordance with education policy. As explained in Chapter 5, How Students Learn an Additional Language, students receive ELD during a regular protected period of each day (designated ELD), and ELD instruction is also *integrated* into all subject areas (integrated ELD). Designated ELD is taught in small groups at the elementary level and specific courses at the secondary level. These groups are flexible and change throughout the year to allow for instruction to be best matched to students' changing needs. Flexible groupings are informed by students' levels of English proficiency, as determined by the initial ELPAC, summative ELPAC and continued performance evaluations by teachers.

Step 5 | Reclassification

"When will my child be reclassified as proficient in English?"

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. Typically, acquisition of proficiency in another language ranges between 5 to 7 years. Reclassification is an exit from English learner programs and the student designation changes from English learner to Reclassified Fluent English Proficient (RFEP). The following diagram shows how a continuous process of monitoring student progress informs instructional planning and allows teachers to recommend students for reclassification when they observe the student's English proficiency reflected in their grades, academic progress and assessment results.

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                    ┌─────────────────────────────────┐
                    │   Ongoing Progress Monitoring   │
                    └─────────────────────────────────┘

┌──────────────┐  ┌──────────────┐        ┌──────────────┐  ┌──────────────┐
│   Teachers   │  │ Observations │        │   Ongoing    │  │    Grades    │
│monitor student│  │              │        │ Assessments  │  │              │
│   progress   │  │              │        │              │  │              │
└──────────────┘  └──────────────┘        └──────────────┘  └──────────────┘

                ┌─────────────────────────────────┐
                │ Individualized Instructional Planning │
                └─────────────────────────────────┘

        ┌──────────────────────────────┐      ┌──────────────┐
        │ Annual Assessments Summative │ ──▶  │ Scores 1-3,  │
        │            ELPAC             │      │  Students    │
        │       February- April       │      │  continue    │
        └──────────────────────────────┘      │ receiving ELD│
                                              └──────────────┘

            ┌──────────────────────────────┐
            │  Overall Score of 4, Begin   │
            │   Reclassification Process   │
            └──────────────────────────────┘

┌────────────────────────────────────────────────────────────┐
│ Teachers and Parents Discuss Student's Readiness to Reclassify: │
│    ❏   Academic Progress                                   │
│    ❏   Summatice ELPAC                                     │
│    ❏   Grades                                              │
│    ❏   Parent Input                                        │
└────────────────────────────────────────────────────────────┘
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What are the criteria for reclassifying an English learner? (EC 313)

The state of California holds four requirements for reclassification:

1. Results on the Summative ELPAC
   (English Language Proficiency Assessments for California)

2. Performance in basic skills (grade-level English)

3. Teacher evaluation

4. Parent opinion and consultation

Currently criteria 2 and 3, performance in basic skills and teacher evaluation, are achieved through a teacher checklist of student performance, as shown below. In the first two charts, teachers evaluate students' basic skills. Readiness to reclassify is determined when students receive an average of level 2 (Medium, meeting minimum grade level). This means they can receive some 3s and some 1s, but in total their abilities average at level 2: meeting minimum grade level expectations. The third chart, "General Success in School," is not scored, but is used as a subjective measure that may contribute to the conversation during the parent opinion and consultation meeting.

PERFORMANCE/SKILL AREAS Please check areas that apply. It is not necessary to check all areas. ELA Teacher:	HIGH (3) Meeting grade level & above	MEDIUM (2) Meeting minimum grade level	LOW (1) Not meeting grade level	COMMENTS
1. ENGLISH LANG. ARTS (OVERALL GRADE)				
Recent Unedited Writing Sample				
Listening Comprehension				
Reading Comprehension				
Oral Language Production: Formal/Academic				
Oral Language Production: Informal/Social				
Written Language Production: Formal/Academic				
Written Language Production: Informal/Routine				

ELD Coordinator:

2. ADDITIONAL ACADEMIC PERFORMANCE			
Math			
Science			
Social Science/History			

Any teacher with relationship with student:

3. GENERAL SUCCESS IN SCHOOL	Positive ✓	Needs Work X
Attendance		
Self-concept		
Peer interaction		
General student attitude		

The state of California is in the process of developing a standardized observation protocol for Teachers of English Learners (OPTEL), similar to the checklist above. We anticipate this

checklist will be replaced when the OPTEL is approved for implementation, as projected in the 2020-21 school year.

The above state-required criteria as well as district criteria are summarized in the following table. **When a student meets DJUSD's criteria, they exit the English Learner program and their designation changes to Reclassified Fluent English Proficient (RFEP).** At this point students will continue to be evaluated annually for four years to ensure that they continue to progress academically. In cases where student performance drops, additional intervention is provided as needed.

State Required Criteria (*EC* Secon 313[f])		DJUSD Criteria
1	**English Language Proficiency Assessment:** English Language Proficiency Assessments of California **(ELPAC)**	**Grades K-12**: Overall Proficiency Level of 4.
2	**Teacher Evalua on**	**Grades 1,2 & 3:** Passing Score on Student Performance Checklist **Grades 4-12**: Passing Score on Student Performance Checklist **AND** **Grades 4 & 5:** Report Card score of 3 (adequate understanding of grade level standards) or higher in English Language Arts **Grades 6-12:** Report Card grade of C or be er in English Language Arts and/or English Language Development
3	**Parental Opinion & Consulta on**	**Grades K-12:** Parent no fica on & input during reclassifica on process.
4	**Comparison of Performance in Basic Skills**	**Grades K-6:** District reading assessments with proficiency at current grade level AND Grade level wri ng sample as suppor ng documents
		Grades 7-12: District Wri ng Assessment at grade level with a score of Proficient (3) OR Nearly Proficient (2) with teacher recommenda on & suppor ng documents
5	**Other District Measures**: Core Curriculum Content Grades	**Grades 1-5:** Student academic performance of 2 or higher in Math, Social Studies and Science **Grades 6-12**: Student academic performance of C or be er in Math, Social Studies and Science (**Note**: Incurred deficits in mo va on and academic success unrelated to English language proficiency do not preclude a student from reclassifica on.)

Steps of the Reclassification Process

1. Teachers review student's academic performance and assessment data.

   Any student who scores on the Summative ELPAC an overall proficiency level of 4, must be evaluated for reclassification.

2. Student is recommended for reclassification. An EL may be recommended for reclassification by anyone involved in the student's learning, including the parent/guardian, classroom teacher, EL specialist/coordinator, EL paraprofessional, or counselor.

3. Classroom teachers complete the Student Performance Checklist for each student who scores an overall proficiency level of 4 on the Summative ELPAC.

4. EL specialists or coordinators review all reclassification criteria, as listed in the chart above, and document on a Student Reclassification Profile form.

   When a student does not meet the reclassification criteria in one or more areas, AND it is still the professional opinion of the staff that reclassification should take place –then a Bilingual Assessment Team (BAT) meeting is required. The BAT meeting includes the principal, parent/guardian, and the EL specialist or coordinator. If all present are in agreement with the reclassification, the process goes forward.

5. Parent/Guardian Opinion and Consultation

   When a student meets the reclassification criteria, the EL teacher will seek parental/guardian opinion and consultation in person, by phone, or by email. If the parent/guardian is in agreement with the decision to reclassify, a formal letter of notification is sent and a copy placed in the student's cumulative file. (NOTE: A good time to personally notify the parent/guardian is during the fall or spring conference).

6. Extended Monitoring of Student Performance (CCR 11304)

   Extended monitoring of student performance is required for four years to assure students maintain academic performance. If a student's performance begins to falter, appropriate interventions will be provided which can include ELD and other academic interventions recommended by the Multi-Tiered System of Support team and EL specialist. Results of the monitoring will be collected using follow-up forms, including the Teacher Checklist of Reclassified Student Performance.

Conclusion

Chapter 6 outlines the process for the identification, designation and reclassification of students who receive English learner services. In alignment with state policy, DJUSD protocols are in place to ensure the accurate identification of students who would benefit from English language instruction. As such, the designation of students is a necessary step to providing students with an instructional language program that supports students in meaningfully participating in grade-level standards. Because no student is identical, assessments are used to determine students' specific language needs. Instruction is differentiated to best support individual students' rapid acquisition of English. Parents or staff may recommend students who are ready to reclassify out of English learner services when students reach English proficiency as evidenced in the summative ELPAC. In summary, staff and parent understanding of state and local protocols are key to successful collaboration. Parents and staff hold shared responsibility in promoting students' high academic achievement; enabled by thoughtful and timely monitoring of student progress coupled with responsive student services.

Chapter 7 Plan for Monitoring Student Progress and Wellbeing

This chapter describes DJUSD's plan for monitoring students' academic progress and social emotional well-being. Using an organizational structure called Multi-Tiered System of Support (MTSS), staff collaborate and share responsibility in monitoring students and providing supplemental supports when needed. While practices are in place for monitoring ALL students, extra monitoring is given to students learning English as an additional language and students receiving migrant or special education services. Important resources for this chapter include the California Practitioners' Guide for Educating English Learners with Disabilities, and the English Learner Roadmap.

"How do teachers monitor students' progress in English Language Development?"

"How do teachers monitor students' access to grade-level standards and academic achievement?"

"What data does staff look at to monitor student progress?"

"How do we take a team approach to monitoring English learners' progress?"

"What happens when a student is not making adequate progress?"

"How will students be monitored after they are reclassified?"

Outline

California's English Learner Roadmap

All four principles of California's English Learner Roadmap are relevant to monitoring the progress of English learners. Teachers take a strengths-based and needs-responsive approach in understanding the unique strengths and needs of individual students. Leadership has established clear goals for students learning English as an additional language, ensuring access to the full curriculum and support in attaining grade-level standards. Teachers hold high expectations and use instructional scaffolds to support students' access to grade-level standards. Formative and ongoing assessments are used to monitor students' progress, indicating when supplemental interventions are required. Extra resources are provided to students learning English as an additional language and when needed. The direct text of these elements are shown in the table below.

Student Monitoring Elements of the California English Learner Roadmap

1.B: English Learner Profiles Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and **instruction must be responsive to different EL student** characteristics and experiences.	**3.A: Leadership** Leaders establish **clear goals** and commitments to English learners by providing **access**, growth toward **English proficiency**, and **academic engagement** and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals.
2.B: Intellectually Rich, Standards-based Curriculum Students are provided a rigorous, intellectually rich, standards-based curriculum with **instructional scaffolding** that increases comprehension and participation and develops student autonomy and mastery.	**3.C: Assessments** A system of **culturally and linguistically valid and reliable assessment** supports instruction, continuous improvement, and **accountability for attainment** of English proficiency, biliteracy, and academic achievement.
2.C: High Expectations Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same **high expectations** for English learners as for all students in each of the content areas.	**4.B: Providing Extra Resources** Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with after-school and other entities to provide **additional support for English learners**, to accommodate the extra challenges English learners face in learning English and accessing/mastering all academic subject matter.
2.D: Access to the Full Curriculum English learners are provided **access to the full curriculum** along with the provision of appropriate English learner (EL) **supports and services**.	**1.E: English Learners with Disabilities** Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate **individualized education programs (IEPs)** that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development.

Clear English Learner Program Goals

DJUSD's English Learner (EL) Program goals aim to provide clear guidance and measures for continuous improvement. As shown in the table below, measures are used to inform student services and to monitor the efficacy of EL programming. This chapter will focus on the middle column, methods for monitoring student progress. Chapter 8, Plan for Organizational Sustainability and Growth will address the third column, measures that inform program monitoring. Standardized assessments, including California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) are useful both in informing instruction, and for program monitoring. The assessments provide quantitative data such as percentages of students performing in each area, and qualitative data. Qualitative data are particularly important for understanding students' strengths and areas of needed support.

Goals and Measures

Goals for Students	Measures Informing Student Services	Measures Informing Program Monitoring
1. **EL students love learning.** They feel valued, safe and supported. Students' home cultures and languages are valued. Students are supported in realizing their capacity in all areas of the graduate student profile.	• Teacher observation • Parent consultation • Academic performance • Attendances rate • Tardy rate • Any behavior reports	• Qualitative Rubric: EL Roadmap • Local Climate Survey • California Healthy Kids Survey • Youth Truth Survey
2. **EL students make efficient progress in English Language Development.** They reach English proficiency and effectively utilize academic language.	• Teacher observation of student participation. • Ongoing formative assessments • ELPAC test results • CAASPP English Language Arts • Number of years in EL program	• Qualitative Rubric: EL Roadmap • CA Dashboard: English Learner Progress • Percentage of students on track in each student performance measure
3. **EL students fully and meaningfully access and participate in all content areas, and work towards mastery of grade level standards.** At the high school level, students succeed at A-G college eligibility courses.	• Teacher observation of student participation and performance • Ongoing formative assessments • Interim Assessments • Benchmark ELA Interim • Course grades & completion • 4 years annual evaluation of reclassified students	• Qualitative Rubric: EL Roadmap • Teacher participation in professional learning • CA Dashboard: English Language Arts & Mathematics • Percentage of students on track in each student performance measure • D&F percentages by course • Graduation Rate % on time
4. **Close Opportunity Gaps:** Every student will have equal opportunity to participate in all programs, curricula and extracurriculars. Every student will be supported in accessing grade-level content, regardless of level of proficiency.	• Grades • Interim assessments • CAASPP areas • ELPAC • Teacher observation of student engagement • Parent-teacher conferences • Student-teacher conferences • Students' course schedules	• Qualitative Rubric: EL Roadmap • CA Dashboard: EL Progress • CAASPP results compare: EO, EL & RFEP • Percentage of EL students in special programs, and extracurriculars. • Percentage of teachers, & number of hours participating in EL professional development
5. **Actively involve parents of English learners**. Families are welcomed and included in school-wide events. Parents of English learners are actively involved as advisories at the school site and district level.	• Parent input at school governance meetings: English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC) • Parent input at parent-teacher conferences and with principals	• Qualitative Rubric: EL Roadmap • Percentage of parents participating in school governance: ELAC, site council, school plan for student achievement (SPSA), and local control and accountability plan (LCAP)

Universal Design for Learning (UDL)

Access to grade level academic subjects is a basic right of all students. DJUSD teachers use principles of universal design to help ensure their lessons are accessible to students learning English as an additional language. For example, teachers plan for the expected variability in students' needs that is present in any group of students. To accurately assess student progress, teachers first evaluate that all students are able to meaningfully engage in the assessed content. Teachers reduce language barriers and maximize student learning.

Researchers and educators at the Center for Applied Special Technology (CAST), developed the principles described above into a conceptualization of Universal Design for Learning. CAST provides a useful 5 minute video illustrating the foundational ideas of a Universal Design for Learning and specific Guidelines for instructional planning, shown in the diagram below. CAST's guidelines offer teachers multiple means of planning for students' engagement, representation, action and expression. Giving students learning English as an additional language opportunities to engage in these multiple modalities is an essential way to support their access to learning and make connections that facilitate language development. Likewise, assessing students in multiple modalities allows teachers to evaluate student understanding of concepts independent of their current language proficiency.

Provide multiple means of
Engagement ➔

Affective Networks
The "WHY" of learning

Provide multiple means of
Representation ➔

Recognition Networks
The "WHAT" of learning

Provide multiple means of
Action & Expression ➔

Strategic Networks
The "HOW" of learning

Access

Provide options for
Recruiting Interest (7) ➔

- Optimize individual choice and autonomy (7.1) ➤
- Optimize relevance, value, and authenticity (7.2) ➤
- Minimize threats and distractions (7.3) ➤

Provide options for
Perception (1) ➔

- Offer ways of customizing the display of information (1.1) ➤
- Offer alternatives for auditory information (1.2) ➤
- Offer alternatives for visual information (1.3) ➤

Provide options for
Physical Action (4) ➔

- Vary the methods for response and navigation (4.1) ➤
- Optimize access to tools and assistive technologies (4.2) ➤

Build

Provide options for
Sustaining Effort & Persistence (8) ➔

- Heighten salience of goals and objectives (8.1) ➤
- Vary demands and resources to optimize challenge (8.2) ➤
- Foster collaboration and community (8.3) ➤
- Increase mastery-oriented feedback (8.4) ➤

Provide options for
Language & Symbols (2) ➔

- Clarify vocabulary and symbols (2.1) ➤
- Clarify syntax and structure (2.2) ➤
- Support decoding of text, mathematical notation, and symbols (2.3) ➤
- Promote understanding across languages (2.4) ➤
- Illustrate through multiple media (2.5) ➤

Provide options for
Expression & Communication (5) ➔

- Use multiple media for communication (5.1) ➤
- Use multiple tools for construction and composition (5.2) ➤
- Build fluencies with graduated levels of support for practice and performance (5.3) ➤

Internalize

Provide options for
Self Regulation (9) ➔

- Promote expectations and beliefs that optimize motivation (9.1) ➤
- Facilitate personal coping skills and strategies (9.2) ➤
- Develop self-assessment and reflection (9.3) ➤

Provide options for
Comprehension (3) ➔

- Activate or supply background knowledge (3.1) ➤
- Highlight patterns, critical features, big ideas, and relationships (3.2) ➤
- Guide information processing and visualization (3.3) ➤
- Maximize transfer and generalization (3.4) ➤

Provide options for
Executive Functions (6) ➔

- Guide appropriate goal-setting (6.1) ➤
- Support planning and strategy development (6.2) ➤
- Facilitate managing information and resources (6.3) ➤
- Enhance capacity for monitoring progress (6.4) ➤

Goal

Expert Learners who are...

| **Purposeful & Motivated** | **Resourceful & Knowledgeable** | **Strategic & Goal-Directed** |

Multi-tiered System of Support (MTSS)

Multi-tiered System of Support is an organizational model that builds shared responsibility and implementation of data-driven best practices to ensure all students receive the support they need to thrive academically and socially. This **3 minutes MTSS video**, shared by Orange County Department of Education provides a helpful overview of how it works. Utilizing MTSS, DJUSD gathers three types of data as indicated in the diagram below. This chapter will focus on student data, and how student data inform progress monitoring. Chapter 8, our Plan for Organizational Sustainability and Growth will address implementation and capacity data.

MTSS Data Gathered

Measures the capacity of the systems, processes, personnel, and resources necessary to successfully implement and sustain evidence-based practices.

Student Data — Measures academic, behavioral, social-emotional skills

Data

Capacity

Implementation — Measures the degree to which evidence-based practices are in place
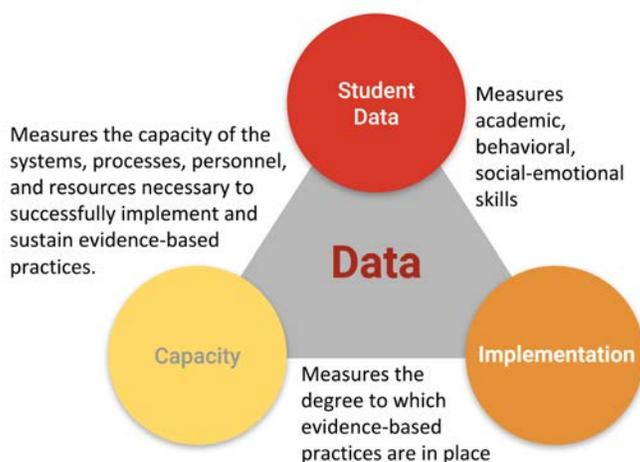
MTSS Leadership Team

The school site MTSS leadership team is composed of the principal, counselor, English Learner specialist, reading specialist, as well as several grade-level (elementary) or content area (secondary) teachers. The MTSS team looks at whole school student data every 6-8 weeks, or three times per year. Annually, and in collaboration with the parent English Learner Advisory Committee, they do a site-based needs assessment, and support the development of the Site Plan for Student Achievement. Together they decide what student data to look at and plan interventions.

Levels of Intervention

A basic premise of MTSS is to build a solid foundation, articulating the instruction and support that is given to *all* students. This is called Tier I and includes both academic and

social-emotional instruction. Tier I also includes English Language Development, (both integrated and designated), as this support is essential for supporting all English learners' right to a basic education, amplifying students' access to grade level content standards. Universal Design for Learning guidelines provide teachers with the tools to effectively provide Tier I instruction and support to all students.

Tier II interventions are designed to support students when they need additional levels of support. Typically Tier II supports are available to a group of students, such as a friendship building group provided by the school counselor, or a phonemic-awareness group for third graders. Tier III interventions are more individualized, drawn upon when students have received all the resources of Tiers I and II, yet are not thriving academically or socially. It's important to remember that interventions are differentiated into tiers, but we do not refer to or label students by tiers. An individual student may be successful in most capacities with Tier I support, but benefit from Tier II or Tier III supports in one or two areas and for a temporary period of time. The goal of Tier II and Tier III supports is to support student success with Tier I instruction, whenever possible.

Levels of Intervention

Individualized and intensive interventions.

Targeted interventions, often utilized by groups of students.

First best instruction and support provided to *all* students, including English Language Development, academic instruction, and social emotional support.
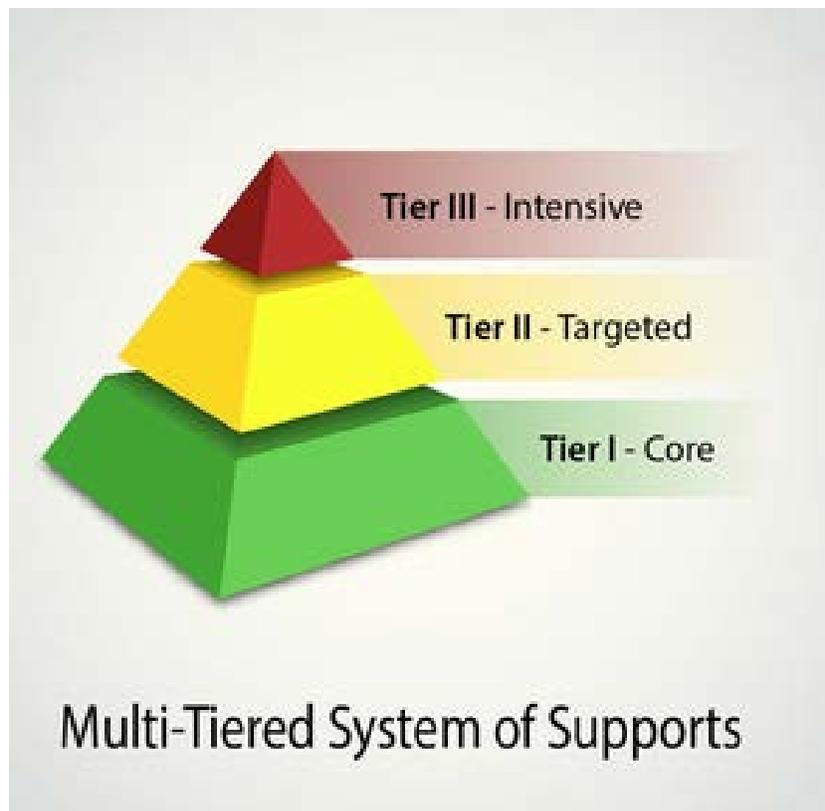

Image credit: http://www.gobles.org/learning-for-all

Academic Conferences and Forums to Review Student Progress

The school site MTSS team meets on a monthly basis to monitor the progress of students and particularly students learning English as an additional language. They carefully monitor the academic and language proficiency of students learning English as an additional language to ensure students make expected academic growth and meet California content standards. The MTSS team draws on a variety of data sources including screeners, formative and summative assessments. District assessments provide information that informs instruction and alerts teachers to students who may be struggling or who need to be challenged. Through the review of all data, the team identifies students who may benefit from additional academic, language, or social-emotional support. The team supports identified students with the development of student goals, action plans and timely interventions.

Process for Developing Tiered Interventions

The process for developing tiered interventions begins by identifying student grade-level goals in each subject area. Teachers analyze instructional practice, and plan interventions that will be available when students have not yet met learning benchmarks, as illustrated in the diagram below.
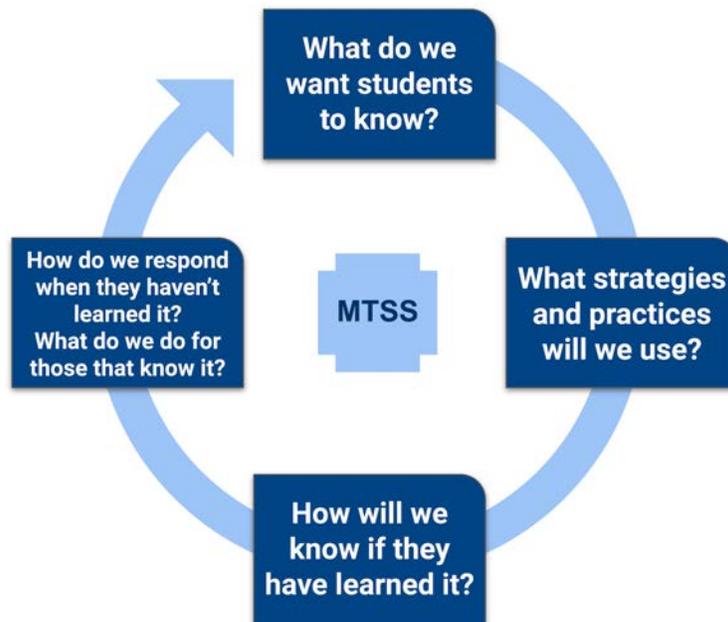
When developing specific interventions, the MTSS team uses an "If… Then…," model, identifying benchmarks, qualifying criteria, duration of initial intervention, and expectations for exiting the intervention. In other words, the MTSS team develops an agreement with each grade-level on the steps listed below. The goal of Tier II and Tier III support is to support student

success with Tier I instruction, whenever possible. The diagram below offers a visual for planning to bring students into interventions, while planning for students to be successful after exiting interventions.

1. Benchmarks that define expected learning goals.
2. Qualifying criteria that would signal a student is not meeting a benchmark and may need additional support.
3. Menu of possible interventions that are appropriate and specific to different types of student need.
4. Duration of the intervention until re-evaluation.
5. Expectation and benchmark for exiting the intervention.
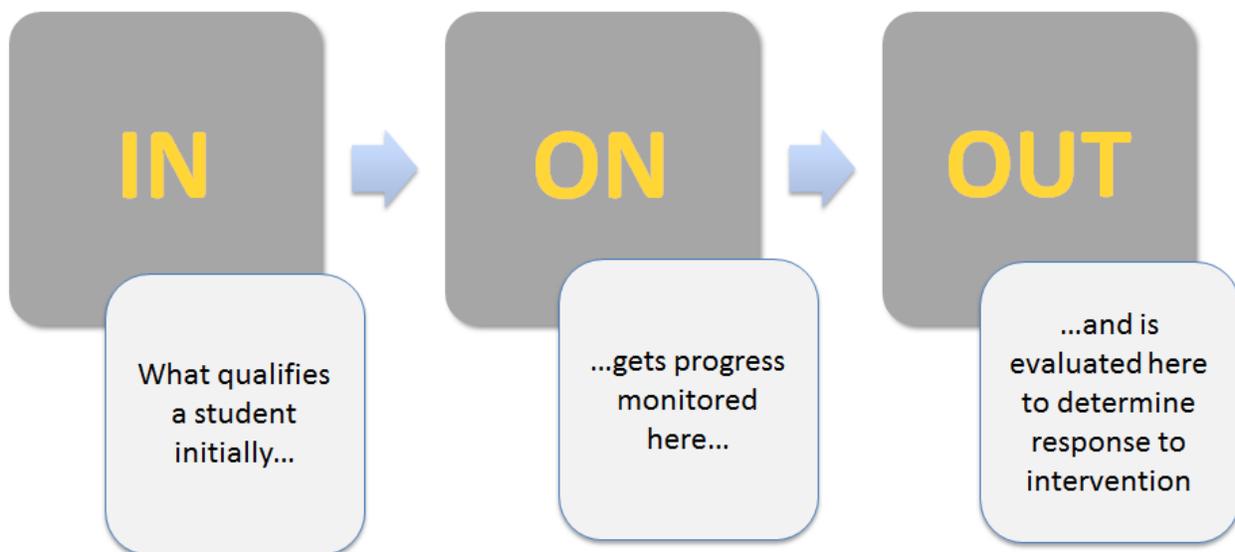

Image credit: Data Based Decision-Making 2018 Placer County Office of Education (MTSS Site Leadership June 20, 2019, pptx)

Schools use the same model described above to monitor students' social-emotional well-being. The MTSS team communicates expectations to students and families and coordinates school-wide interventions when students demonstrate the need for additional support.

Developing Student Intervention Action Plans

Each year, the site MTSS team reviews ELPAC scores, CAASPP results, benchmark assessment results, and classroom performance of all English learners during academic conferences or a similar forum. Together the team identifies students not meeting growth expectations. For each identified student, the team takes the following steps to develop the student's intervention action plan and exit plan.

1. The teacher shares interventions implemented thus far, using a Pre-Referral Intervention Checklist in order to document what is working and what is not.

2. The team develops an Intervention Action Plan implemented through the first quarter of the year.

3. The team identifies the appropriate leveled Intervention Tier within the Intervention Action Plan.

4. A letter is mailed home notifying and informing parents the specific Intervention their child has been identified for and the duration period (usually 4-6 weeks).

5. Evaluation and Exit Plan: Students meeting all goals in the action plan will exit intervention. The EL specialist at each site will continue to monitor students' progress after they exit the intervention. When students have not met the goals of their action plan, the MTSS team will revisit the Intervention Action Plan and revise goals.

6. No later than October, the MTSS team meets to review and revise the Intervention Action Plan for each student not meeting the growth expectations. (A copy of the plan is kept in the student's EL Folder in the cumulative record).

Monitoring Students' English Language Development

Progress monitoring of students learning English as an additional language is integrated into district-wide monitoring of all student's progress in academic content areas and evaluation of students' social-emotional wellbeing. In addition to the MTSS systems in place for monitoring all students, the English Learner specialist or coordinator at each site monitors students' English Language Development. Language development indicators are shown in the table below. It's expected that students will demonstrate efficient growth in English Language Development. In situations when students are not making adequate growth, as evidenced by teacher observation, student engagement in class, or performance on the summative ELPAC, the English Learner specialist or coordinator works with the MTSS team to develop an Intervention Action Plan with specific language goals.

Language Development Indicators

English Learners make efficient progress in English language development.

Indicators	Measurement Tool or Question	Criteria that Inform Tier I, II, III supports	Synthesis & Program Evaluation
How much annual growth did each individual student make on the summative ELPAC?	Compare students' summative ELPAC scale scores (Shown in Illuminate's ELPAC Longitudinal Roster).	Monitor individual student progress: Compare overall scale scores on the summative ELPAC from one year to the next.	Report percentage of students who are making progress in English Language Development, demonstrated by the Summative ELPAC, and as reported on CA's Dashboard.
What areas of ELD instruction are students demonstrating growth and what areas need additional support?	Analyze the ELPAC Longitudinal Roster, looking at Oral: Speaking & Listening Written: Reading & Writing	EL specialists and coordinators plan instruction to best meet student need, and share instructional goals with other teachers.	What areas of instruction are strongest? What areas are priorities for the site to build capacity?
Identify Long-Term English Learners (LTELS) and students at risk of becoming Long-Term English Learners.	How long have students been enrolled in English Learner programming?	On Track: 0-3 years At risk: 4-5 years Long-Term: 6+ years	Monitor number of LTELS, and document Tier II and III services aimed at intensive efficient language development and reclassification.
Performance of Reclassified Fluent English Proficient Students (RFEP)	How are students performing after reclassification?	Grades CAASPP scores Attendance	Monitor and report percentage of students on track with A-G college eligibility courses.

Language Goals for All Students Learning English as an Additional Language

The English Learner specialist or coordinator analyzes students' progress with English Language Development using the indicators in the table above, and identifies language development goals for each student learning English as an additional language. Specialists or coordinators draw upon observations of student participation, student performance in content areas, and student performance on the Summative ELPAC. The specialists or coordinators share language goals with all teachers to facilitate a team approach to integrated and designated English Language Development instruction. When students are not meeting language goals, the English Learner specialist or coordinator collaborates with the MTSS team to develop an Intervention Action Plan for the student.

Additional Progress Monitoring for At-Promise Students

Progress Monitoring for Migrant Students

In addition to the MTSS team progress monitoring, DJUSD coordinates a cohesive approach for closely monitoring and supporting students eligible for migrant services. This includes the collaboration of parents, the director of the English Learner department, teachers and a migrant advisor from Butte County's Migrant Education Advisory Program (MEAP). To facilitate needs-responsive progress monitoring, the team does a needs assessment and develops an individual learning plan for each student. The team also connects the family to migrant resources. Students at the secondary level work regularly with the MEAP advisor.

Needs Assessment & Individual Learning Plans
In April, the district English Learner director, MEAP advisor, and school site staff welcome families to the Davis Migrant Center. At this time EL staff hold a brief in-person informal interview with parents and/or students, to begin establishing relationships and learn about students' interests, strengths, and areas of needed support. The conversations are intended to be adaptive and strengths-based. Parent and student input is shared with teachers to support their transition to schools in Davis. In May, teachers also share notes about students' strengths and any support that teachers had provided that would be helpful to continue through the summer Migrant Scholar program and the upcoming school year. These notes are recorded on a needs assessment and learning plan that follow the student. The learning plans are shared with summer school teachers and the next year's academic teachers, helping to connect students from teacher to teacher, as students navigate multiple transitions.

Needs Assessment and Individual Learning Plan Steps and Timeline

- April: Establish and conduct an interview with the parents of each migrant student.

- Summer: Enter parent data into Illuminate. Print student's profiles from Illuminate and place in the student's English Learner File (pink folder).

- Fall: The MEAP advisor meets with teachers to discuss any academic and/or social-emotional patterns as it relates to specific migrant students. Document necessary information and include in the student's Individual Learning Plan (ILP).

- February/March: Scan each Individual Learning Plan so it can be stored as an electronic record (District Office). File each hard copy into the student's English Learner File. Place file in student's cum folder.

Migrant Education Advisory Program (MEAP)
An advisor from Butte County's office of education works directly with migrant students at the secondary level. The advisor connects with parents and works with each student to develop an A-G college preparatory course schedule and individual learning plan. As needed, the advisor supports students in developing a plan for maintaining credits when exiting and entering school midyear, either through independent study, partial credit or summer school credit recovery.

Progress Monitoring for Long-Term English Learners (LTEL)

The English Learner Department and English Learner specialist/coordinator at each school site monitor pace of growth acquiring English language proficiency. Every year, the English Learner specialist/coordinator reviews students' progress on the Summative English Language Proficiency Assessment (ELPAC), as well as their performance in class. When students are not demonstrating efficient growth, the specialist/coordinator will work with colleagues to develop an Intervention Action Plan.

Teachers annually evaluate students' progress and their readiness to reclassify to Fluent English Proficient (RFEP). Students may exit English Learner programming at any time and as early as they meet reclassification criteria and demonstrate English proficiency. When students are not making rapid progress with English Language Development, teachers provide additional language support and may develop an Intervention Action Plan.

Students who have not yet demonstrated proficiency in English Language Development for six years are considered by national guidelines as "Long-Term English Learners (LTEL)." While research demonstrates it takes five to seven years to master an additional language, teachers begin anticipating students' rate of progress and readiness to reclassify well in advance of their

sixth year of language study, so that intensive services can be provided and students may efficiently advance.

All students identified as Long-Term English Learners have an Intervention Action Plan that is specific to their individual needs for meeting language goals, reclassification and exiting the program. This is increasingly important at the secondary level, when English Language proficiency is critical for academic engagement in college preparatory courses.

Progress Monitoring for English Learners with Special Needs

When a student who is learning English as an additional language also has an identified learning disability, the Special Education teacher, English Learner specialist/coordinator and other resource teachers work collaboratively to monitor the student's progress. The team determines the student's specific needs, goals, and supports in the development of an Individual Education Plan (IEP). The IEP team meets annually with parents to review progress and goals. The IEP includes specific English language goals. Teachers provide instruction in designated and integrated English Language Development in accordance with the IEP.

Student progress is carefully monitored to provide adaptive supports and to assess for student readiness to reclassify to Fluent English Proficient (RFEP). Readiness to reclassify is based on language proficiency. If there are factors in the student's disability that may interfere with the student passing requirements for reclassification, then teachers refer to the Special Education Reclassification form which gives options for an appropriate alternative reclassification process. A Bilingual Assessment Team (BAT) will meet with the parents to determine reclassification. (For students with an IEP, this change must be addressed at an IEP meeting; a BAT meeting cannot be held without the IEP team.) After reclassification, teachers and EL staff continue to monitor students' progress. For more information, please see California Practitioners' Guide for Educating Students with Disabilities.

Progress Monitoring for Reclassified Fluent English Proficient (RFEP) Students

In addition to teacher and MTSS team progress monitoring, students who have been Reclassified Fluent English Proficient (RFEP), receive monitoring by DJUSD's English Language Department annually for four years. During the annual follow-up, classroom teachers and the English Learner specialist/coordinator use a checklist to evaluate students in three areas: English Language Development, academic performance in all subject areas, and a social-emotional assessment. Teachers provide review and assessment of the following components:

English Language Development:
- ○   Listening Comprehension
- ○   Reading Comprehension
- ○   Oral Language Production: Formal/Academic
- ○   Oral Language PRoduction: Informal/Social
- ○   Written Language Development: Formal/Academic
- ○   Written Language Production: Informal/Routine

Academic Performance:
- ○   Writing Sample
- ○   Math
- ○   Science
- ○   Social Science/History

Social-Emotional Wellbeing:
- ○   Attendance
- ○   Self-concept
- ○   Peer interaction
- ○   General student attitude

When teachers determine a student may benefit from additional support, their needs are addressed with the development of an Intervention Action Plan.

Conclusion

DJUSD's plan for monitoring student progress encompasses students' academic development, language acquisition and social-emotional wellbeing. Beginning with clear program goals, chapter 7 outlines indicators and measures that teachers use to evaluate student progress. Foundational to cohesive student monitoring is DUSD's Multi-Tiered System of Support (MTSS). All students receive universal instruction that includes ELD and meaningful engagement in grade-level standards. As needed, teachers develop student intervention action plans and use tier II and tier III interventions to differentiate support and meet student needs. Additional

support structures are in place to support students at-promise for increased educational opportunity. Comprehensively, DJUSD's plan for monitoring student progress is designed to ensure English learners' success in Davis schools.

Chapter 8 Plan for Organizational Sustainability and Growth

This chapter describes how DJUSD operates as a district to provide exemplary programming for English learners. California's English Learner Roadmap Policy highlights the need for organizations to work systematically with Principle 3: System Conditions that Support Effectiveness. The roadmap calls for clear goals and continuous improvement, as well as a plan for adequate resources and shared responsibility for English learners' growth. The sections that follow explain the logistics of how DJUSD sustains our current programming, and our growth mindset describing our process for continued organizational growth.

"What are DJUSD's goals for EL programming?"

"What is DJUSD's model for continuous improvement?"

"What is a Multi-Tiered System of Support?"

"How does DJUSD build capacity?"

"I am a principal new to the district and I want to know how my EL specialist and classroom teachers work together."

"How does DJUSD use title funds?"

Organization of Chapter 8, Plan for Organizational Sustainability and Growth

California's English Learner Roadmap

The state of California recognizes the importance of organizational efficacy, as articulated in the publication of the English Learner Roadmap, a guiding document that names "System Conditions that Support Effectiveness" and "Alignment and Articulation Within and Across Systems" as two of its leading principles. Direct text from relevant elements are shared below offering readers direct access to our guiding document. The roadmap and educational resources may be downloaded at Californians Together or seen on-line at California Department of Education. Californians Together offers Tool Kits that support site implementation of the roadmap and facilitate organizational growth.

Multi-Tiered System of Support (MTSS) is an organizational model known as a best-practice for organizational growth and recommended by the state of California. The principles of California's English Learner Roadmap underlie MTSS, and will be seen throughout this chapter describing implementation.

Principle 3: System Conditions that Support Effectiveness

"Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners."
(Hakuta 2018; Download Guide)

"The school system functions to support implementation of the curriculum, instruction, school climate and culture described in Principles #1 and #2."
(Olsen & Hernandez 2019; Middle School Teacher Toolkit)

(Sources retrieved from:
https://www.californianstogether.org/english-learner-roadmap-main/)

Elements

3.A Leadership **Leadership** establishes **clear goals** and commitments to English learners' access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and **continuous improvement**.	**3.B Adequate Resources** The school system invests **adequate resources** to support the conditions required to address EL needs.
3.C Assessments A system of culturally and linguistically valid and reliable **assessments** support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.	**3.D Capacity Building** **Capacity building** occurs at all levels of the system, including leadership development to understand and address the needs of ELs, **professional development** and **collaboration time** for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.
4.A: Alignment and Articulation English learner (EL) educational approaches and programs are designed for **continuity, alignment, and articulation across grade levels** and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.	**4.C Coherency** EL educational approaches and programs are designed to be **coherent across schools** within districts, **across initiatives**, and **across the state**.

Shared Responsibility and Collaboration

"We have a system of leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners. We work together and collectively share responsibility for educating and monitoring the progress of English learners."

Multi-Tiered System of Support

Multi-Tiered System (MTSS) of Support is an organizational structure that promotes continuous growth, collaboration and a focus on positive student outcomes. DJUSD's implementation of MTSS across schools is helping to increase alignment and integrate several components of school governance. For example, while teachers have always observed students and used formative assessments to inform instructional planning, MTSS gives schools a collaborative forum where teachers bring student data to team meetings, and the data is used to inform a school-wide Needs Assessment, school-wide goals, and the School Plan for Student Achievement (SPSA). In turn, MTSS leaders at each school site use their school Needs Assessment and School Plan for Student Achievement to annually evaluate progress on district wide goals. MTSS leaders draw upon SPSAs to weigh district priorities and funding on the Local Control and Accountability Plan (LCAP).

### Cycle of Inquiry and Continuous Growth

MTSS facilitates cycles of inquiry and continuous growth at the school and district levels. Cycles of inquiry follow cyclical patterns: developing plans, implementing the plans, studying their efficacy, and taking action as needed with interventions. This process feeds directly into the next phase of planning, where teachers use data from previous cycles to inform the next cycle.

Teachers use this cycle of inquiry at their grade-level (elementary), or subject-area (secondary) collaboration. Teachers bring their findings to school-wide MTSS meetings, integrating grade-level and subject area cycles of inquiry with school-wide continuous growth. This structure supports the capacity building of reflective educators, giving staff regular opportunities to collaboratively fine tune instructional and organizational practices. Taking a growth mindset, schools flexibly adapt to student needs, lifting and sustaining student achievement and wellbeing.
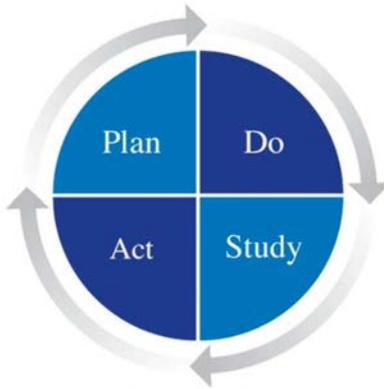
Source: Placer County of Education Training 5-13-19

Cycles of inquiry at the school level are integrated with DJUSD's district level system for continuous growth. As depicted in the diagram below, part of the data the district gathers annually is each schools' Needs Assessment and School Plan for Student Achievement. Parents play an important role in sharing their insight at parent advisory meetings that is incorporated into these documents. DJUSD's MTSS leadership team regularly discusses reports from each school site, and annually reflects on the above reports that contribute to district continuous growth processes: development of a district Needs Assessment, revisions to programming in the English Learner Master Plan, and funding priorities as detailed in the Local Control Accountability Plan (LCAP).
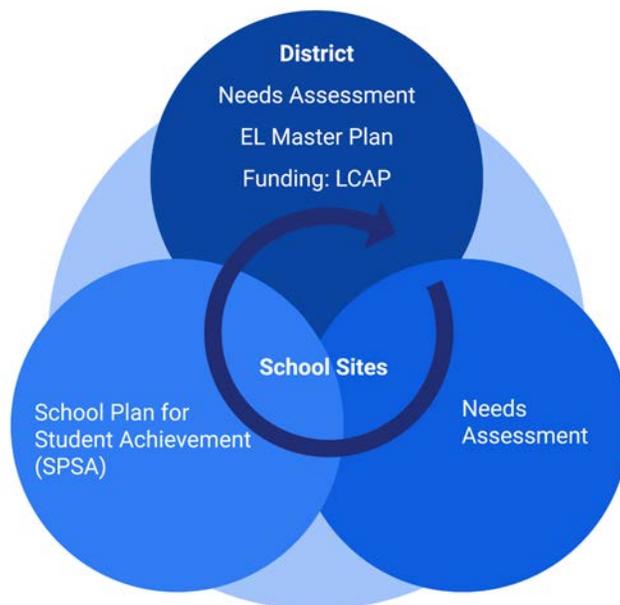
MTSS Alignment of Goals and Resources

MTSS uses organizational planning that aligns goals and resources. For example, when setting goals, sites begin with goals for students, followed by questions of how teachers, the site and the district will support students in meeting these goals. This planning method is called "backwards design," or planning with the end in mind, as illustrated by the template below.

What support do **students** need from teachers?	What support do **teachers** need from their school site?	What support do school **sites** need from the district office?	What **resources** and funding would be best utilized to support these needs and goals?

Parents, teachers and staff considered the above questions at District English Learner Parent Advisory (DELAC) meetings and English Learner Program meetings as part of our process for developing goals for the English Learner Program. Stakeholders also reviewed the English Learner Program Instrument 05, to ensure our goals would provide direction in meeting federal program requirements. DJUSD's district vision and goals predicate all of the English Learner Program goals described below.

"Ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive in the 21st century."

DJUSD Instructional Goals

1. Develop 21st century teaching and learning environments.
2. Close achievement and opportunity gaps.
3. Build inclusive and safe environments and skills that promote social and emotional health.

The English Learner Program Goals were designed to encompass DJUSD's instructional goals and give direction to programming. They articulate specifics of DJUSD's vision for students, sites and as an organizational system.

Overview of English Learner Program Goals

| Goals for Students	Goals for Sites and Teachers	Goals for Organizational System and Resources
1. **EL students love learning.** They feel valued, safe and supported. Students' home cultures and languages are valued. Students are supported in realizing their capacity in all areas of the graduate student profile.	MTSS teams work towards social/emotional goals, building on students' strengths and supporting students' needs. School sites practice student-centered and culturally sustaining pedagogies. Teachers develop relationships with students that facilitate meaningful learning.	Principle 1 of the EL Roadmap: We are Assets-Oriented and Needs-Responsive. MTSS is focusing on Social Emotional Learning (SEL) as a top priority across the district. The district's current culturally sustaining priority has been expanding the Spanish heritage language program to junior high.
2. **EL students make efficient progress in English Language Development.** They reach English proficiency and effectively utilize academic language.	Daily designated ELD is effectively planned and implemented for all students. MTSS teams monitor EL student progress, differentiate instruction, and plan for efficient reclassification.	The district facilitates monthly collaboration with EL specialists & coordinators. The team discusses measures for monitoring student progress, building site capacity and implementing best practices.
3. **EL students fully and meaningfully access and participate in all content areas, and work towards mastery of grade level standards.** At the high school level, students succeed at A-G college eligibility courses.	All teachers use integrated ELD and provide a variety of resources to amplify curricula and engage students. MTSS teams monitor student progress and plan for differentiation. The EL specialist or coordinator and principal support site in building capacity with best practices. Counselors carefully manage scheduling.	The district offers regular systemic professional learning through monthly collaboration with EL specialists and coordinators and MTSS teams. High quality curricula and resources are provided. The district aims to increase integration of ELD standards within English literacy, Social Studies, Science and Math instruction.
4. **Close Opportunity Gaps:** Every student will have equal opportunity to participate in all programs, curricula and extracurriculars. Every student will be supported in accessing grade-level content, regardless of level of proficiency.	School site MTSS teams look at CAASPP data, and qualitative data provided by the English Language Advisory Committee on student groups' academic performance and participation in extracurricular programming, to identify opportunity and achievement gaps, and plan recommended changes.	The district provides a framework and training for site based needs assessments. This data is accumulated into a district wide needs assessment. Data is reviewed with an equity lens by the English Learner Department and DELAC. The district plans actions for closing gaps as detailed by the LCAP.
5. **Actively involve parents of English learners**. Families are welcomed and included in school-wide events. Parents of English learners are actively involved as advisories at the school site and district level.	School sites actively encourage parent participation, make connections to build relationships with parents, and provide translation when helpful. The English Learner Advisory Committee provides a community wherein parents give input on the	The district provides a framework and training for school sites and district English Learner Advisory Committees (ELAC and DELAC). The district encourages sites to use the English Learner Toolkit which looks at parent involvement as part of the site based needs assessment.

	school wide needs assessment and school plan for student achievement.	

Data Gathered for Multi-Tiered System of Support

DJUSD's Multi-tiered System of Support relies on data to flexibly determine and adapt organizational and instructional practices. DJUSD gathers three types of data as indicated in the diagram below. Student data measures academic, behavioral and social-emotional skills. This data provides on-going feedback that shapes instructional practice and is adaptive to the specific needs of each student. Student data informs progress monitoring, adaptive instruction, and provides measures of program efficacy.

In addition to student data, implementation data and capacity data are essential for monitoring organizational efficacy and planning for growth. Implementation data measures the degree to which evidence-based practices are in place. School site's annual Needs Assessments facilitate reflective conversations among teachers, and contribute to implementation data. Several sites use Californians Together English Learner Roadmap Tool Kits, as part of their process for developing a qualitative Needs Assessment that examines implementation of English Learner program goals. DJUSD also measures capacity data, analyzing the capacity of systems, processes, personnel and resources necessary to successfully implement and sustain evidence-based practices. For example, capacity data includes teacher participation in English Language Development professional learning courses and how specialists and coordinators build the capacity of classroom teachers. As a whole, each of these components contribute to the data DJUSD evaluates in our district wide continuous growth cycle.

MTSS Data Gathered
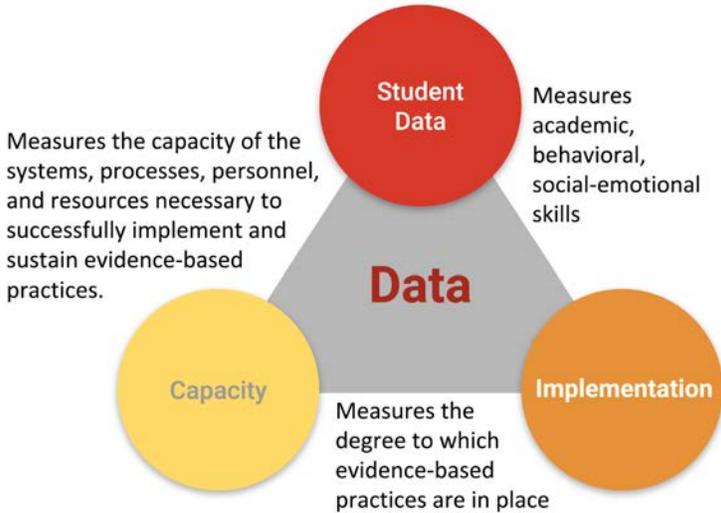
Alignment of Goals and Measures

DJUSD's English Learner (EL) Program goals aim to provide clear guidance and measures for continuous improvement. As shown in the middle column below, measures are in place to inform student instruction and student services. Measures informing program and organizational growth are listed in the third column. Specific and multiple measures for each goal facilitate thoughtful program review by the English Learner Department. English Learner specialists, coordinators and principals bring data from these measures back to their school sites, informing programmatic change both at the district and school level.

Goals and Measures

Goals for Students	Measures Informing Student Services	Measures Informing Program Monitoring
1. **EL students love learning.** They feel valued, safe and supported. Students' home cultures and languages are valued. Students are supported in realizing their capacity in all areas of the graduate student profile.	● Teacher observation ● Parent consultation ● Academic performance ● Attendances rate ● Tardy rate ● Any behavior reports	● Qualitative Rubric: EL Roadmap ● Local Climate Survey ● California Healthy Kids Survey ● Youth Truth Survey
2. **EL students make efficient progress in English Language Development.** They reach English proficiency and effectively utilize academic language.	● Teacher observation of student participation. ● Ongoing formative assessments ● ELPAC test results ● CAASPP English Language Arts ● Number of years in EL program	● Qualitative Rubric: EL Roadmap ● CA Dashboard: English Learner Progress ● Percentage of students on track in each student performance measure
3. **EL students fully and meaningfully access and participate in all content areas, and work towards mastery of grade level standards.** At the high school level, students succeed at A-G college eligibility courses.	● Teacher observation of student participation and performance ● Ongoing formative assessments ● Interim Assessments ● Benchmark ELA Interim ● Course grades & completion ● 4 years annual evaluation of reclassified students	● Qualitative Rubric: EL Roadmap ● Teacher participation in PD ● CA Dashboard: English Language Arts & Mathematics ● Student % on track in each performance measure ● D&F percentages by course ● Graduation Rate % on time
4. **Close Opportunity Gaps:** Every student will have equal opportunity to participate in all programs, curricula and extracurriculars. Every student will be supported in accessing grade-level content, regardless of level of proficiency.	● Grades ● Interim assessments ● CAASPP areas ● ELPAC ● Teacher observation of student engagement ● Parent-teacher conferences ● Student-teacher conferences ● Students' course schedules	● Qualitative Rubric: EL Roadmap ● CA Dashboard: EL Progress ● CAASPP results compare: EO, EL & RFEP ● Graduation rates ● Percentage of EL graduates meeting UC & CSU requirements ● EL students in special programs, and extracurriculars. ● Teacher participation in PD
5. **Actively involve parents of English learners**. Families are welcomed and included in school-wide events. Parents of English learners are actively involved as advisories at the school site and district level.	● Parent input at school governance meetings: English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC) ● Parent input at parent-teacher conferences and with principals	● Qualitative Rubric: EL Roadmap ● Parent participation in school governance: ELAC, site council, school plan for student achievement (SPSA), and local control and accountability plan (LCAP)

Site Needs Assessment

Educational policy in the English Learner Program Instrument 05, specifies that School Plans for Student Achievements (SPSA) will draw upon data synthesized in a site Needs Assessment. The site Needs Assessment is a comprehensive process that involves regularly looking at quantitative and qualitative data. Parents contribute their insights during English Language Advisory Committees. Teachers discuss student and program needs during regular team, MTSS and English Learner meetings. Annually, these conversations are synthesized into a one-page summary, organized with a paragraph addressing each district goal. This process is intended to support sites in developing School Plans for Student Achievement that are responsive live documents, reflecting the on-going discussions of stakeholders, and current needs and direction of the school.

The following indicators are essential components of effective EL programming and it is required that they are addressed in the site Needs Assessment and School Plan for Student Achievement. To facilitate inclusion of these important measures and processes, these components are embedded into the EL Program Goals described in the tables above. The English Learner Program instrument is updated annually and may be accessed on the California Department of Education website.

Program Instrument Requirements for School Plans for Student Achievement (EL 01 & 05)

- Analysis of English Learner academic performance
- English Language Development proficiency data
- Qualitative measure of instruction, including designated & integrated ELD
- Process for identifying, serving and monitoring EL students who are not meeting academic standards
- Parent involvement in school governance (Needs Assessment, SPSA, site council, ELAC, Parent and Family Engagement policy)

Protocol for district wide needs assessment include the following steps:

1. The district prepares data packages for sites including:
   - Academic Performance Data: CAASPP, by subgroup
   - English Language Development Progress: ELPAC (see Language Proficiency Indicators below.)

2. EL specialists review data at regular English Learner Leadership Committee meetings.

3. EL specialists share data with their principal, staff and ELAC. All stakeholders discuss data and determine site needs.

4. The EL specialist and principal document their site Needs Assessment with a written summary or presentation.

5. EL specialists bring all the site Needs Assessment to DELAC. Collectively they comprise our district wide Needs Assessment. DELAC parents provide feedback and input on district wide needs and priorities.

6. Sites reflect on the Needs Assessment at ELAC and Site Council when deciding on the actions and services for the upcoming year's School Plan for Student Achievement (SPSA).

7. The site Needs Assessment, District Needs Assessment, School Plans for Student Achievement, and parent input informs district priorities. These processes contribute to the development of funding decisions on the Local Control Accountability Plan (LCAP).

Template for Writing the School Needs Assessment Summary

The following template provides a framework for writing the school Needs Assessment summary. Indicators are listed parallel to Reflections/Recommendations to facilitate data-driven discussion and evidenced-based recommendations. The English learner specialist/coordinator prepares a summary that is reflective of input at staff MTSS meetings and parent English Language Advisory Committees. The summary is shared with the district Department of English Learners, and with the school principal and serves to inform program wide continuous improvement and the development of the School Plan for Student Achievement. Observations/Reflections? Actions/Strategies? What's working well? Recommendations?

Template for Writing the School Needs Assessment Summary

Goal 1: Develop 21st Century teaching and learning environments

Indicators	Reflections/Recommendations
- Qualitative Assessment Roadmap Principles 3 or 4 - Qualitative Reflection - Parent participation - Staff participation	- MTSS teams - Alignment & Coherence - Shared Responsibility - Parent Participation - Building Capacity & Professional Learning - Graduate Student Profile

Goal 2: DJUSD educators will close opportunity and achievement gaps.

Indicators	Reflections/Recommendations
- Qualitative Assessment: Roadmap Principle 2 - CAASPP Data, by subgroup - ELPAC data - Long-Term English Learner data - Reclassification rate - Academic performance of reclassified students	- Monitoring student progress in English Language Development - Connecting ELD to Grade Level Content - LTELS & at-promise students - Tier I services - Tier II & III interventions - Pedagogical practices for engaging students: project based learning, interactive conversations...

Goal 3: Support and enhance social, emotional, behavioral, learning & wellness.

Indicators	Reflections/Recommendations
- Qualitative Assessment Principle 1: Assets Oriented & Needs Responsive - Youth Truth Survey - Healthy Kids and Family Survey	- Social Emotional Learning - PBIS - Trauma informed support - Building Relationships with Students - Inclusive/Affirming/Safe Environment

School Plan for Student Achievement: Alignment Guide

School Plans for Student Achievement (SPSA) are developed in alignment with district wide instructional goals and coherence map. Parents give input into the development of the SPSA during parent English Learner Parent Advisory Committee meetings. The following alignment guide is a reference that aligns goals, measurements, and common strategies/activities sites have used to build capacity towards each goal. School Plans for Student Achievement

contribute to the evaluation of funding priorities and development of the district wide Local Control and Accountability Plan (LCAP).

| WHY (Vision/Mission)		
Ignite a love of learning and equip each student with the knowledge, skills, character, and a well-being to thrive in the 21st century.		
WHAT (Goals)		
21st Century Teaching and Learning	Close Opportunity & Achievement Gaps	Inclusive and Safe Environment
HOW (Multi-Tiered System of Support)		
Shared Responsibility	Student Focused Instruction	Social Emotional Learning
Needs Assessment Indicators Qualitative & Quantitative Measurement Tools		
Coherence & Alignment ● Qualitative Rubric: Roadmap Principles 3 or 4 Shared Responsibility ● Parent participation ● Staff participation Qualitative Reflection	**Meaningful Access to Grade Level Standards** ● Qualitative Rubric: Roadmap Principle 2: Intellectual Quality of Instruction & Meaningful Access ● CAASPP Data, by subgroup **Efficient English Language Development** ● ELPAC data ● Long-Term English Learners: List of students, number of years in EL	● Qualitative Rubric: Roadmap Principle 1: Assets-Oriented and Needs Responsive ● Youth Truth Survey ● Healthy Kids and Family Survey
Evidence-Based Strategies/Activities		
MTSS teams Coherence & Alignment Shared Responsibility Parent Participation Building Capacity & Professional Learning Graduate Student Profile	Tier I, II, & III Services & Interventions Monitoring student progress in ELD & State Standards Connecting ELD to grade level content Pedagogical Best Practices Curricular Implementation	Social Emotional Learning PBIS Trauma informed support Building Relationships with Students Inclusive/Affirming/Safe Environment

Examples of Student Outcome Data

DJUSD uses student outcome data to understand program strengths, and areas of needed growth. The following report illustrates how student outcome data is an important part of program monitoring and identification of district goals. The three charts compare DJUSD (blue bars) with the State of California (yellow bars). Data was gathered from DataQuest; numbers reflect student counts on the first Wednesday in October, 2019.

As shown in the report, DJUSD's student outcomes relative to the state are relatively strong. In particular, DJUSD demonstrates leadership in the percentage of students who earn California's state Seal of Biliteracy. At the same time, the opportunity gap between English learners and all students is consistent in DJUSD with the state of California, as reflected in the discrepant rates of graduation and percentage of graduates who met UC and CSU requirements. Most concerning is the percentage of DJUSD Latino high school graduates who met UC and CSU requirements. While 94% of DJUSD students met UC and CSU requirements, only 15% of DJUSD Latino students met these requirements. This illustrates the unintended consequences of cumulative and compounding opportunity gaps, signaling one of DJUSD's highest priorities: identifying Latino students "at-promise" for raised opportunities and systemic supplemental support.

DJUSD has prioritized programming for Latino students with the expansion of Spanish heritage language courses in junior high. In recognition that academic success is strengthened by biliteracy and parent and family involvement, the heritage language program is intended to raise students' opportunities for engaging academically in their first language. DJUSD continues to collaborate with programs across sites to raise opportunities of at-promise students.
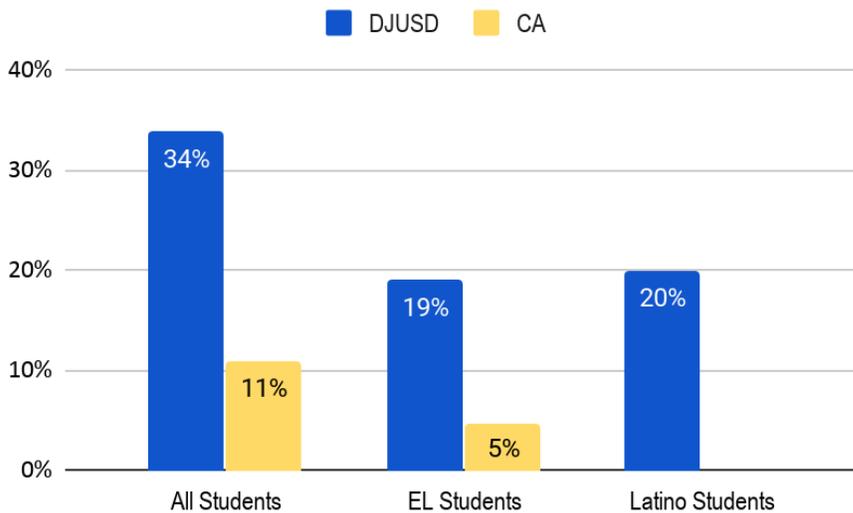
Graduation Rates (2019-2020)
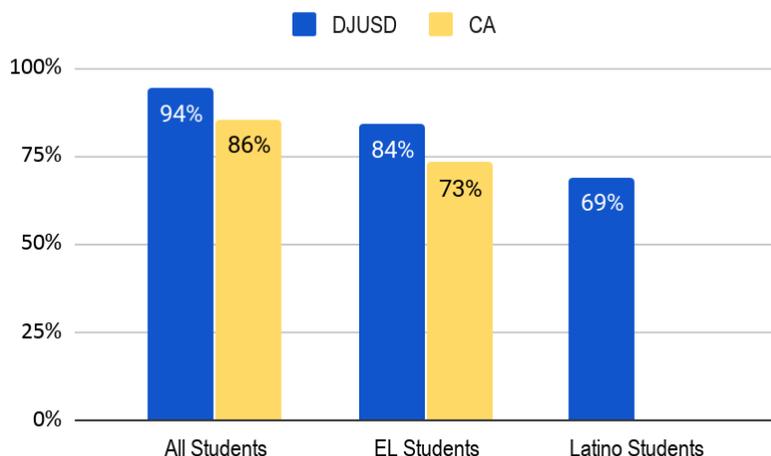
Graduates who met UC and CSU Requirements (2019-2020)
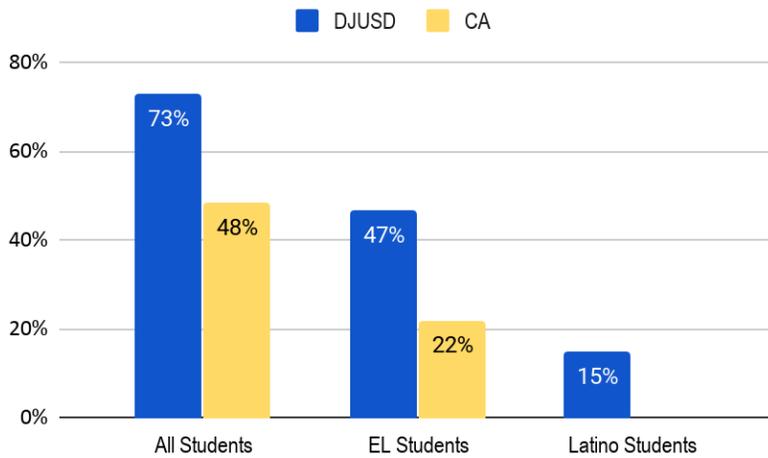
Graduates who earned CA State Seal of Biliteracy (2019-2020)

Resources for Building Capacity

The following sections will describe how the English Learner Department builds DJUSD's capacity for meeting our goals for English learners. The first section gives an overview of each team role, describing how English Learner Department staff work together to build capacity in tandem with all DJUSD staff. The last section will give an overview of funding resources that are necessary for supporting the programs that build capacity across the district.

English Learner Department Team Roles

DJUSD's English Learner Department staffs educators in a variety of roles to coordinate English learner programming and provide direct support to students learning English as an additional language. The director leads the team, oversees evaluation of program efficacy and continuous growth, and is responsible for building capacity and alignment across the district. The EL administrative assistant supports the director in implementation of all program requirements, including federal monitoring, testing, the State Seal of Biliteracy, and the Migrant Summer Scholar program. EL programming at each elementary school site is coordinated by elementary English learner specialists. EL programming at the junior high schools and high schools is coordinated by English learner coordinators. Both EL specialists and coordinators monitor the progress of English learner students, build staff capacity for providing high quality language instruction to all students, and coordinate the EL program at their school site. English learner paraprofessionals support coordinators and specialists in their instruction and provide direct support to students. Classroom teachers and subject area teachers play an important partnership role in providing English Language Development (ELD) to students, as they integrate ELD into all subject areas. Teachers on Special Assignment (TOSAs) work in collaboration with the team to build capacity and alignment of English language development practices across the district, working to close opportunity gaps and support high student achievement.

The following sections give brief overviews of each position. While positions vary and are adapted to the specific needs of each site, these descriptions are intended to build awareness and interest to educators who may be interested in joining our team.

English Learner Department Director

The English Learner (EL) Department director leads program development and continuous growth. This entails integration and alignment of the English learner program with district systems; building the capacity of staff, teams and leadership across the district; and managing local, state and federal resources.

The EL director leads program development and continuous growth. This involves ongoing research of federal and state initiatives, and conversations with sites to determine district priorities. In collaboration with the instructional services team, the EL director establishes coherence and alignment of English learner programming with district goals. Part of the MTSS district leadership team, the EL director develops a system for continuous growth of English learner programming that is embedded in district wide systems. The EL director leads principals in site cycles of continuous growth: reporting annual Needs Assessments and School Plans of Student Achievement. These processes contribute to the district cycle of continuous growth, informing funding and directional priorities.

The EL director builds capacity across the district for effectively enacting evidenced-based practices for English learner programming. This involves creating a collaborative culture and shared responsibility for the education of students learning English as an additional language. In collaboration with the instructional services team, the EL director advises the superintendent and board on English learner state initiatives and local implementation. The EL director provides training and consultation to site principals, facilitating alignment of district wide program practices and offering support with implementation of state and federal programs. The EL Director leads TOSAs, specialists, and coordinators, building their capacity to engage colleagues in professional learning. The EL director supports the capacity of parent involvement in school governance with facilitation of regular District English Learner Advisory Committee (DELAC) meetings.

Responsible for managing resources, the EL director defines goals and priorities grounded in collaboration with stakeholders across sites. Drawing on DJUSD's collective Multi-Tiered System of Support data analysis, and site and district evaluations of program efficacy, the EL director and leadership team determine areas in greatest need for support. The EL director oversees Title I, III and IV programs, and works in close collaboration with fiscal and site principals to ensure title programs are in alignment and compliant with state and federal regulations. In collaboration with human resource and site principals, the EL director looks at student numbers and site needs to determine EL staffing. The EL director compares staff qualifications across sites to ensure educator equity. Educator equity assures that low income and minority students are assigned qualified and experienced teachers, according to state regulations.

English Language Department Administrative Assistant

The administrative assistant supports the EL director in implementation of English learner and Title I programs. This entails responsibility for the office, management of student data systems, coordination of assessments, and support of parent-school partnerships.

Responsible for office management, the administrative assistant ensures records and student data are in compliance with federal requirements in preparation for routine state monitoring. The administrative assistant keeps an organized archive of all materials and resources, and updates the English learner website with meeting agendas and notes. The administrative assistant talks directly with parents and staff to answer questions about English learner programming. The administrative assistant coordinates meeting preparations, including childcare and interpretation. The administrative assistant works closely with fiscal, processing time cards, purchases, and monitoring the EL budget.

The administrative assistant is responsible for managing student data systems. This involves monitoring student designation and data entry in DJUSD's student information system. The administrative assistant routinely checks DJUSD's student information system to screen for new

students, "To Be Determined," who may qualify for English learner programming. The administrative assistant supports staff in using DJUSD's student information system and integration with California's Longitudinal Pupil Achievement Data System (CALPADS). The administrative assistant manages student data for several programs including student designation, assessment, the California state Seal of Biliteracy, and the Migrant Summer Scholar program.

The administrative assistant facilitates organization of English Language Proficiency Assessments of California (ELPAC). This involves scheduling and notifying EL specialists and coordinators of trainings and test date windows. The administrative assistant organizes and manages testing books and resources, coordinating their disbursement, tracking, and secure storage. The administrative assistant communicates with EL specialists and coordinators to ensure timely assessment and reclassification of students and provides technical support as needed. The administrative assistant facilitates parent notification of assessments and program designation. The administrative assistant coordinates an annual reclassification ceremony. The administrative assistant coordinates implementation of California's State Seal of Biliteracy. This involves analyzing student data to identify students who qualify or will qualify once they have completed additional requirements. The administrative assistant notifies students and parents of their eligibility, remaining requirements, or ineligibility. Finally, the administrative assistant schedules oral exams with students and helps distribute student awards.

The administrative assistant supports parent-school partnerships. This involves talking directly with parents to answer questions about English learner programming, and managing parent notification about testing, identification, reclassification, bus schedules, the migrant summer scholar program, and California's State Seal of Biliteracy. The administrative assistant supports all areas of program implementation of the Migrant Summer Scholar program. This includes invitations to families, student registration, coordination of bus schedules. The administrative assistant also joins the EL director in welcoming families to the Migrant Center, connecting families to resources and doing intake interviews to initiate needs assessments for each student.

Elementary English Learner Specialists

English learner specialists coordinate the school site's English learner program and work to build the capacity of school-wide integrated and designated English Language Development (ELD). This involves facilitation of professional learning with colleagues, training and supporting EL paraprofessionals. Professional learning can take the form of coaching, co-teaching, sharing strategies at staff meetings, and leading staff in reflective conversations using the English Learner Toolkit.

The EL specialist facilitates the English learner program at the school site. This involves coordinating assessment, identification, designation and reclassification of students. The specialist, in collaboration with the principal and classroom teachers, develops a schedule to ensure all students learning English as an additional language receive regular instruction in both

integrated and designated English Language Development. The specialist monitors student progress and works collaboratively with the Multi-Tiered System of Support team to develop adaptive interventions and student supports that promote student wellbeing, high academic achievement and efficient English Language Development.

The EL specialist welcomes families and parents of students learning English as an additional language and is part of creating a safe and inclusive environment at the school. The specialist leads a parent English Language Advisory Committee (ELAC) that meets regularly throughout the year and includes parents in key components of school governance. The specialist recruits one or two parent representatives to join the District English Language Development Committee (DELAC).

The EL specialist participates in the Multi-Tiered System of Support team, contributing to the school's ongoing cycle of continuous improvement. This involves reporting the needs of English learners in the school-wide Needs Assessment, and integrating parent input from ELAC into school governance. The principal draws on these collaborations when developing the School Plan for Student Achievement.

Secondary English Learner Coordinators

Secondary English learner coordinators facilitate the school site's English learner program and work to build the capacity of school-wide integrated English Language Development (ELD). The coordinator works closely with site administration to facilitate professional learning across departments. Professional learning can take the form of coaching, co-teaching, sharing strategies at staff meetings, and leading staff in reflective conversations using the English Learner Toolkit. The coordinator may work together with a district coach, visit department meetings and work with teachers to develop English Language Development instruction that is integrated into their content area.

The EL coordinator facilitates the English learner program at the school site. This involves coordinating assessment, identification, designation and reclassification of students. The coordinator, in collaboration with the principal and counselors develops a course schedule that offers English Language Development courses and optimizes students' opportunities to advance in A-G college preparatory courses. The coordinator, in collaboration with teachers, counselors and administrators monitors student progress across courses and plans appropriate interventions.

The EL coordinator welcomes families and parents of students learning English as an additional language and is part of creating a safe and inclusive environment at the school. The coordinator leads a parent English Language Advisory Committee (ELAC) that meets regularly throughout the year and includes parents in key components of school governance. The coordinators recruit one or two parent representatives to join the District English Language Development Committee (DELAC).

The EL coordinator participates in the Multi-Tiered System of Support team, contributing to the school's ongoing cycle of continuous improvement. This involves reporting the needs of English

learners in the school-wide Needs Assessment, and integrating parent input from ELAC into school governance. The principal draws on these collaborations when developing the School Plan for Student Achievement.

English Learner Paraprofessionals

English learner paraprofessionals play an important role on the English learner team. They provide essential support to teachers, give students opportunities to build relationships in small group settings, amplify students' access to core content, and support students' English language development.

EL paraprofessional support to teachers includes administrative duties and instructional support. EL paraprofessionals assist with assessment, identification, designation and reclassification of students receiving English learner services. EL paraprofessionals administer assessments to students and may assist with local scoring. EL paraprofessionals help develop, update and securely store student data in paper files and cum folders. EL paraprofessionals may help monitor and update EL student records in DJUSD's digital student information system.

EL paraprofessionals support students' social-emotional wellbeing and love for learning. Under teacher direction, EL paraprofessionals may be assigned to work with small groups of students, or provide one-on-one scaffolding. Through interactions with students, EL paraprofessionals facilitate assets-oriented education: learning about individual students, validating their interests, strengths, language and cultural heritage. EL paraprofessionals scaffold pro-social interactions between students, supporting social and language development. EL paraprofessionals support students in developing personal competencies described in DJUSD's graduate profile. Depending on site needs, EL paraprofessionals may provide interpretation and translation services, helping to maintain a welcoming and inclusive school community.

Under teacher direction, EL paraprofessionals provide instructional support to students: amplifying students' access to core content and supporting students' English language development. In some cases the EL paraprofessional may provide supports in the student's primary language. EL paraprofessionals may work with small differentiated groups, or individual students and provide tiered support. EL paraprofessionals use strategies consistent with the English Language Development Standards: facilitating collaboration, interpretation and production of language.

Elementary Classroom Teachers and Secondary Content Area Teachers

Elementary classroom teachers and secondary content area teachers are an important partnership with the English learner team in providing English Language Development and ensuring student access to California's Common Core State Standards. Nearly all courses include students learning English as an additional language and therefore the need to integrate English language instruction is universal. Elementary and secondary teachers give explicit language instruction during math, science and the social sciences to support students' academic language development within the discipline.

The English language program team works with school principals to ensure that all students learning English as an additional language recieve *designated* English Language Development (dELD). At the secondary level, English language arts teachers offer English Language Development courses. At the elementary level, the English learner specialist and principal establish a schedule to assign students' designated ELD instruction to the student's primary classroom teacher or the English language specialist.

English Learner Teachers on Special Assignment (TOSA)

The English Learner Teachers on Special Assignment (TOSA) are responsible for supporting the district in closing opportunity gaps by building cohesion and capacity in the following ways: providing professional learning of staff across the district; developing systems for districtwide monitoring of student progress; and developing systems for program alignment and continuous growth.

The TOSA facilitates professional learning to build capacity across the district in effective English Language Development, programs and practices. This involves supporting school sites in the *integration* of English Language Development (iELD) into all subject areas, and utilizing evidence-based practices in *designated* English Language Development (dELD). Professional learning can take the form of coaching, co-teaching, workshops, and collaboration with teachers. Additionally, the TOSA integrates professional learning into on-going practices such as data analysis and reflective inquiry that are part of DJUSD's Multi-Tiered System of Support.

In collaboration with EL specialists and coordinators, TOSAs develop systems for monitoring student progress of English learners that are in alignment and integrated into the district-wide Multi-Tiered System of Support (MTSS). TOSAs use an equity lens to analyze data and in collaboration with the EL Director and team, determine district-wide EL Program priorities. TOSAs screen for students who may need additional support including Long-Term English Learners and migrant students, and coordinate with teachers to ensure supplemental supports are provided. TOSAs work with the Migrant Education Advisory Program to develop individual needs assessments and learning plans for migrant students.

TOSAs support program development and continuous growth. This involves regular team meetings with EL specialists, coordinators and paraprofessionals, and participation on the district Multi-Tiered System of Support team. TOSAs meet with staff across sites to facilitate collaboration, alignment and articulation of programs. TOSAs integrate Site Needs Assessments and School Plans for Student Achievement with the district English Learner Needs Assessment, Master Plan and district wide goals and priorities. TOSAs co-facilitate District English Learner Advisory Committee (DELAC) meetings to support parent involvement in school governance. TOSAs update program practices in alignment with state initiatives and policy.

Funding Sources

Programs and services for students learning English as an additional language are funded through several sources including local, state and federal funds. Local taxes and state funding make up districts' general funds which are used to provide all students with their right to a basic education and access to core curricula. Much of English learner students' education is, like all students, funded through general funds. English language development (ELD) and students' access to the core curriculum are part of students' basic education. General funds are used to provide Tier I instruction and services, also referred to as the base program that all students are entitled to.

Federal funds may fluctuate from year to year and are used to supplement and enrich schools' educational programs, addressing more complex social needs. Complimentary to the general funds used to provide Tier I services, federal title funds are considered strictly supplemental. Federal funds are designated to support Tier II and Tier III interventions for students that qualify and meet program requirements. DJUSD's Multi-Tiered System of Support can be a useful way to visualize how general and federal funds support programs at different levels. Federal funds are essential for systemic planning, closing opportunity gaps and planning for 21st century innovation. This means that funding for English learners is embedded into the districts' comprehensive funding plan, known as the Local Control and Accountability Plan (LCAP).

Title III: Student Interventions

Tier II: Student Interventions

Tier I: General funding (Base Program): EL student access to core curricula. Integrated & Designated English Language Development (ELD).

http://www.gobles.org/learning-for-all.html
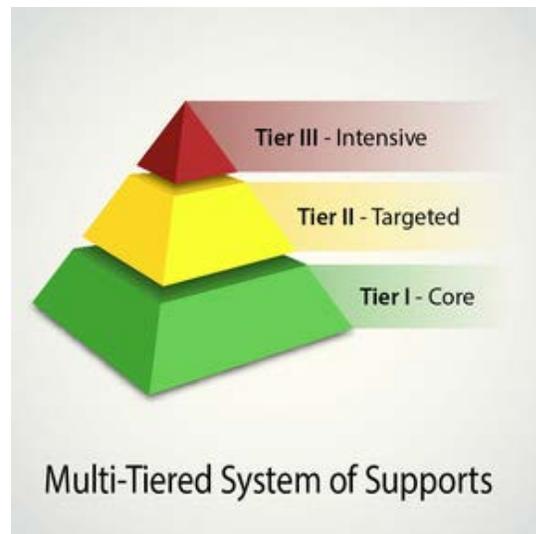
The civil rights movement in the 60s helped raise awareness of the need to address unequitable student outcomes. In 1965, as part of Lynden B. Johnson's "War on Poverty," the Elementary and Secondary Education Act (ESEA) was passed in an attempt to address these complex social issues. ESEA developed Title programs that granted federal funding to schools to help

close achievement gaps. In 2015, ESEA was reauthorized with the [Every Student Succeeds Act (ESSA)](). ESSA provides Title funding to support districts in serving students with the greatest need, an important resource for closing opportunity gaps. Districts apply for federal funding annually through the Consolidated Application process. Parents review DJUSD's application for federal title funding annually at a District English Learner Advisory Committee (DELAC) meeting. (EL 2.3)

Below is a brief synopsis of how DJUSD uses federal Title funding to support students learning English as an additional language.

Title I Part A: Improving Academic Achievement

The purpose of [Title I Part A]() funds is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and meet grade level state standards. Title I, Part A supports districts in improving basic programs and includes policy for partnerships with parents, a parent and family engagement policy and shared responsibility for high academic achievement. Title I funds are allocated to schools that meet poverty percentage requirements. Two types of Title I programs include [Targeted Assistance Schools]() and [School-wide Program]().

Schools that receive Title I allocations are expected to use the funds to serve any and all students who are not meeting grade-level standards. Although an initial count of students within poverty qualifies a school for Title I programs, the funds are not tied to individual students. Rather, funds are used to support strategies and activities that serve students with the greatest need. Students' needs change over time, so Title I funding is designed to be adaptive and meet changing academic needs.

Title I programs also fund parent-engagement activities, as described more in depth in Chapter 3, [Community and Introductions]().

Title I, Part C: Education Of Migratory Children

The purpose of [Title I, Part C]() is to ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet. Funds are intended to support high-quality and comprehensive educational programs and services during the school year and summer, that address the unique needs of migratory children. Programs are designed to help migratory children overcome issues that may result from repeated moves: education disruption, cultural and language barriers, social isolation, and access to health services. Title I, Part C funds are used to develop comprehensive services that are foundational to migratory students' academic success and social-emotional wellbeing.

DJUSD's English Learner Department works in close partnerships with the Davis Migrant Center and Butte County's Migrant Education Program. The EL Director and staff meet with parents at the Migrant Center several times each year, welcoming families during registration and facilitating resources and maintaining relationships throughout the year. DJUSD ensures there are meal plans for students and families and provides internet and Chromebook access.

DJUSD programming for migratory students involves a comprehensive approach for monitoring student progress, providing needed supports and sustaining educational opportunity over the summer. Assets-oriented and needs-responsive education is developed through the process of meeting with students, parents and teachers to develop an annual Needs Assessment and Individual Learning Plan.

Butte County's Migrant Education Program provides DJUSD with an advisor who works directly with migrant students at the secondary level. The advisor works closely and under the supervision of the school counselors. The advisor connects with parents and works with each student to develop an A-G college preparatory course schedule and individual learning plan. As needed, the advisor supports students in developing a plan for maintaining credits when exiting and entering school midyear, either through independent study, partial credit or summer school credit recovery.

Title II: Supporting Effective Instruction

The purpose of Title II funding is to increase the academic achievement of all students by helping schools and districts: (1) improve teacher, support staff, and principal efficacy through professional development and other activities, and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

DJUSD uses Title II funds to facilitate evidence-based professional learning. Title II funds support the development of Multi-Tiered System of Support (MTSS), providing training to staff at all levels in using data to monitor student progress, differentiate instruction and improve student achievement. Title II funds are also used to develop programs and activities that increase the ability of teachers to effectively teach English learners and students with disabilities; supporting these students in meeting grade level academic state standards.

Title III Language Instruction for English Learner and Immigrant Students

The purpose of Title III funding is to ensure English learners and immigrant students meet the same challenging grade level academic state standards and graduation standards as all other students. The English Learner Program ensures students attain English proficiency and develop high levels of academic attainment in English. The Immigrant Student Program provides funding to enhance instructional opportunities for immigrant students and their families.

Title III funds may be used to provide Tier II and Tier III interventions for English learners and immigrant students, and be used to supplement students' academic experience with instructional opportunities. Access to the core instructional program, including integrated and designated English Language Development is resourced through the general fund. (EL 07)

DJUSD uses Title III funds to provide English learners and immigrant students with interventions and supplemental academic opportunities, such as after-school enrichment. Title III also funds comprehensive professional development for building staff capacity in the implementation of English Language Development standards.

Title IV, Part A: Student Support and Academic Enrichment

The purpose of Title IV, Part A funds are to increase the school district's capacity to improve students' academic achievement, but providing funds that address three areas:

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

DJUSD uses Title IV funds to fund activities in these areas, helping to advance students' academic achievement with well-rounded educational opportunities, social-emotional learning, and access to technology.

Title VI Indian and Alaska Native Education

The purpose of Title VI funding is to ensure that the educational system recognizes and supports the unique cultural, language and educational needs of Native American students and helps Native American students meet state academic content standards. Title VI affirms that Native American students will gain knowledge and understanding of Native communities, languages, tribal histories, traditions and cultures. Teachers, principals, and staff who serve Native American students will have the ability to provide culturally appropriate and effective instruction and supports to Native American students.

Title VI services are developed in close collaboration with Native American families, local leaders and local Tribes: assessing needs, prioritizing goals based on those needs, and identifying program elements. These programs add to and do not supplant existing services, and are available only to eligible students.

Conclusion

Chapter 8 outlines DJUSD's framework for continuous growth. It emphasizes the cycle of inquiry that is inherent to our Multi-Tiered System of Support (MTSS). Teachers work in teams to plan, assess, monitor student progress, reflect on data to inform instruction, and identify tiered supports to ensure student success, repeating this cycle on an ongoing basis. The MTSS structure works at both the instructional and programmatic level. At the program level, staff and parents consider students' needs, annually contributing to the site Needs Assessment and School Plan for Student Achievement. The continuous growth cycle is replicated at the district level, where the MTSS team and District English Learner Parent Advisory Committee (DELAC) evaluate data from sites and use this to inform a district wide English learner needs assessment, updates to the English learner master plan, and funding priorities on the Local Control and Accountability Plan (LCAP). Through these processes, DJUSD works collaboratively to strengthen implementation of our English learner program goals.

In addition to outlining DJUSD's framework for continuous growth, Chapter 8 underscores the importance of staff and federal funding in meeting our goals for English learners. English learner program staff work in collaboration with district leaders to build the capacity of all DJUSD staff, comprehensively strengthening instruction and the cohesion of assets-oriented support structures for English learners. An overview of title programs provides information about how DJUSD funds professional development and provides supplemental support to our highest need programs and at-promise students, including Title 1 schools, migrant students, English learner and immigrant students, and Native American students. In conclusion, Chapter 8 defines DJUSD's English Learner Program structures that sustainably utilize resources to build capacity and engage the collaboration of all stakeholders towards the continual growth and enhancement of English learner programming.

In summary, DJUSD's English learner master plan illustrates how we meet our program goals. Beginning with students' love for learning, staff across sites work to affirm students' active participation in school learning communities by simultaneously affirming students' languages, cultures and identities. It describes the assets-oriented structures that are foundational to embracing and sustaining students' love for learning. We emphasize the power of student-teacher relationships that facilitate meaningful learning. Extracurriculars, courses and counselors support students in developing characteristics of DJUSD's graduate profile, skills that enhance engagement with classmates and open doors to opportunities after graduation.

Alongside a love for learning, DJUSD's second program goal is for students to make efficient progress in English Language Development (ELD). English learner specialists and coordinators work collaboratively with classroom and subject area teachers to provide students with high impact language instruction. In accordance with state policy, English learners receive daily ELD instruction during a protected time (*designated* ELD), and receive ELD instruction within every subject area (*integrated* ELD), amplifying access to content and building disciplinary academic

language. DJUSD monitors student progress in ELD and provides supplemental support as needed with the goal of students' readiness to reclassify to Fluent English Proficient (RFEP) within five years of ELD instruction.

Emphasized throughout DJUSD's English learner master plan is the assertion that English learners access their basic right to education. This is captured in our third goal: English learner students fully and meaningfully access and participate in all content areas, and work towards mastery of grade level standards. Three practices are essential to meeting this goal. First every teacher is an English language teacher and English language instruction is integrated into all disciplines. Second, teachers scaffold meaningful access to content, providing students with opportunities for conceptual growth that is independent of their English proficiency, yet builds English proficiency. Most importantly, instruction engages students in grade-level Common Core State Standards that develop critical thinking and prepare students for college.

In line with board approved goals, DJUSD's English learner program works to close the opportunity gap affecting many English learners. Ensuring English learners' academic success and college eligibility is scaffolded through our first three goals summarized above. Students' love for learning and positive affective experience in DJUSD learning communities is the primary objective. Secondly, all teachers provide regular high impact English language instruction building academic language in all disciplines. Third, teachers ensure English learners' access to grade-level Common Core State Standards. Cohesive implementation of these goals provides a solid foundation for students' academic success. Additionally, DJUSD teachers use our Multi-Tiered System of Support to closely monitor student progress, providing differentiated instruction and adaptive support. Finally, our cycle of continuous growth ensures regular program analysis. Using an equity lens, district leaders direct supplemental support to areas of the highest need, continually working to realize our promise of equitable educational opportunity.

We close with DJUSD's fifth English learner program goal: to actively involve parents of English learners. DJUSD recognizes the important role parents play in supporting their child's learning and the inherent value of parents' involvement in school governance. We emphasize that parent involvement builds community and cultural relevance. Moreover, staff and parent collaboration strengthens our shared responsibility for students' academic achievement and the success of our public schools.

In synthesis, DJUSD's English learner master plan integrates our program goals district wide. The English learner department works collaboratively with staff across sites to build capacity and coherence. In alignment with principles of California's English Learner Roadmap, our English learner master plan outlines how our program functions, and how it is structured to grow. In conclusion, DJUSD's English learner master plan lays a foundation giving clarity and direction in closing our district's opportunity gap, while further strengthening twenty first century learning where we support students in realizing their social-emotional, academic and multilingual potential.

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