

Revised LEA Plan Addendum	1-28
Why the Previous LEA Plan and Addendum Failed	6-7
English Language (EL) Sub Group Data	8-14
District's Teaching and Learning Needs	15
Specific Measurable Achievement Goals	16
Scientifically Based Research Strategies	17
Improving Student Achievement in Meeting State Standards	18-19
Professional Development Needs of the Instructional Staff	20-22
Specific Academic Achievement and EL Proficiency Goals	23
Before School, After School, Summer School, Extended Year	24
Parental Involvement	25-27
Technical Assistance	28
Revisions Specific to Corrective Action	29-66
Full Implementation of the Curriculum and Interventions	29-31
Implementation of 2007 Mathematics and 2008 ELA	32-35
Funding	35
Interventions for All Students Working Below Grade Level Standards (17, 18, 19)	36-44
Intervention Materials: Strategic Intervention, Intensive Intervention	37-44
Professional Development for Teachers and Administrators (New Adoptions)	45-66
SB472 and AB430 Specific Training and Additional Administrator Professional Development	54-59
Focus on High Priority Students	60-66
• Learning Needs of English Learners	60-63
• Academic Programs for English Learners Matrices	64-66
• Students with Disabilities	6-7, 15, 17-19, 20-22, 23, 29, 36-37, 42-43, 47, 52, 62
• Fundamental Learning Needs of Other High Priority Students	37-44
English Learners in California Frequently Asked Questions	Appendix 1

REVISED LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

As a result of the State Board of Education's (SBE) action regarding Corrective Action, all Program Improvement (PI) Year 3 Local Educational Agencies (LEA) must now review and revise their LEA Plans or Plan Addendum to document full implementation of the curriculum. Below the revised LEA Plan Addendum documents implementation of Corrective Action F, under California Education Code CEC (EC) 52055.57(c): Institute and fully implement a new curriculum." The LEA identifies actions it will take to build and support a coherent, standards-based instructional program for all students, based on the most recent SBE adoptions in ELA and mathematics.

(Please see pages 29-64 of this document for information specific to Corrective Action and documentation of full implementation of the curriculum.)

The original LEA Plan Addendum required the LEA to address the fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement. Below is a description of how Marysville Joint Unified School District (MJUSD) continues to address those needs and problems. It includes a determination of why the prior LEA Plan and Addendum although successful in achieving growth were not successful enough to keep MJUSD out of PI.

The MJUSD was identified as a PI district because our special education (SWD) subgroup did not meet the 2004 Annual Measurable Achievement Objectives (AMAOs) in English Language Arts (ELA) or mathematics. In conjunction with the Sacramento County Office of Education (SCOE), the district continues to analyze student data and identify strategies to strengthen the prior LEA plan and addendum by focusing time, energy, and funding on improving the achievement of our low-performing students.

Although the SWD subgroup continues to not meet both the ELA and mathematics Adequate Yearly Progress (AYP) criteria, as of 2007 this subgroup has grown 8.4 percentage points in ELA and 13.3 percentage points in mathematics. The district continues to monitor the progress and is concerned that the subgroup growth may be stagnating.

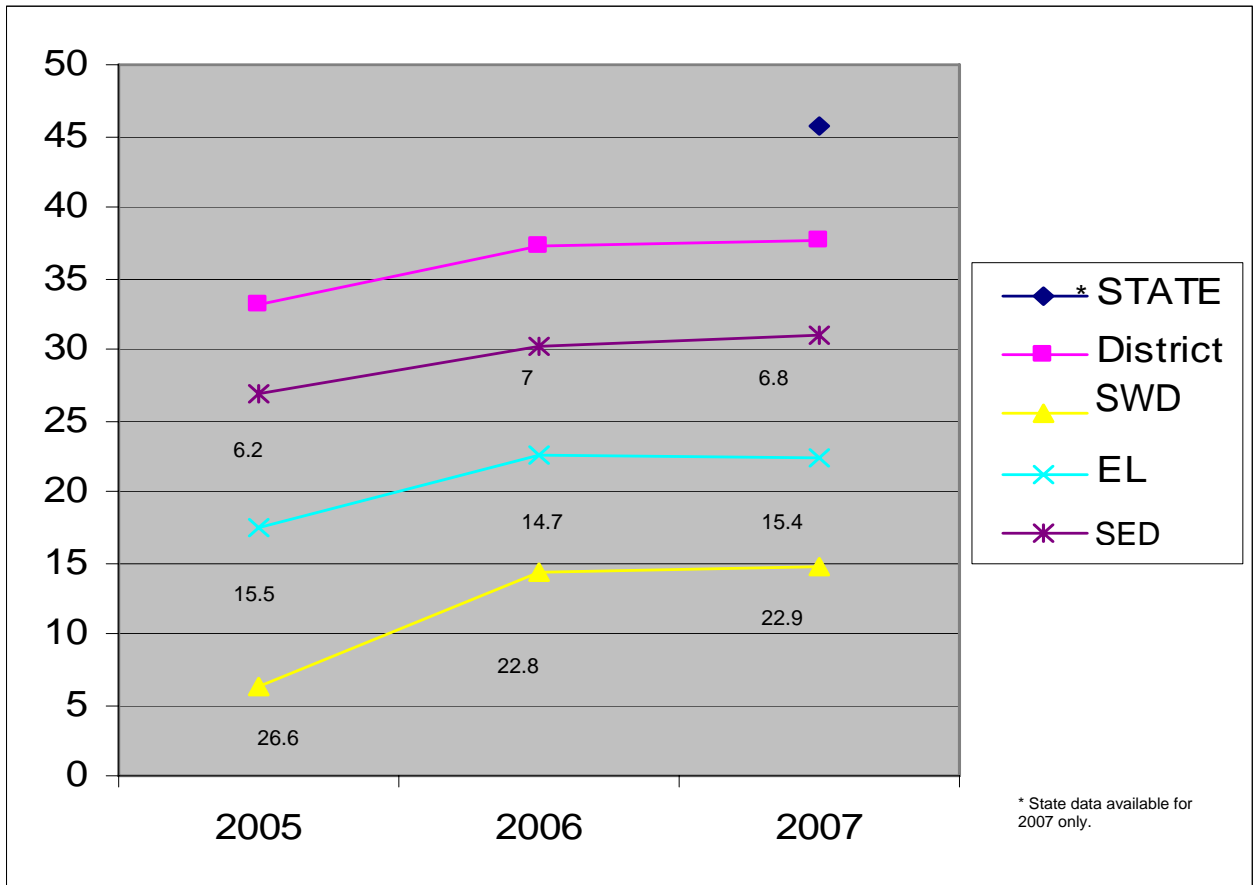
Although the English Learner (EL) subgroup continues to meet mathematics growth targets, EL(s) continue to barely miss the mark for ELA. As of 2007, this subgroup has grown 4.8 percentage points in ELA and 6.8 percentage points in mathematics. The district continues to monitor the progress and is concerned that the subgroup growth may be stagnating.

In addition, with the continued inclusion of our high percentage of SWD students pertaining to the graduation rate, we expect the district will continue to struggle to meet the graduation AMAO as well. (See data on following pages.)

Met AYP Criteria

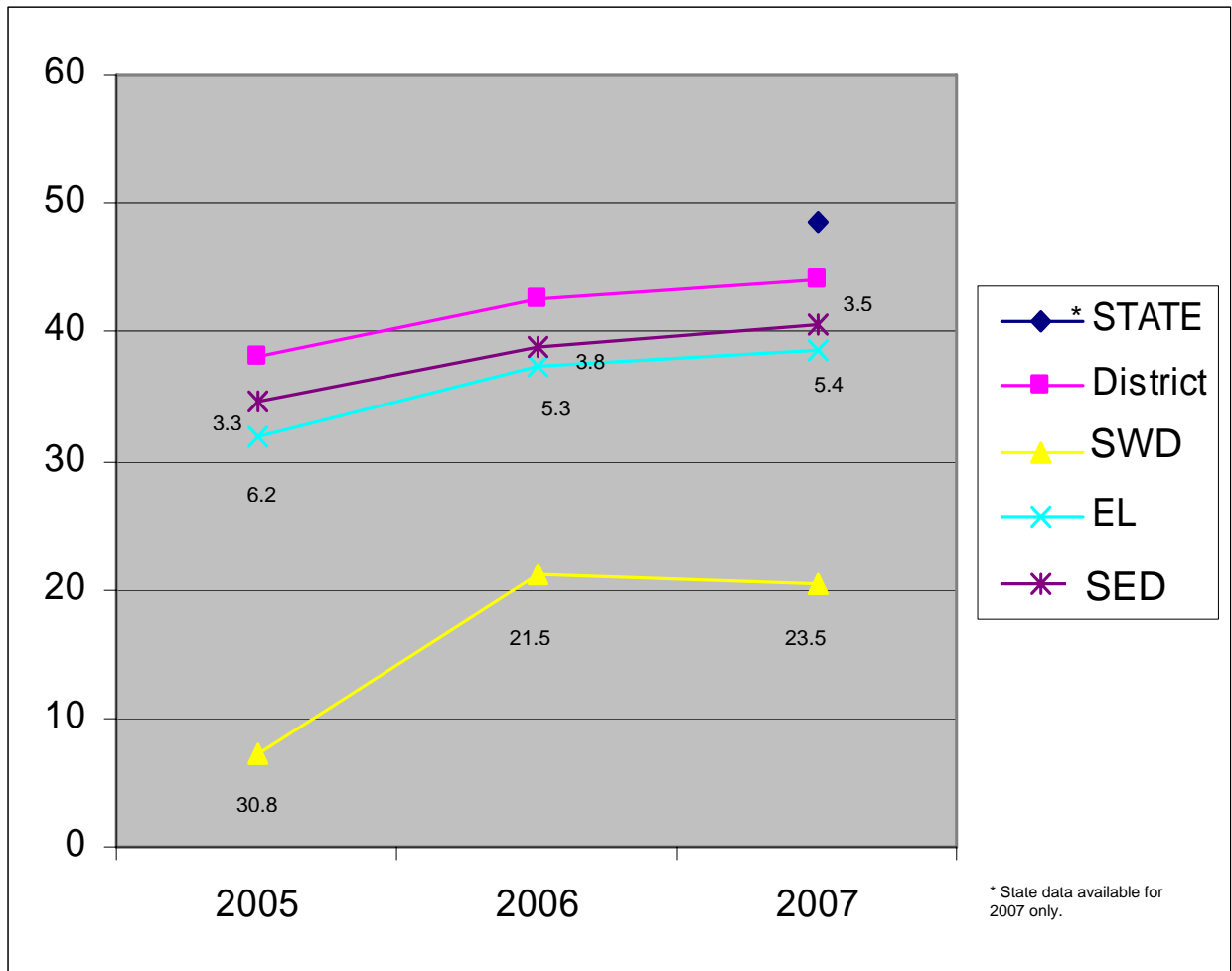
		ELA						Mathematics					Graduation	A P I	
		AYP	District	EL	SWD	SED	Participation	AYP	District	EL	SWD	SED			Participation
PI Year 1	05	23%	Yes 33%	No 17.5%	No 6.4%	Yes 26.8%	Yes	23.70%	Yes 38%	Yes 31.8%	No 7.2%	Yes 34.7%	Yes	Yes	Yes
PI Year 2	06	23%	Yes 37.2%	No 22.5%	No 14.4%	Yes 30.2%	Yes	23.70%	Yes 42.6%	Yes 37.3%	No 21.1%	Yes 38.8%	Yes	Yes	Yes
PI Year 3	07	23%	Yes 37.7%	No 22.3%	No 14.8%	Yes 30.9%	Yes	23.70%	Yes 44%	Yes 38.6%	No 20.5%	Yes 40.5%	Yes	No	Yes
	08	34%						34.60%							
	09	45%						45.50%							
	10	56%						56.40%							

ELA Achievement Gap



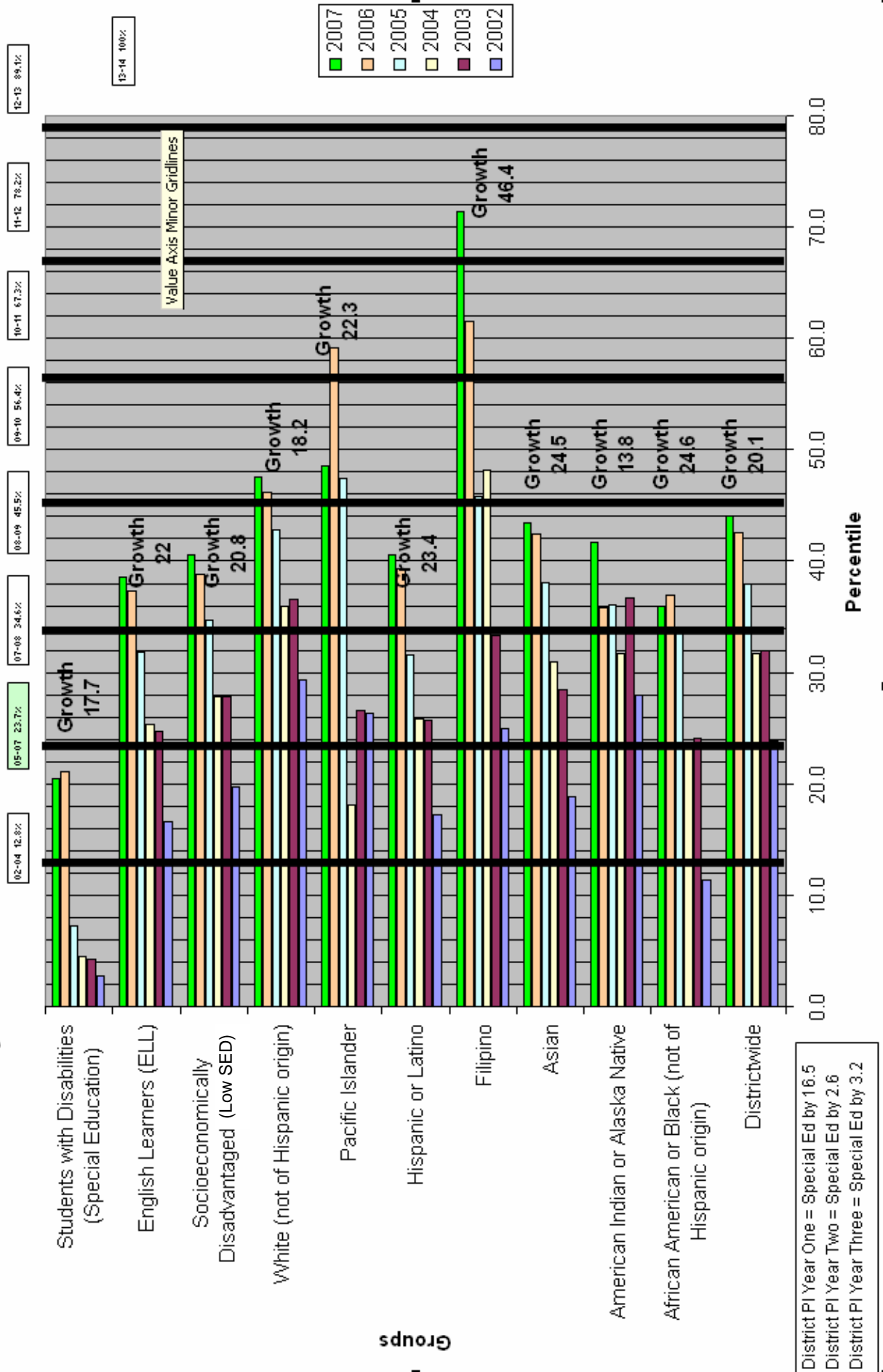
For ELA, the achievement gap between the SWD subgroup and the district average, although significant, appears to be closing. The achievement gap between The EL subgroup and the district shows little change. The achievement gap between the SED subgroup and the district shows little change.

Mathematics Achievement Gap

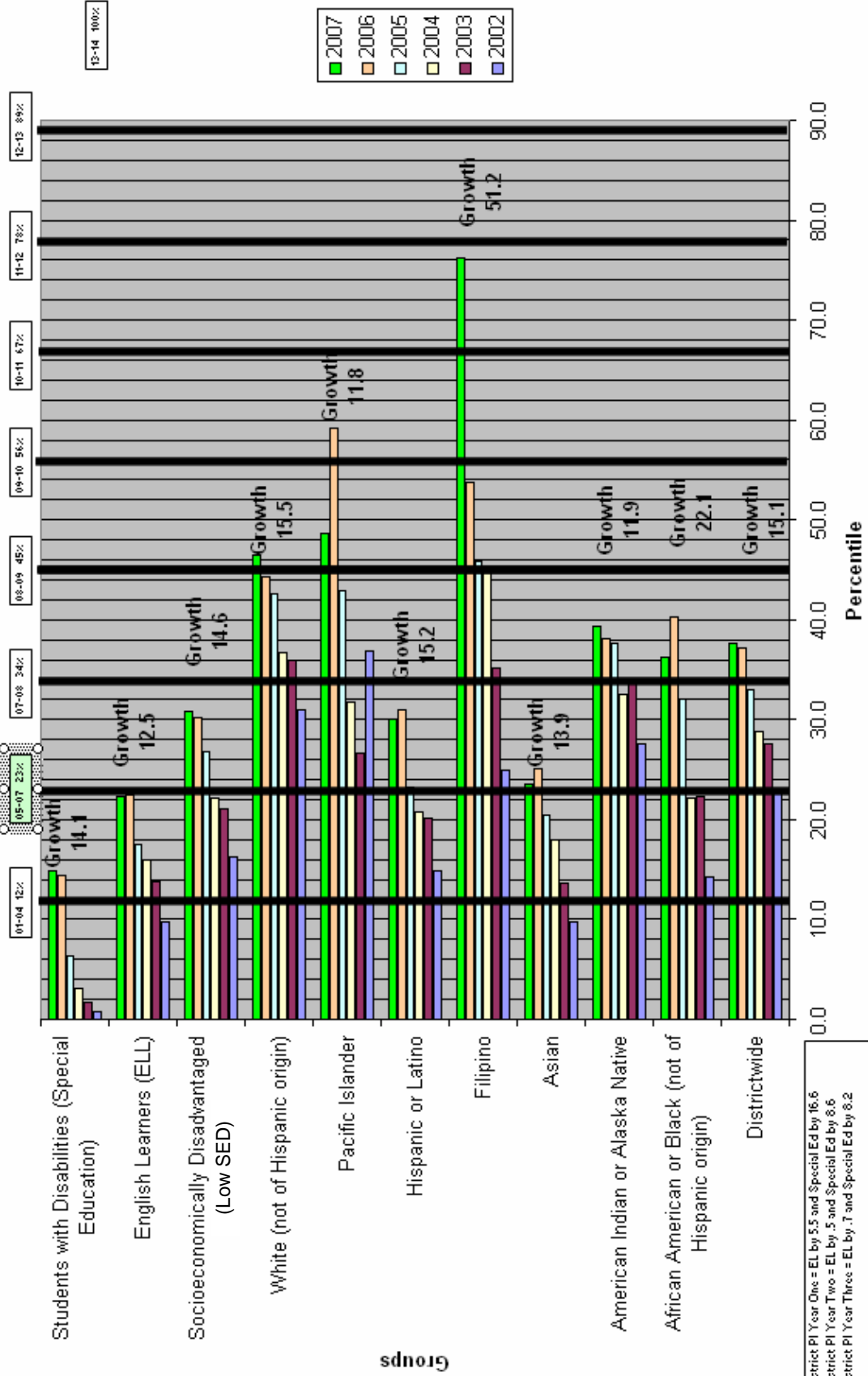


For mathematics, the achievement gap between the SWD subgroup and the district average, although significant, appears to be closing. The achievement gap between The EL subgroup and the district shows little change. The achievement gap between the SED subgroup and the district shows little change.

Marysville Joint Unified School District AYP Growth in Mathematics



Marysville Joint Unified School District AYP Growth in English-Language Arts



District PI Year One = EL by 5.5 and Special Ed by 16.6
 District PI Year Two = EL by .5 and Special Ed by 8.6
 District PI Year Three = EL by .7 and Special Ed by 8.2

Why the previous LEA Plan and Addendum failed to ensure the MJUSD met adequate AYP growth and graduation rate:

This revised LEA Addendum outlines the action plan the MJUSD continues to embrace to move students, in all subgroups, closer to the ever growing proficiency targets. The district believes higher expectations for those who serve our students will result in higher levels of achievement for our students.

Specific Academic Problems

Although significant growth has been made in all subgroups, including SWD and EL(s), our subgroups must show accelerated growth in moving toward the targeted AMAO(s) for mathematics, ELA, and the graduation rate. In order to facilitate accelerated growth for these students and other students at risk of not meeting future AMAO(s), the district must address the following issues:

All Students

- Teaching must be understood as the shared responsibility of all teachers (SWD, English language Development (ELD), regular education staff, etc.). Efforts of these constituents must be carefully coordinated.
- Assessment of students' academic needs must lead to subsequent adjustment of teaching strategies to meet these needs on a timely basis. The MJUSD continues to support professional development (PD) tied to data analysis. In addition, the district mandates district standards based benchmark assessments in ELA and mathematics every six weeks for grades 2-8 (including Algebra), every 12 weeks for K-1, and every nine weeks for grades 9-12. Teachers are encouraged to use Edusoft to assist in analyzing district benchmarks, and teacher created standards based assessments. PD focuses on utilizing and maximizing Edusoft as a powerful teaching tool. PD opportunities also support teachers in using this data to immediately provide intervention strategies based on student need.
- Additional learning support and extended learning opportunities must be provided for students performing below grade level.
- All students must have access to the core. This means all educators must receive appropriate systematic and ongoing PD in order to perform. They must have at their fingertips the necessary skills to ensure every student is given every opportunity to succeed. In addition, every student must have core materials and complimentary supplements to allow for full and intense coverage of acquisitional level standards to build a scaffold for students to master the grade level standards.
- It is essential all sites take full advantage of hourly program funding and CAHSEE intervention funds to provide at-risk and remedial students with intensive intervention.

Specific to Special Education

- Increase input from diverse groups of educators, parents, and the community. MJUSD has recently updated board policies on diversity and held a parent and community forum to solicit feedback on our SWD program.

- Increase district participation at site level meetings and continue encouraging SWD teachers to participate in subject department meetings and grade level meetings.
- Communicate with the facilities department on ongoing accessibility.
- Work within the current district budget to try to allow for substitutes for IEP time.
- Better monitor assistive technology once placed.
- Revise SST forms to fit framework of RTI.
- Interview psychologists and site administrators regarding social skills program needs.
- Promote system of predictable, consistent communication between district and site administration regarding performance of paraprofessionals.
- IEP(s) and plans for other at risk students must articulate a process for accelerating learning and closing the gap between student performance and grade level standards. EL needs must be taken into account within the IEP.

English Learners

- EL(s) must be provided with systematic instructional support to acquire full proficiency with academic English.
- MJUSD continues to update and refine its Title III Action Plan with assistance from our regional Title III support staff. In addition, the district is revising its EL Master Plan to include updated information on the English Language Development (ELD) program. The plan focuses on teachers' systematic use and review of ELD standards to ensure students master the core.
- In addition to better defining the district's ELD program based on ELD standards and student acquisition levels, the revised EL Master Plan will include revised forms and procedures to assist in notifying parents of student achievement and encouraging parents to be active members in their child's education.
- The EL Master Plan will also address the significant number of EL(s) who have continued in the program for more than five years. A clear and well defined intervention plan for these students is currently being developed. It focuses on providing administrators and teachers data on their EL(s). The information will include long term data on CST scores, grades, district benchmarks, and attendance. PD will be provided in how best to use this data to focus systematic instruction on the intervention needs of long term students to ensure reclassification in a timely manner.

SECTION A - DATA ANALYSIS FOR THE EL SUBGROUP

1. Annual progress in English-language proficiency (Title III, AMAO 1).

a. What percent of EL students in your LEA met AMAO 1? (Examine performance on AMAO 1 since 2003-04.)

AMAO 1: Percent of EL Students Making Annual Progress in Learning English				
	2003-04	2004-05	2005-06	2006-07
Target	51.0%	51.5%	52.0%	48.7%
Percent Meeting Target	50.9%	62.8%	60.0%	50.6%
Was Target Met? (Y/N)	N	Y	Y	Y

2. Annual progress in attaining English-language proficiency (Title III AMAO 2).

a. What percent of EL students in Cohort 2 met AMAO 2? (Examine performance on AMAO 2 since 2003-04.)

AMAO 2: Percent of EL Students Attaining English Proficiency				
	2003-04	2004-05	2005-06	2006-07
Target	30.0%	30.7%	31.4%	27.2%
Percent Meeting Target	27.6%	36.7%	35.4%	29.0%
Was Target Met? (Y/N)	N	Y	Y	Y

3. Annual progress in achieving academic standards (Title III AMAO 3 and Title I AYP for EL Subgroup).

a. Did the EL subgroup meet AMAO 3 targets for participation rate in ELA? In mathematics?

AMAO 3: AYP for EL Subgroup at the LEA Level: Participant Rate								
	2003-04		2004-05		2005-06		2006-07	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Participation Rate Target	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
Actual Participation Rate	99.0%	99.0%	99.0%	99.0%	100.0%	99.0%	99.0%	100.0%
Was Target Met? (Y/N)	Y	Y	Y	Y	Y	Y	Y	Y

3. Progress in achieving academic standards (Title III AMAO 3 and Title I AYP for EL Subgroup) -**Continued.**

b. Did the EL subgroup meet the AMAO 3 targets for percent proficient in ELA? In mathematics?

AMA0 3: AYP for EL Subgroup at the LEA Level: Percent Proficient								
	2003-04		2004-05		2005-06		2006-07	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% Proficient Target *	13.6%*	16.0%*	24.4%*	26.5%*	24.4%	26.5%	24.5%	26.5%
% Proficient or Above	16.0%	25.3%	17.5%	31.8%	22.5%	37.3%	22.3%	38.6%
Was Target Met? (Y/N)	Y	Y	N	Y	N	Y	N	Y

PERFORMANCE ON THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

4. AMAO 1: How are EL students at each level of the CELDT meeting their growth target?*

Prior Year CELDT Level	Proficiency Level Prior Year Number in	Proficiency Level Percent in	Target Meeting Growth Number	Meeting Growth Target Percent	Meeting Growth Target** State Average
Beginning	246	12.0%	114	46.3%	58%
Early Intermediate	343	15.0%	152	44.3%	60%
Intermediate	693	32.0%	153	22.1%	37%
Early Adv./ Advanced: Not English Proficient	117	5.0%	38	32.5%	45%
Early Adv./ Advanced: English Proficient	555	28.4%	348	62.7%	72%
Total	1954	92.4%	805	41.2%	

Note. The English proficient level means the Overall CELDT score = Early Adv. or Adv. with all skill scores (e.g. Listening, Speaking, Reading, Writing) at Intermediate or above. If one or more skill score is below Intermediate, the student is not English proficient.

5. AMAO 2: How are EL students performing on CELDT based on the length of time they have been in U.S. schools?

* **Note:** Percentages sum by row. This analysis can also be done on length of time in the district.

Length of time in US schools		English Proficient Early Advanced or Advanced	Early Advanced English Proficient or Advanced; Not	Intermediate	Early Intermediate	Beginning	Total (by Time)
6 or more years	n=	163	123	151	39	5	481
	%	34%	26%	31%	8%	1%	100%
5 years	n=	45	36	82	20	4	187
	%	24%	19%	44%	11%	2%	100%
4 years	n=	34	48	92	32	6	212
	%	16%	23%	43%	15%	3%	100%
3 years or less	n=	123	153	368	220	272	1136
	%	11%	13%	32%	19%	24%	100%
Total (by ELD level)	n=	365	360	693	311	287	2016
	%	18%	18%	34%	15%	14%	

PERFORMANCE IN ACADEMIC CORE SUBJECTS: CST AND CAHSEE

6. How are EL students at the English proficient level on the CELDT performing on the CSTs (in ELA and mathematics) by grade level? * What percent of students are in each of the following performance levels: far below basic, below basic, basic, proficient and advanced?

a. ELA CST Performance of District EL Students at English Proficient Level on CELDT
(as percent of English-proficient EL population tested at each grade level)

	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total (by CST)
Far Below Basic	n=	0	0	0	0	0	3	1	4
	%	0%	0%	0%	0%	0%	7%	2%	1%
Below Basic	n=	0	2	0	5	7	12	11	37
	%	0%	4%	0%	6%	18%	28%	22%	10%
Basic	n=	2	19	25	40	22	23	31	162
	%	5%	40%	37%	52%	58%	53%	62%	45%
Proficient	n=	23	19	28	32	8	5	6	121
	%	59%	40%	41%	42%	21%	12%	12%	33%
Advanced	n=	14	8	15	0	1	0	1	39
	%	36%	17%	22%	0%	3%	0%	2%	11%
Total (by grade)	n=	39	48	68	77	38	43	50	363
	%	100%	100%	100%	100%	100%	100%	100%	

6. How are EL students at the English proficient level on the CELDT? - (continued)

b. Math CST Performance of District EL Students at English Proficient Level on CELDT (as percent of English-proficient EL population tested at each grade level)

	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total (by CST)
Far Below Basic	n=	0	0	1	1	0	3	5
	%	0%	0%	1%	1%	0%	7%	2%
Below Basic	n=	0	0	1	11	6	15	33
	%	0%	0%	1%	14%	16%	34%	11%
Basic	n=	4	6	13	23	15	16	77
	%	10%	13%	19%	30%	39%	36%	25%
Proficient	n=	13	11	24	34	15	8	105
	%	33%	23%	35%	44%	39%	18%	33%
Advanced	n=	22	31	29	8	2	2	94
	%	56%	65%	43%	10%	5%	5%	30%
Total (by grade)	n=	39	48	68	77	38	44	314
	%	100%	100%	100%	100%	100%	100%	

7. How are **EL students** at the **Intermediate level** on the **CELDT** performing on the CSTs (in ELA and mathematics) by grade level? What percent of students are in each of the following performance levels: far below basic, below basic, basic, proficient and advanced?

a. ELA CST Performance of District EL Students at Intermediate Level on CELDT (as percent of Intermediate level EL population tested at each grade level)

	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total (by CST)
Far Below Basic	n=	6	7	5	10	9	7	10	54
	%	7%	6%	4%	12%	13%	16%	19%	9%
Below Basic	n=	13	36	31	23	25	21	26	175
	%	15%	33%	25%	27%	36%	48%	50%	30%
Basic	n=	39	51	63	50	34	16	15	268
	%	44%	46%	50%	58%	49%	36%	29%	47%
Proficient	n=	23	16	22	3	2	0	1	67
	%	26%	15%	18%	3%	3%	0%	2%	12%
Advanced	n=	7	0	4	0	0	0	0	11
	%	8%	0%	3%	0%	0%	0%	0%	2%
Total (by grade)	n=	88	110	125	86	70	44	52	575
	%	100%	100%	100%	100%	100%	100%	100%	

7. How are **EL students** at the **Intermediate level** on the **CELDT?** - (continued)

b. Math CST Performance of District EL Students at Intermediate Level on CELDT (as percent of Intermediate level EL population tested at each grade level)

	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total (by CST)
Far Below Basic	n=	3	1	1	6	3	7	21
	%	3%	1%	1%	7%	4%	16%	4%
Below Basic	n=	17	12	17	23	21	18	108
	%	19%	11%	14%	27%	30%	40%	21%
Basic	n=	19	26	48	33	36	17	179
	%	22%	24%	38%	39%	52%	38%	34%
Proficient	n=	35	46	45	22	9	3	160
	%	40%	42%	36%	26%	13%	7%	31%
Advanced	n=	14	25	14	1	0	0	54
	%	16%	23%	11%	1%	0%	0%	10%
Total (by grade)	n=	88	110	125	85	69	45	522
	%	100%	100%	100%	100%	100%	100%	

8. How are **Reclassified-Fluent English Proficient (R-FEP)** students performing on the CST by grade level?

a. ELA CST Performance of District R-FEP Students (as percent of total RFEP population tested at each grade level)

	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total (by CST)
Far Below Basic	n=			0	2	5	4	2	13
	%	0%	0%	0%	4%	5%	3%	2%	3%
Below Basic	n=			0	2	11	6	8	27
	%	0%	0%	0%	4%	12%	5%	7%	7%
Basic	n=	1	1	2	14	40	48	53	159
	%	20%	20%	7%	31%	44%	41%	48%	40%
Proficient	n=	2	2	9	24	29	48	38	152
	%	40%	40%	32%	53%	32%	41%	35%	38%
Advanced	n=	2	2	17	3	6	12	9	51
	%	40%	40%	61%	7%	7%	10%	8%	13%
Total (by grade)	n=	5	5	28	45	91	118	110	402
	%	100%	100%	100%	100%	100%	100%	100%	

8. How are **Reclassified-Fluent English Proficient (R-FEP)** students performing on the CST? - (continued)

b. Math CST Performance of District R-FEP Students
(as percent of total R-FEP population tested at each grade level)

	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total (by CST)
Far Below Basic	n=			0	1	1	4	6
	%	0%	0%	0%	2%	1%	3%	2%
Below Basic	n=			1	4	9	7	21
	%	0%	0%	4%	9%	10%	6%	7%
Basic	n=	1	1	2	9	24	40	77
	%	20%	20%	7%	20%	28%	34%	27%
Proficient	n=	1	1	9	23	44	51	129
	%	20%	20%	32%	51%	51%	43%	45%
Advanced	n=	3	3	16	8	8	16	54
	%	60%	60%	57%	18%	9%	14%	19%
Total (by grade)	n=	5	5	28	45	86	118	287
	%	100%	100%	100%	100%	100%	100%	

Comments: Data retrieved from Edusoft.

9. How are **EL Students** performing on the **CAHSEE** according to the length of time they have been in the district? **Performance of EL Students on CAHSEE**

(use total ELs tested on combined 10th grade census test)

	Number Percent	Total ELs	Number of Years in District*			
			0 to 2 Years	3 to 5 Years	6 to 8 Years	9 or more Years
Tested in ELA	n=	223	41	45	126	11
	n=	131	26	22	79	4
Passed ELA	%	59%	63%	49%	63%	36%
Proficient ELA*	n=	74	13	15	43	3
	%	33%	32%	33%	34%	27%
Tested in Math	n=	224	41	46	126	11
	n=	147	24	23	96	4
Passed Math	%	66%	59%	50%	76%	36%
Proficient Math*	n=	109	15	17	73	4
	%	49%	37%	37%	58%	36%

10. How are **R-FEP Students** performing on the **CAHSEE** according to the length of time they have been in the district? **Performance of R-FEP Students on CAHSEE**

(use total RFEPs tested on combined 10th grade census test)

	Number Percent	Total RFEPs	Number of Years in District*			
			0 to 2 Years	3 to 5 Years	6 to 8 Years	9 to 12 Years
Tested in ELA	n=	87	2	5	80	0
	n=	86	2	5	79	0
Passed ELA	%	99%	100%	100%	99%	
Proficient ELA*	n=	53	2	1	50	0
	%	61%	100%	20%	63%	
Tested in Math	n=	88	3	5	80	0
Passed Math	n=	86	3	5	78	0
	%	98%	100%	100%	98%	
Proficient Math*	n=	67	2	3	62	0
	%	76%	67%	60%	78%	

District's Teaching and Learning Needs:

- Consistent and aligned use of state adopted K-8 and board approved 9-12 curriculum.
- Pacing guides at all grade levels with systematic intervention for students not proficient with grade level standards.
- Data driven planning and decision making based on individual student needs.
- Structured teacher planning time to analyze student data and adapt instruction.
- Consistent use of formative district benchmark assessments for improvement and intervention within the standards based curriculum and instruction.
- Highly qualified SWD teachers as defined by NCLB.
- Authorized EL teachers.
- Uninterrupted learning time and focused, consistent instruction.
- Exceptional classroom teachers will be designated to work with identified underperforming students.
- Utilize expert classroom teachers as peer coaches and district consultants.
- Full implementation of SB472 mathematics, ELA, and EL(s) for all applicable K-12 teachers. This includes the 40 hour institute and 80 hour follow-up.
- Calendar of all site structured planning time.

Below you will find specific measurable achievement goals and targets for student groups consistent with AYP and a description of those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable.

- At each school and within the district as a whole, students in all subgroups will meet annual state proficiency standards.
- All schools in the district will show positive AYP and API growth at a more rapid rate.
- All high schools in the district will meet AYP by increasing their graduation rate.
- All subgroups will meet or exceed the API growth target or make at least 1 point growth on the API.
- Each numerically significant subgroup will continue to have at least 95% percent of students tested in each content area.

The MJUSD incorporates scientifically based research strategies that strengthen the core academic program in schools served by the LEA. Below is a description of the specific strategies that MJUSD uses and how they will be accomplished.

All Students

- Intensive intervention classes (including SWD) will be provided and monitored to ensure that grade level standards are scaffolded based on student academic needs and acquisition levels to accelerate proficiency in all core classes.
- Ongoing/continuous monitoring and assessment by classroom teachers will drive instruction.
- ELA and math standards and instruction will be consistent and coordinated from classroom to classroom and monitored and supported by principals.
- Coaching will be provided for teachers to support high quality instruction.
- Student data will be consistently and systemically used by all teachers and administrators to identify student needs and plans for instruction.
- Extended instructional time (i.e., before and after school, during school, and summer school) will be provided for students who are not meeting grade level standards.
- The district will hire and maintain highly qualified educators for all sites, subject areas, and grade levels.
- The district will continue to evaluate programs using a variety of tools (e.g., DAS, APS, Education Benefit Process, analysis of API, APY, and local assessments).
- The district continues to promote Response to Intervention/Instruction throughout the district.

English Learners

- All EL(s) will receive a systematic, regular and explicit ELD program based on ELD standards as the core and as a structure to build towards attaining ELA grade level standards. ELD standards are the pathway for EL(s) to attain the ELA standards.
- It is understood ELD is a component of all program options for EL Learners.
- The ELD component is based on the California ELD standards and provides a pathway to the ELA standards. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English. Instruction must develop EL(s)' full receptive and expressive proficiencies in the domains of listening, speaking, reading, and writing.
- Instruction will be differentiated by proficiency/acquisition levels.
- EL(s) will be provided with systematic ELD instruction and sheltered content instruction to develop full proficiency with academic English.

Below are actions that have the greatest likelihood of improving student achievement in meeting state standards.

All Students

- Educators responsible for special education, EL(s), and students more than two years below grade level will attend PD focused on setting and reaching rigorous goals.
- Teachers will be expected to attend SB472 PD in appropriate curricular areas.
- All principals and certificated district level administrators associated with curriculum will attend AB430 training.
- Teachers on Special Assignment (TSA) and district coordinators will serve as coaches to help implement effective teaching strategies and promote shared responsibility for student learning. A full time Program Specialist for SWD position has been added to support SWD instruction.
- Principals will ensure that instructional time is free from interruptions and plan schedules that support optimum student learning.
- The district will continue to upgrade its instructional data management system.
- Teachers will be accountable for administering ongoing core subject unit tests and district level benchmark assessments. Site and district administrators will monitor and review data.
- Structured time will be provided for teachers to analyze assessment data and plan instruction and intervention (at least one hour a month).
- Data will be the basis for meaningful conversation at both site level meetings and district administrative meetings.
- Each school will provide extended learning time for students and coordinate this instruction with the core instruction.
- A team of teachers and administrators will shadow 6th–12th grade students from low-performing subgroups to assess student access to the core curriculum and evaluate the instructional programs provided for these students.
- A core team of educators will visit schools that have demonstrated success in improving the achievement of students from traditionally underperforming subgroups.

Students with Disabilities

- The district will develop a plan to assist SWD teachers to become highly qualified.
- The district will bring together a group of key players for SWD (SWD teachers, general education teachers, paraprofessionals, and administrators) facilitated by the district's Director of Student Services and Program Specialist for SWD. With focus on why the SWD subgroup did not make the AYP growth target, this group will identify barriers and significant learning issues while developing strategies to meet the needs of students.

- The district is continuing efforts to serve students in more grade appropriate grouping in Special Day Class (SDC).

English Learners

- The Title III Action Plan has been approved by the state and is reviewed, evaluated, and updated on a monthly basis by the district in collaboration with our regional facilitator, SCOE.
- Teachers will be trained and coached to provide high quality, advanced ELD instruction and to utilize the ELD materials that support the core curriculum.
- The ELD Program and rate of proficiency will be monitored.
- The EL master plan is being rewritten in conjunction with the Title III Action Plan to fully implement :
 1. Identification, Assessment, Reporting of Students
 2. Parent Involvement
 3. Funding
 4. Standards, Assessment, and Accountability
 5. Reclassification
 6. Staffing, Professional Development
 7. Opportunity and Equal Access: Parent Notification

MJUSD will address the PD needs of the instructional staff.

The plan specifically addresses the fundamental learning needs of students with disabilities.

- Documenting presence of, or actions taken, to provide support for teachers delivering specialized instruction to SWD.
- Documenting presence of, or actions taken to create, collaboration among general education and SWD teachers by grade level or program.

In addition to pages 20-23, please see pages 6 and 7.

The MJUSD has identified the need to expand our PD plan to meet all students' academic needs with a concentrated focus on achievement of low performing students. Ongoing standards based assessment of student learning is an integral part of achievement. District teachers, administrators, and consultants will collaborate to develop a plan composed of the following criteria:

- Consistent and aligned use of state adopted K-8 and board approved 9-12 curriculum and pacing guides at all grade levels.
- Systematic ELD instruction and SDAIE content instruction.
- Effective classroom management to ensure uninterrupted instructional time.
- Effective use of student assessment data to drive instruction.
- Strategies for teaching students who are below grade level.
- All principals and certificated district level administrators associated with curriculum will attend AB75/AB430 training.
- Continued targeted PD in the strategies of how to monitor and implement the Response to Intervention/Instruction model at sites.
- Continued targeted PD supporting collaboration between grade level general education and SWD teachers.

All Students:

- The MJUSD will acknowledge excellence in the classroom by inviting teachers with proven strategies to share effective teaching tools with colleagues to help raise the level of achievement of all students with a focus on those targeted as low performing.
- In collaboration with the Educational Services Department, the Director of Student Services and the Program Specialist for SWD, whose expertise and training lies in SWD education, will receive and provide RTI and other training necessary to assist in developing coaching skills. This position will support teachers in the areas of effective teaching strategies and shared responsibility for student learning.
- BTSA providers, district coordinators, and an EL Teacher on Special Assignment (TSA) are designated to work with teachers to provide SWD students as well as EL(s) with the highest quality of instruction. Reading consultants will assist in ongoing PD pertaining to the success of low-performing students both at the site and district level.
- Administrative consultants are contracted to provide high quality in-service for district administrators in observation, evaluation, and data analysis.

- Using state and district benchmark assessments, data driven meaningful conversations regarding closing the achievement gap occur at the site and district level on a monthly basis.
- All PD focuses on providing standards based instructional alignment to all classroom activities with responsibilities, strategies, and timelines to assess progress.
- Ongoing evaluation of how the PD plan is impacting student achievement.
- PD in the strategies of RTI are offered throughout the school year.
- Site level trainings regarding district policies.

Students with Disabilities

- Inclusion of paraprofessionals with an emphasis on training of full-day SWD paraprofessionals.
- Intern teachers will be provided with better support.
- SWD coaches will be contracted through SCOE to offer positive insight and constructive feedback on demonstrated teaching strategies after observing classroom instruction.
- As new textbook adoptions occur ensure ongoing training with supplemental materials for RSP teachers.
- Training for standards based IEP goals.
- Increase at site level trainings regarding least restrictive environment (LRE).
- Current trainings to administrators and psychologists regarding behavior interventions.
- Ongoing support to SWD teachers regarding meaningful analysis of district benchmark assessments.
- Additional training for intervention curriculum and supports.
- Training regarding functional assessment and behavior plans for SWD.
- Continue ongoing trainings already in place regarding previous disproportionate findings.
- Consideration of additional personnel to support new SWD teachers as hired.
- Evaluate and consider alternate monthly training to classroom based paraprofessionals for 2008/2009.

LEA Title I allocation for high quality professional development

- The MJUSD will offer teachers, for additional pay, participation in four PD days featuring a host of topics including: core curriculum training, integrated K-3 CSR training, SDAIE/EL authorization training, RTI, and GLAD Project. SB472 will be offered in math, ELA, and EL each year. When the schedule permits it will be held during PD days.
- The district's SWD Department and Educational Services will coordinate and plan PD for collaboration amongst general education, SWD teachers, and paraprofessionals.
- The MJUSD has allocated not less than ten percent of our LEA Title I funds for PD, including:
 - AB430
 - SB472

- EL Certification
- Data Management/Analysis
- Structured Teacher Planning Time
- Differentiated Instruction
- Behavior Management
- Standards-based goal writing for IEPs
- Response to Intervention

Below are specific academic achievement and English Language Proficiency (ELP) goals and targets for EL(s) consistent with Goal 1 and Goal 2 of the Title III Accountability System.

- Educators responsible for SWD, EL(s), and students more than two years below grade level will attend PD focused on setting and reaching rigorous goals.
- Teachers working with EL(s) will be encouraged to attend PD in ELD instruction offered by the district during the four days of paid training and training offered throughout the school year.
- In the 2008-09 school year, 40 of our K-8 teachers from our highest risk schools will be targeted to attend Project GLAD, an intensive seven day PD for teachers of EL(s). If funding permits this training will be offered to an additional 40 teachers in the 2009-10 school year.
- In the last two years, the district has diligently provided AB2913 and CTEL preparation courses to assist teachers in attaining EL authorization.
- In addition, ongoing ELA, mathematics, and EL grade level in-service and observation focusing on instruction, data analysis, and subsequent improved instruction continues.
- The district makes every effort to hire only highly qualified teachers and offers PD to assist teachers in becoming highly qualified.
- Site administrators will ensure that EL(s) will be provided with systematic ELD instruction and SDAIE content instruction to develop full proficiency of academic English.
- Teachers will be trained and coached to provide high quality, advanced ELD instruction. This PD will focus on assisting teachers in knowing how to embed into the curriculum being used, whether it be state approved ELD curriculum or state approved ELA curriculum, the full range of ELD standards each individual child needs to ensure the student is able to master the core curriculum at the most rigorous pace possible.
- The MJUSD EL TSA will support teachers in the areas of effective teaching strategies and shared responsibility for student learning.

The MJUSD incorporates, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

- Each school site will be encouraged to offer tutoring before and/or after school. Tutoring will be structured and focused on intensive learning modules from standards based curriculum focusing on individual student needs and teacher qualifications as opposed to a ‘homework club’ to bolster achievement of all students with an emphasis on low achieving students. Analysis of district benchmark assessments will be used to focus on standards for which each student shows lack of mastery. It has been determined that our elementary students are best served by ongoing tutoring throughout the school year as opposed to summer school. Tutoring and Saturday school are offered to all students in grades 2-12.
- Our district provides a four week Kindercamp before school starts each year for our incoming kindergartners. Children receive a full day of instruction from credentialed teachers. The district makes every effort to ensure the child is taught by the teacher they will be enrolled with for the upcoming school year. Our district kindergarten curriculum is introduced and used during these four weeks.
- Remedial summer school will be offered throughout the district for secondary students. Sites unable to provide summer school may send their students to an active summer school site.
- Each site makes every effort to ensure all extended learning time is based on clustering students by academic needs and matching identified needs with teacher expertise.
- Paraprofessionals meet with students in small group settings to offer additional support to students who are below grade level.
- The MJUSD has been awarded an ASES grant. This funding is used to run a K-8 after school program called STARS. The program revolves around enrichment with an academic focus. Homework time is incorporated in to the program.

Below are strategies MJUSD incorporates to promote effective parental involvement in the school.

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The district works with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities through advisory, decision-making, and advocacy roles. School sites provide activities to support learning at home. Parent engagement is promoted throughout the district.

The district will focus on strengthening parent involvement efforts and developing a plan to monitor and ensure this critical link to education is being maximized. Educational Services will work with DELAC and ELAC to garner their input to incorporate into a strategic implementation plan. Site administrators will also contribute to the plan's creation. The district wide Parent Advisory Committee, which is an integral component to current parent involvement activities, will also weigh in on the development. After all stakeholders are consulted, the plan will be finalized during the 2008-2009 school year. Policies and procedures to standardize parent involvement activities will be defined and an implementation timeline will be outlined.

Sites will report to the district on parent activities implemented during the year. A parent participation form will be completed each spring and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole.

Family/School compacts listing administrative, teacher, family, and student responsibilities will continue to be utilized to inform parents of the rigorous standards and requirements all students must attain. Such compacts support the district's belief that students benefit from the educational partnership of school, family, and student.

Back to school information meetings invite parents onto campus to answer questions and open communication while encouraging them to be an active part of their child's education. This positive interaction sets the foundation for a proactive family/school relationship. Especially for low achieving students, it is important to establish positive communication so parents are comfortable requesting additional services for their students.

Parent liaisons are available at the high school level to provide school-to-home communication in the student's native language. All MJUSD school sites with significant ethnic subgroups provide communiqués in the student's primary language.

When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s). (EC 48985)

An EL FAQ pertaining to EC48895 is shared with all site administrators. This EL FAQ is then to be shared with site teachers. (see Appendix 1)

Monthly newsletters outline school activities and news updates to foster active and involved families. Most school newsletters are published in multiple languages.

The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 USC 7012[e][2])

School Site Council – Each school site council works in tandem with site administration and staff to create a single plan for student achievement. The plan is the blueprint for the site's operation and expenditures of categorical funds. Parents and community members have a strong voice in this process which directly impacts the goals that each school sets for the school year. Throughout the year, the site plan is reviewed and modified to address the specific needs of the students. The continual dialogue creates an atmosphere of collaboration.

DELAC and ELAC – Parents of EL(s) and site/district administration meet to talk about the unique challenges in educating EL(s). This forum creates a safe environment for second language parents to not only receive information from the district but also allow their voice to be heard. Bi-lingual staff help facilitate the meetings to remove language barriers and encourage open communication. Parent recommendations are noted and addressed.

Parent Advisory Committee (PAC) – On a monthly basis the Superintendent meets with parent representatives from each school site to create an open dialogue about educating students in the MJUSD. Parents from our 23 school sites bring differing perspectives to the table which allows for rich conversation regarding the strengths and opportunities for improvement. Comments from the PAC are shared at management team meetings. Unique parent involvement activities have developed from this core group of parent advisors.

Parent Teacher Student Organizations – Most schools have an active parent teacher student organization that works to enhance the educational opportunities at the site. This is a highly charged group of parents who truly are invested in making a difference in the MJSUD. In addition to helping raise essential funding to provide extras for the sites, they are also a resource in terms of monitoring the school climate. Their fundraising activities entice many parents to the campus and engage interest in the educational process.

Education Foundation – The MJUSD is excited to be working with the community in creating a non-profit education foundation. The formation of the foundation will not only promote fundraising for special projects, but it already has proved to raise awareness of district programs. The varied members of the community who are participating have contributed valuable insight and perspective on the community's vision for the district and success of our students.

Parent involvement activities happen at both the district level and site level

- Cultural Fairs
- Notification of R-30
- Parent Conferences
- Back to School
- School Festivals
- Open House
- Letters from Superintendent
- Letters from Principals
- Letters from Teachers
- Letters from School Psychologists
- Committees that parents serve on (i.e. School Site Council, ELAC)
- Williams/Valenzuela notifications
- School Accountability Report Cards
- Williams Notifications
- Parent Handbooks

The MJUSD informs parents/guardians how they can be involved in the education of their children and be active participants in assisting their children to:

- Attain English proficiency.
- Achieve at high levels in core academic subjects.
- Meet challenging state academic standards expected of all students.
(20 USC 7012[e][1])
- Ensure parent input meeting is held annually for students with special needs.
- Ensure parent input regarding transportation for students served outside neighborhood school site .

MJUSD will obtain technical assistance to support implementation of the LEA Plan and Addendum revisions (e.g., SB472 training, AB430 training, county office support, and work with such organizations as the California School Boards Association, California Teachers Association, Association of California School Administrators, California Federation of Teachers, Parent Teacher Association, institutions of higher education, and public and private organizations).

- Consult with SCOE on educational strategies in math, ELA, EL, and SWD.
- Contract with our local S-4 division for technical support.
- Ensure all administrators have completed or will participate in AB75/AB430 training.
- Promote teacher participation in AB466/SB472 training.
- Contract with a data management system company and its consultants to assist in training and analysis of assessment data for all students.
- Utilize ACSA/CARS Handbook on Goals and Objectives Related to Essential State of California Content Standards for all teachers and psychologists.
- Work with SCOE to continue to review, evaluate, and update the Title III Action Plan.
- Continue to work with consultants from CDE to improve and update the district's EL Master Plan.

REVISIONS SPECIFIC TO CORRECTIVE ACTION

Below you will find documentation of the MJUSD's full implementation of the curriculum, including the phase-in of the 2007 mathematics adoption by the fall of 2009 and of the 2008 English-language arts adoption by the fall of 2010. In addition to the requirement to include PD for teachers and administrators in the new adoptions, LEAs should include interventions for all students working below grade level standards, especially EL(s) and SWD.

Current resolution regarding sufficiency or insufficiency of instructional materials held in the fall of 2007.

Resolution No. 2007-08/13

Whereas, the Governing Board of the Marysville Joint Unified School District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on September 25, 2007 at 7:30PM, which is on or before the eighth week of school (between the first day that students attend school and the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Governing Board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the Governing Board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including EL(s), in the district, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including EL(s), that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects: mathematics, science, history-social science, English/language arts, including the English language development component of an adopted program;

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2007-08 school year, the Marysville Joint Unified School District has provided each pupil with sufficient textbooks and instructional materials **aligned to the academic content standards and** consistent with the cycles and content of the curriculum frameworks.

THE FOREGOING RESOLUTION was passed and adopted at its regular meeting of the Governing Board of the Marysville Joint Unified School District on September 25, 2007.

Marysville Joint Unified School District Core Programs

2001 Mathematics Adoption K-8

- Harcourt School Publishers, *Harcourt Math 2002*, Gr. K-6
- Prentice Hall, *Prentice Hall Pre-Algebra, CA Edition 2002*, Gr. 7
- Prentice Hall *Algebra I, CA Edition 2002*, Gr. 8

Mathematics Board Approval 9-12

- Pacemaker Globe Fearon Pre-Algebra 10/26/04 (Alternative Ed. Only)
- Holt, Rinehart, and Winston Algebra II 10/14/03
- Addison Wesley Geometry 9/23/03
- Mobius Communications Trigonometry and Its Applications 4/20/1999
- Addison Wesley Pre-Calculus 10/14/03
- Prentice Hall Calculus 10/14/03

2002 Reading/Language Arts/English Language Development Adoption

- SRA/McGraw-Hill, *SRA/Open Court Reading, 2002**, Gr. K-6
- Hampton Brown, *High Point*, 2001, Gr. 4-8
- McDougal Littell, *McDougal Littell Reading and Language Arts Program*, 2002, Gr. 6-8
- SRA/McGraw-Hill, *SRA/Reach Program*, 2002, Gr. 4-8
- *Hampton Brown/ Avenues - grades K-5 (Pilot)*

Reading/Language Arts/English Language Development Board Approval 9-12

- McDougal Littell Language of Literature 9/27/05
- Prentice Hall Literature Timeless Voices and Timeless Themes 6/05/01
- *Heinle/Thomson, Visions 2004 - grades 9-12 1/10/06 (Pilot – LHS only)*

2006 History/Social Science

- Pearson Scott Foresman, *Scott Foresman History-Social Science for California*, 2006, Gr. K-5
- Pearson Prentice Hall, *Prentice Hall Social Studies*, 2006, Gr. 6-8

History/Social Science Board Approval 9-12

- Prentice Hall 2006
- Steck-Vaughn Geography of the US 2/7/1984

2007 Science Adoption

- MacMillan Macmillan/McGraw-Hill, *Macmillan/McGraw-Hill California Science*, 2008, Gr. K-6
- Holt, Rinehart and Winston, *Holt California Science: Earth, Life, and Physical Science*, 2007, Gr. 6-8

Science Board Approval 9-12

- Holt, Rinehart, and Winston Physical Science 4/24/07
- Prentice Hall Earth Science 4/24/07
- Holt Life Science 4/24/07
- McDougal Littell Biology 4/24/07
- Holt Chemistry 4/24/07
- Holt, Rinehart, and Winston Environmental Science 4/13/04
- Holt, Rinehart, and Winston Physics 4/24/07

Foreign Language Board Approval

- Prentice Hall Ecce Roman II; 5/23/06
- MacMillan Webster's New World German Dictionary 1/25/05
- Abriendo Paso Lecturas Y Gramatica 11/8/05
- Pearson Prentice Hall Sendas Literarias 11/8/05
- Pearson Prentice Hall Sendas Literarias 2; 11/8/05
- Prentice all Paso a Paso 3 11/8/05
- Cambridge University Pres Cambridge Latin Course Unit 1 and 2; 7/8/03
- McDougal Littell Discovering French Blanc and Discovering French Rouge 7/8/03
- Allyn and Bacon Jenny's First Year Latin 8/6/02

Specific Corrective Actions Required by CDE for Program Improvement 3

REVISED LEA PLAN ADDENDUM

MJUSD's plan to fully implement the curriculum for all students, including the phase-in of the 2007 mathematics adoption by the fall of 2009 and of the 2008 English-language arts adoption by the fall of 2010.

Below you will find the timeline for instituting and fully implementing the Mathematics curriculum in 2008-2009.

April 2008

A public hearing was held, and the Governing Board of the Marysville Joint Unified School District approved the following curriculum on April 22, 2008.

- Grades K-6
CA Saxon Math
- Grades 7-8
McDougal Littell CA Math Course 2, Algebra I (Ron Larson and others)
- Grade 8
Holt California Algebra Readiness

June 2008

All K-6 California Saxon materials are purchased and be distributed to sites before July 1, 2008.

District teachers are trained by Fresno County Office of Education to be SB472 instructors.

July 2008

All remaining orders for grades 7-8 will be purchased and be distributed to sites in July 2008.

August 2008

Additional materials will be ordered in August and distributed to teachers dependent on student numbers.

Staff development begins as subsequent implementation of programs is rolled out.

August 4-8, 2008: SB472 Saxon for grades K-6 is completed. Teachers will complete the 80 hour practicum within two years.

- August 11- 14, 2008: all math teachers attend four additional days of PD with curriculum publishers facilitated by district SB472 instructors.

September 2008

The resolution regarding sufficiency or insufficiency of instructional materials to be adopted in the fall of 2008 will include the state approved mathematics curriculum that was approved by the Governing Board of the MJUSD April 22, 2008.

Staff development continues throughout the 2008-09 school year.

- SB472 Saxon for grades K-6 is offered. Teachers will complete the 80 hour practicum within two years.

October/November 2008

- SB472 McDougal Littell Pre-Algebra/Algebra and Holt Algebra Readiness is completed. Teachers will complete the 80 hour practicum within two years.

January /February 2008

- SB472 Saxon for grades K-6 is offered. Teachers will complete the 80 hour practicum within two years.

Throughout the 2008-2009 School Year

As noted on pages 20-23 and in the MJUSD PD plan on pages 45-57, MJUSD will continue to support full implementation of the new mathematics curriculum with intensive and systematic PD for teachers.

Timeline for instituting and fully implementing the ELA curriculum during the 2009-10 School Year

The resolution to be adopted in the fall of 2009 will include the state approved K-8 ELA curriculum to be approved by the Governing Board of the MJUSD in the spring of 2009.

November 2008

The MJUSD will form a Curriculum Advisory Committee for K-8 and 9-12 ELA (including EL and intervention curriculum). The Committee's task will be to make a recommendation to the MJUSD Governing Board relative to adoption of ELA materials designed to promote attainment of grade level standards by all students K-12.

- SB472 EL K-6 November/December 2008

January 2009

The Curriculum Advisory Committee will narrow the field to determine which publishers they would like to make a presentation to the committee.

February 2009

The Marysville Unified Teachers' Association is advised of the progress of the Curriculum Advisory Committee's selection process.

The Curriculum Advisory Committee will select the top publishers and pull a standards based instructional unit from their text to teach to students. The concept of the unit will be the same for all publishers, so the Curriculum Advisory Committee's site representative will need to be able to teach each publisher's unit to a different set of students. The site representative may divide their own class up, or teach to another teacher's class.

March 2009

The Curriculum Advisory Committee will break into grade level teams to review/discuss each programs strengths and weaknesses. The committee will select the state approved curriculum to be presented to the board. The Marysville Unified Teachers' Association is advised of the progress of the Curriculum Advisory Committee's selection process.

April 2009

A public hearing will be held by the board, and a recommendation will be made to the board to approve the committee's selection of the K-8 and 9-12 ELA programs.

June, July, August 2009

If funding allows, all materials will be purchased out of 2009 funding. All remaining orders will be purchased in July out of 2010 funding. We hope to see all ELA materials arrive before school is out and be distributed to school sites in June 2009. However, materials may continue to arrive in July/August of 2010 and which point they will be distributed to sites/teachers as received.

August 2009

Curriculum orders will be compared to current student enrollment and additional materials will be ordered and distributed as necessary.

Staff Development begins as subsequent implementation of programs begins is rolled out. Staff development continues throughout the school year.

- SB472 ELA for grades K-6 is completed. Teachers will complete the 80 hour practicum within two years.
- All ELA teachers attend four additional days of PD with curriculum publishers facilitated by district staff.

September 2009

The resolution regarding sufficiency or insufficiency of instructional materials to be adopted in the fall of 2009 will include the state approved ELA curriculum to be approved by the Governing Board of the MJUSD in April, 2009.

Staff development continues throughout the school year.

- SB472 ELA for secondary will be held. Teachers will complete the 80 hour practicum within two years.

October/November 2009

- SB472 EL for grades 7-12 will be held. Teachers will complete the 80 hour practicum within two years.

January/February 2010

- SB472 EL for grades K-6 will be held. Teachers will be encouraged to use this 40 hour institute as 40 hours of the 80 hour requirement for either their ELA or mathematics portfolios.

March/April 2010

- SB472 EL for grades K-12 will be held. Teachers will complete the 80 hour practicum within two years.

Throughout the 2009-10 School Year

As noted on pages 20-23 and in the MJUSD PD plan on pages 45-57, MJUSD will continue to support full implementation of the new ELA curriculum with intensive and systematic PD for teachers.

Funding

Both ELA and Math Instructional Materials will be purchased using IMFRP and Proposition 20 Funds.

Requirement to include interventions for all students working below grade level standards, especially EL(s) and SWD.

In addition to the excerpt below from MJUSD's Title III Action Plan, please see page 17, 18, and 19 of this document for further clarification of interventions for all students.

Excerpt from MJUSD Title III Action Plan:

"Standard: B.1.c. All EL(s) have Access to Appropriate English Language Development Instruction"

Focus/Objective: Help teachers make changes to their instructional strategies which will provide improved student access to effective, research-based instruction and curriculum

State and MJUSD School Board approved curriculum is being implemented district-wide. In many cases, although students are placed appropriately, they seem to be stalled at the intermediate level in their progress toward English language proficiency. A variety of PD opportunities are planned, or are in progress, which will help increase teachers' skill at identifying needs, scaffolding, and implementing theoretically sound strategies to help move students to the next level and eventual proficiency.

Provide ELD PD

- ELD PD SB472 EL
SB472 EL 40 hours
2008-2009 School Year
- SB472 Open Court Training
SCOE 40 hours Training for Teachers SB472 Training August 2008
- SB472 McDougal Littell Training SB472

Review EL

- Review tasks of EL Consultant , Coordinator, and Contracts
EL Master Plan, ELAC, DELAC facilitation, CELDT coordination, data analysis, legal consultation, and contracts with SCOE and SJCOE for consultation.

Provide EL Support to Sites

- Curriculum Coordinators: Coordinators provide direct services to sites via data analysis, observation, and service in instructional strategies.
(EIALEP/SCE, Title I, Title II, Title III, ELAP)

Train and manage site EL Facilitators

- Assist with curriculum, data analysis, testing and placement.

EL SWD Coordinator Support

- Maintains Records and Supports Students.
Supports testing, assessments, and IEPs for EL(s) with identified educational needs beyond the need for basic ELD.

Specific Action- Sites provide Bilingual Assistants

- Classroom assistants providing direct instruction to students.

Educational Services provide District Support

- District personnel responsible for oversight of EL Instruction and Curriculum.
- Translation of Documents
Communication with parents in regards to student curriculum, instruction, services, and progress.
- Provide Clerical Support
Orders, disseminates and organizes curriculum, information and materials for sites.
- Specific Action- Core and Supplementary Materials and Supplies provided in a timely manner.
- Appropriate core and supplementary materials and supplies are provided to meet specific needs of SWD and EL(s).

The plan addresses the fundamental learning needs of other high priority students on pages 37-44.

- Documenting uniform use or development of diagnostic and placement tests to determine students requiring strategic or intensive intervention in ELA, and mathematics to place them in appropriate intervention classes.
- Documenting presence of, or plans to provide, State Board Education adopted intervention programs. Programs are offered as separate, extended-period classes, for all students requiring intensive intervention in ELA and/or mathematics.
- Documenting presence of, or plans to provide, transitional and support classes for students requiring strategic intervention in ELA and/or mathematics.

Description of intervention materials currently in place for students working below grade level, including strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level.

Students must be regularly assessed for their academic knowledge and skill in English/language arts and mathematics.

1. Gather resources for determining the initial placement of incoming students.

The initial placement of incoming students should use all available data from the feeder middle school or transfer high school:

Standardized Testing and Reporting (STAR)

California Achievement Test 6 (CAT6) data – norm referenced tests

California Standards Test (CST) data – criterion-referenced tests

Seventh-Grade Writing Test data

*California English Language Development Tests (CELDT) test data
(for EL(s)); Spanish Assessment of Basic Education,
Second Edition*

District assessments

Entry and exit assessment data

Other valid and reliable evaluation and assessment data

2. Make Recommendations for student placement.

Prior to student placement, language arts and mathematics teachers, in consultation with English-language-development teachers, should make recommendations to the counselors at the high school according to assessment data. Since state assessment data are not available in late winter when the high school is planning courses and constructing its master schedule, results from other multiple measures are essential for initial student placement and planning of intervention classes.

Students should not repeat a program or unit that they have successfully mastered. If intervention programs change between middle school and high school and students are in midcourse, student placement must be carefully considered. If middle schools and high schools have articulated intervention materials, this consideration is minimized, and the student is better served.

3. Conduct diagnostic assessment for appropriate student placement.

Diagnostic assessment is critical for appropriate student placement. State and school district assessments must not replace diagnostic assessments. SBE-adopted reading/language arts intervention programs contain their own assessments for specific placement and are an essential part of the placement process for students requiring intensive reading intervention. Schools also need to utilize diagnostic assessments for placement of students in strategic English-language arts and mathematics interventions as well as intensive mathematics interventions.

4. Implement a master schedule.

In a well-constructed and flexible master schedule, intervention classes at varying levels should be available concurrently during the same period. If a student is misplaced, early diagnostic and embedded assessments in the intervention program itself should detect the error. The student can then be reassigned to the appropriate level class without a complete disruption of the student's schedule. Use of multiple sources of assessment data should minimize errors.

Interventions are divided into three groups:

1. Benchmark interventions

Benchmark interventions are intended for students who are satisfactorily achieving grade-level standards but on occasion may require additional assistance and support for specific standards and concepts. These students would benefit from ancillary materials, tutoring, software assistance, additional time with the teacher, and differentiated instruction. Without this support they could fall behind and fail to score at the proficient level on statewide tests.

2. Strategic interventions

Strategic interventions are intended for high school students who are at or above the sixth-grade standards in ELA but are not able to pass the CAHSEE, and/or students who are unable to demonstrate proficiency in Algebra I and/or at risk of failing the mathematics portion of the CAHSEE.

Core classes are aligned to grade level course standards. As a help toward student success in passing the CAHSEE given in the tenth grade, attention should be focused on reinforcing those standards assessed on the CAHSEE. (See the CAHSEE blueprint and the CAHSEE study guides for teachers and students.)

Because there are currently no SBE adopted strategic interventions for students needing assistance with achieving grade level standards, the school must plan the configuration and target the content for additional support. One strategic intervention alternative that some schools have adopted is the secondary support "shadow" course to the core.

The shadow course lasts for one period for English and/or mathematics in addition to the core class. It is intended to provide targeted support in the core and prepare students to be successful.

The curriculum in the shadow course shadows the core. It provides a shade before the core, by previewing vocabulary and introducing new concepts. The class also can behind the core, by reviewing and re-teaching foundational standards and skills based on individual student need.

A teacher other than the one teaching the core may teach shadow courses. Doing so gives students another perspective. However, this configuration requires shadow and core teachers communicate regularly about student progress and pacing of the core curriculum.

The shadow course may use its own frequent assessment data and that of the core course to target interventions, support, and accelerate the student to grade level as quickly as possible.

Another way to support students in need of strategic intervention is to provide individual or group tutoring. Tutoring may be scheduled during, before, or after school, including on Saturdays. Students may be flexibly grouped and regrouped by learning needs and for targeted instruction. Again, using the CAHSEE blueprint and study guides to align what needs to be taught and learned will benefit the student.

3. Intensive interventions are intended for students who are unable to demonstrate proficiency in the 6th grade standards in ELA and/or are unable to demonstrate proficiency in the 7th grade standards in mathematics. These students have the greatest need.

At the secondary level, although a well-rounded four-year program is important, students who are performing at elementary levels in reading and mathematics cannot benefit fully from such a program until mastery of content standards is addressed. Students may temporarily need to take two to three periods of instruction in a ELA and/or mathematics program each day to accelerate their mastery of 6th grade ELA standards and 7th grade mathematics standards before they can access the core program. At least one interest-based class should be retained in the student's daily schedule if possible to motivate school attendance and participation in intensive interventions.

Subject based Interventions

Mathematics Interventions

Since the majority of assessment items on the *CAHSEE* are based on 7th grade standards, students must have a proficient grasp of these standards to pass the *CAHSEE* and to be successful in higher mathematics classes. The degree and intensity of mathematic interventions will vary by student.

The core McDougal Littell mathematics intervention program is part of the new adoption. Students need to participate in a mathematics intervention program designed to accelerate their learning so they can be successful in the core curriculum as soon as possible (ideally within a couple of semesters).

At the secondary level, the schools provide: intervention programs offered as a separate, extended-period class for all students requiring intensive intervention in mathematics (i.e., those who are unable to demonstrate proficiency in 7th grade mathematics standards); and appropriate instructional strategies for those students who are unable to demonstrate proficiency in Algebra I and/or are at risk of failing the mathematics portion of the *CAHSEE*. With the new 2008 state approved mathematics curriculum, students' benchmark assessments and teacher recommendation will place specific 8th graders in Algebra Readiness. Students placing 65% or higher on district benchmarks will be placed in Algebra. Students scoring below 65% and with teacher recommendation will be placed in Algebra Readiness. Further guidance will be reviewed once the state has formalized the blueprint and testing guidelines for the revised General Math test. SWD will be placed based on IEP either in Algebra Readiness or Algebra.

Students in grades 4-7 who are two or more years below grade level will receive supplemental state adopted, board approved curriculum via the McDougal Littell 4-7 grade intervention materials.

English-Language Arts

The school or district provides: (a) SBE-adopted intervention programs, offered as a separate, extended-period class, for all students requiring intensive intervention in ELA (i.e., those who are unable to demonstrate proficiency in 6th grade standards); and (b) appropriate instructional strategies for those students requiring strategic intervention (i.e., students who are at or above the 6th grade ELA standards but are unable to pass the ELA portion of the CAHSEE

Reading/Language Arts Interventions

For high school students requiring intensive reading/language arts interventions, MJUSD continues to review existing SBE adopted intervention programs designed to accelerate students through the 6th grade standards. Optimally, students taking two periods a day of the intervention course in lieu of their core curriculum will accelerate from an intensive intervention program into the strategic intervention program within a couple of semesters.

Successful completion of the following SBE-adopted reading/language arts intervention programs brings students through the 6th grade standards.

Hampton Brown

High Point is an intervention program for EL(s) comprising four levels. Each level includes a student book, teacher's edition, placement test and annotated teacher's edition, practice book and annotated teacher's edition, assessment handbook, teacher's resource book, overheads, CDs, tapes, CD-ROM, theme library, and theme-related books with corresponding CDs or tapes. The first program level also includes a student journal, posters, letter tiles, and work tiles.

SRA/McGraw-Hill

The ***SRA/Reach Program*** is an intervention program that includes a system guide containing a placement test, daily teaching schedules and additional spelling sequences, leveled teacher presentation books (spiral bound books containing lesson plans and wording for lesson activities), teacher guides, answer keys, leveled student books and textbooks, leveled workbooks, writing black-line masters, mastery test booklet and examiner's manual (benchmark tests), chapter books, and progress monitoring system CD-ROM with guide.

Grades K-3

Strategic and/or intensive interventions are done during the workshop time using the intervention ancillary materials and universal access options provided with the core program. Additionally, supplemental resources such as Step Up To Writing, Read Naturally, and Accelerated Reader are also used as needed.

Grade 4

Strategic intervention is provided using the intervention ancillary materials and universal access options provided with the core program. Additionally, supplemental

resources such as Step Up To Writing, Read Naturally, and Accelerated Reader are also used as needed.

Intensive intervention is provided using the 2nd placement point of the Basics level of High Point as the highest level option. Additionally, supplemental resources such as Step Up To Writing, Read Naturally, and Accelerated Reader are also used as needed.

Grade 5

Strategic intervention is provided using the intervention ancillary materials and universal access options provided with the core program. Additionally, supplemental resources such as Step Up To Writing, Read Naturally, and Accelerated Reader are also used as needed.

Intensive intervention is provided using the 3rd placement point of the Basics level of High Point as the highest level option. Additionally, supplemental resources such as Step Up To Writing, Read Naturally, and Accelerated Reader are also used as needed.

Grade 6

Strategic intervention is provided using the intervention ancillary materials and universal access options provided with the core program. Students are leveled using multiple measures including the core program placement test, the district interim assessments, and prior year CST's. Students are given 2 periods of instruction with the appropriate instructional strategies implemented to scaffold the gap between students' assessed levels of ability and proficiency in grade level standards. Additionally, supplemental resources such as Step Up To Writing and Accelerated Reader are also used as needed. SWD are given an additional period of support with a SWD teacher. Students may move out of strategic classes upon demonstration of success in grade level expectations.

Intensive intervention is provided using level A of High Point as the highest level option. Additionally, supplemental resources such as Step Up To Writing, Read Naturally, and Accelerated Reader are also used as needed. The number of minutes for intensive intervention is between 90 and 130.

Grade 7

Strategic intervention is provided using the intervention ancillary materials and universal access options provided with the core program. Students are leveled using multiple measures including the core program placement test, the district interim assessments, and prior year CST's. Students are given 2 periods of instruction, with the appropriate instructional strategies implemented to scaffold the gap between students' assessed levels of ability and proficiency in grade level standards. Additionally, supplemental resources such as Step Up To Writing and Accelerated Reader are also used as needed. Students with disabilities are given an additional period of support with a SWD teacher. Students may move out of strategic classes upon demonstration of success in grade level expectations.

Intensive intervention is provided using level B of High Point as the highest level option. Additionally, supplemental resources such as Step Up To Writing, Read Naturally, and Accelerated Reader are also used as needed. The number of minutes for intensive intervention is between 90 and 130.

Grade 8-12

Strategic intervention is provided using the intervention ancillary materials and universal access options provided with the core program. Students are leveled using multiple measures including the core program placement test, the district interim assessments, and prior year CST's. Students are given 2 periods of instruction, with the appropriate instructional strategies implemented to scaffold the gap between students' assessed levels of ability and proficiency in grade level standards. Additionally, supplemental resources such as Step Up To Writing and Accelerated Reader are also used as needed. Students with disabilities are given an additional period of support with a SWD teacher. Students may move out of strategic classes upon demonstration of success in grade level expectations.

Intensive intervention is provided using level C of High Point as the highest level option. Additionally, supplemental resources such as Step Up To Writing, Read Naturally, and Accelerated Reader are also used as needed. The number of minutes for intensive intervention is between 90 and 130.

English Learners

The assessment of an EL student and placement in a strategic or intensive intervention program is more complex than for a fluent English speaker, particularly at the high school level. Some students are academically prepared in their primary language. With the exception of their ability to speak, read, and write English, they may be proficient in grade level standards and may be ready to take college preparatory "a-g" classes. Other EL students may not be able to read and write in their primary language and have had little formal schooling.

Instructional programs for EL(s) should be planned according to the students' assessed levels of literacy in English and assessed levels of literacy and content proficiency in their primary language. Students who have strong literacy skills in their primary language can be expected to transfer many of those skills to English and to progress rapidly in learning English. Students with limited prior schooling will require intensive support in beginning literacy instruction as well as in learning English. (See the *Reading/Language Arts Framework*, p. 223.)

Currently, **High Point** is the only SBE adopted reading intervention curriculum for EL(s). As always, assessment of students is essential when placing them in suitable classes at suitable levels. If reading ability is found to be significantly below grade level in English as indicated by curriculum-embedded assessments, *CST*, and the reading/writing component of the *CELDT* test or language proficiency *CELDT* data, intervention for acceleration may be a sensible approach to improving the academic achievement of EL(s). Knowing the needs of each EL student is critical in planning the appropriate classes and the master schedule. Appropriate strategies for reading in English will depend on the EL(s)' level of literacy in their primary language and English.

English Learners and Math Interventions

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) Authorization for Teachers

Mathematics interventions need to be accessible to EL(s). Accessibility includes the use of appropriate assessment to determine placement and appropriate teaching methodology and materials to accommodate both language development and mathematics needs. The use of primary language instruction, support, and/or specially designed academic instruction in English is necessary to ensure accessibility of mathematics content instruction for EL(s).

The plan includes PD for teachers and administrators in the new adoptions.

Marysville Joint Unified School District PD Plan

Educational Services

Lennie Tate, *Executive Director*

Lynn Jacobs, *Coordinator, Program Development*

Peggy Rister, *Coordinator, English/Language Arts*

Amy Stratton, *Coordinator, Mathematics*

David Pummill, *TSA, Science*

Lori Rainwater, *TSA, Nutrition, Health, and PE*

Iztac Soto, *TSA, EL(s)*

Kit Molinari, *Secretary I*

Grace Pulido, *Secretary I*

1919 B Street

Marysville, CA 95692

Phone: (530) 749-6159

Fax: (530) 741-7893

The Educational Services Department includes all personnel and programs that deliver instructional support to the schools. The goals of the department are to provide high quality staff development to all teachers and paraprofessionals, to improve student achievement, and to develop curriculum to meet the state content standards. The budget for these programs is based largely on grants and categorical funding.

Mission Statement

The mission of the Marysville Joint Unified School District, a diverse community deeply committed to public education, is to ensure that all students discover and develop their special talents; achieve their educational and career goals; master the district content standards adopted by the Board of Trustees; use information to communicate and solve problems; have high self-esteem; show respect for others, the environment, and the world; have the tools and motivation for life-long learning; develop an appreciation of the arts; learn and apply basic technology skills that assist students to become life-long learners beyond school; learn career-related skills and attitudes; and succeed in a rapidly changing society by:

- empowering students, parents, and staff,
- providing a strong standards based curriculum,
- offering alternative learning experiences in a racially integrated, multilingual environment,
- providing teachers with appropriate training necessary to maximize the educational advantages of all students.

Needs Assessment

The Marysville Joint Unified School District utilizes multiple sources of data when planning for staffing needs and PD activities. The needs assessment process includes student data, teacher and administrator focus groups, surveys, review of PD plans, teacher credential and staff projections, pre/post tests of teacher knowledge base at PD offerings, and participant satisfaction surveys. This information coupled with plans for new curriculum adoptions assists the district in planning effective PD programs at the central level. School sites then plan their PD around unique student and teacher needs. The district further utilizes best practice/research-based strategies when developing new PD programs.

Curriculum Standards

Curriculum standards are set by the State of California Department of Education and adopted by the Marysville Joint Unified School District. These content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. Electronic versions are available for the following content standards adopted by the California State Board of Education:

- English-Language Arts including ELD (English Language Development)
- Mathematics
- History-Social Science
- Science
- Visual and Performing Arts

View the full text of the standards in PDF format here:

<http://www.cde.ca.gov/be/st/ss/index.asp>

To order printed versions of the standards, contact CDE Press at

<http://www.cde.ca.gov/re/pn/rc/content-standards-titles.asp>

The MJUSD Staff Development Program

The primary goal of the MJUSD Staff Development Plan is to engage teachers, administrators and staff in developing, researching and disseminating effective models of instruction, particularly in the areas of Language Arts and Mathematics. The California Department of Education's key goal is to develop high quality teachers whose training enables them to enter the classroom with the skills and knowledge to effectively serve students and enhance K-12 student achievement.

Under Education Code Section 52127(a) MJUSD requires any certificated teacher who will provide direct instructional services for a class participating in the school district's Class Size Reduction(CSR)program to receive the appropriate training necessary to maximize the educational advantages of smaller classes. The trainings provided by MJUSD shall include, but not be limited to, methods for providing each of the following:

- *Individual instruction.*
- *Effective teaching, including classroom management, in smaller classes.*
- *Identifying and responding to pupil needs.*
- *Opportunities to build on the individual strengths of pupils.*

The staff development mandates for CSR should not be viewed as a separate program, but rather as an integral part of MJUSD's ongoing staff development program.

Staff Development

- **Beginning Teacher Support and Assessment (BTSA)** Required of all new teachers incorporating all CSR PD requirements. This is a state-funded induction program, co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CCTC) designed to support the PD of newly-credentialed, beginning teachers and fulfill the requirements for the California Clear Multiple and Single Subjects Credentials. (Please see BTSA below for further explanation).
- **New Teacher Training:** This training is required for new teachers to the district and teachers new to K-3 CSR. The New Teacher Institute is a mandatory pre-service program for all teachers new to the MJUSD. The Institute provides an introduction to the school district's standards-based curriculum. Additionally, participants receive information on the district's resources and the New Teacher/BTSA Project. Each participant receives the District "Beginning Teacher Handbook" and "First Days of School" by Harry Wong. The SWD Institute is a two-day mandatory pre-service for all new SWD teachers. SWD teachers are also required to attend the New Teacher Institute. This training focuses on core curriculum, technology training, and classroom management, individual instruction, effective teaching in smaller classes, identifying and responding to pupil needs, and opportunities to build on the individual strengths of pupils."

- **Nancy Mitchell: K-5 Language Arts/Open Court Site Consultant:** This consultant provides K-6 elementary teachers with ongoing support for a more in-depth program implementation of Open Court. This consultant is hired specifically to train new teachers to the K-6 Open Court curriculum. For K-3 teachers, this includes *methods for providing each of the following:*

- *Individual instruction.*
- *Effective teaching, including classroom management, in smaller classes.*
- *Identifying and responding to pupil needs.*
- *Opportunities to build on the individual strengths of pupils.*

Topics include preparing to read, reading and responding, concept/question board, differentiating instruction, comprehension strategies and skills, writing, inquiry and investigation.

- **AB 466/SB472:** The AB 466/SB472 (AB 466) Language Arts and Mathematics Institutes will include intensive PD in reading/language arts and mathematics instructional materials for K-12 teachers. The AB 466/SB472 5-day training provides teachers with an in-depth study of the K-12 language arts and mathematics/algebra instructional materials and provides practice with effective instructional strategies. All district K-12 teachers of ELA and Mathematics are expected to complete this training. The AB 466/SB472 trainings provided by MJUSD shall include, but not be limited to, methods for providing each of the following:

- Individual instruction.
- Effective teaching, including classroom management, in smaller classes.
- Identifying and responding to pupil needs.
- Opportunities to build on the individual strengths of pupils.

- **Teaching the Gifted and Talented:** This K-12 training is focused on individual instruction, effective teaching, including classroom management, in smaller classes, identifying and responding to pupil needs, and opportunities to build on the individual strengths of pupils.
 - **Guidance and Goals of the Program:** Topics to be discussed include current state legislation, identification of general and specific characteristics of gifted and talented students, selection of teachers, and role of the counselor or program coordinator
 - **Approaches to Curriculum and Design:** Includes development and evaluation of curricular projects and selecting, preparing and evaluating materials with emphasis on cultivation of high-level cognitive and affective skills and the development of leadership skills.
 - **Recognizing Individual Differences:** Topics include the development of self-esteem and leadership skills, special techniques counselors may use, working with underachievers (including those from low economic status and minority backgrounds), and how to involve parents in the education of students.
 - **Advanced Approaches to Curriculum Differentiation** Advanced

approaches to curriculum differentiation with hands-on experiences in thematic interdisciplinary teaching. Instruction examines inductive and deductive strategies, independent study and learning centers as vehicles for fostering learning skills in the classroom.

- **AB 2913:** Authorization to teach EL(s). Learn strategies for assisting EL(s) in the mastery of language and literacy skills, as well as the rationale for those strategies. Assessment will be an integral part of this series. Ongoing assessment will include development and completion of a portfolio that demonstrates individual classroom use of ELD and SDAIE methodologies. In accordance with AB 2913 guidelines, there will be a final assessment essay at the conclusion of the course.
- **CTEL Training:** The participant will acquire the following knowledge and skills in the methodology of teaching a second language and content in English:
 - Knowledge of second language teaching, including theory, methodology, and techniques. Knowledge of linguistics, including primary language development and second language acquisition.
 - Knowledge of cross-cultural aspects of teaching; the theory and rationale for second language learners.
 - Legal context and rationale; historical development of education for EL(s); materials and resources; and classroom management in the cross-cultural classroom.
 - Opportunities will be provided for teachers to demonstrate knowledge of second language teaching strategies.
- **Data Analysis:** This training offered by SCOE, the district office and individual sites assists all district schools with analyzing data providing teachers' collaboration time to improve instruction.
- **Subject Area Specialists:** Department chairs in each subject area who lead site based staff development in response to the needs at each school.
- **Lesson study:** A method for teachers to plan, observe and refine "research lessons" collaboratively in order to improve student learning.
- **District PD Days:** These four days of training are offered to all district certificated personnel. Participants are paid the district's hourly rate. The district provides K-12 training based on state and federal guidelines of PD funds and teacher requirements tied to student needs.
- **AVID:** AVID is a fourth- through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement Via Individual Determination. The AVID elective class is led by a teacher who's been trained in the program's methodologies. AVID's PD, however, goes further than that. Teachers and

administrators from throughout the school and district attend AVID's Summer Institutes, where they all learn techniques for bringing out the best in average students. This way, AVID students are supported in content-area classrooms as well as in the AVID elective, and even more students can benefit.

- **Northern California Writing Project:** The Northern California Writing Project provides K-12 PD devoted to improving the teaching of writing.
- **Literacy Teacher Leaders:** Providing classroom coaching and PD for teachers on site.
- **Enhancing Education through Technology (Formula and Competitive):** The primary goal of this program is to improve student achievement through the use of technology in elementary and secondary schools. Additional goals include helping all students become technologically literate by the end of the eighth grade and, through the integration of technology with both teacher training and curriculum development, establishing research-based instructional methods that can be widely implemented.
- **Technology Inservice:** K-12 Technology training is provided for the district's assessment data management system, computer basics, Microsoft software instruction, webpage design, and curriculum specific software.
- **Teacher on Special Assignment:** Providing classroom coaching in EL teaching strategies for all teachers working with EL students.
- **Teacher on Special Assignment:** Providing classroom coaching in Science teaching strategies for all teachers.
- **Teacher on Special Assignment:** Providing classroom coaching in Nutrition, Health, and Physical Education teaching strategies for all teachers.

Beginning Teacher Support and Assessment (BTSA)

Ramiro Carreón, Assistant Superintendent, Personnel

Lisa Goodman, TSA, District BTSA Coordinator

Julie Alves, BTSA Support Provider

Sandra Carder, BTSA Support Provider

Steve Cunningham, BTSA Support Provider

Melanie Forderhase, BTSA Support Provider

New Teacher Induction

The goal of the New Teacher/Beginning Teacher Support and Assessment Project is to provide beginning teachers in their first and second years of teaching with a comprehensive program that prepares them for the demands and realities they face in urban classrooms. The vision of the New Teacher/BTSA Project is to connect exemplary educators with novice teachers in an effort to provide curriculum and pedagogical strategies, as well as emotional and psychological support. The New Teacher/BTSA Project is grounded in the California Standards for the Teaching Profession and is designed to assist beginning teachers in their abilities to ensure that all students have access to the standards-based curriculum. The project is based on the BTSA model developed in collaboration with the California Commission on Teacher Credentialing and the California Department of Education. The goal of this program is to provide support for beginning teachers and to see a minimum retention rate of over two years.

New Teacher BTSA District Coordinator

This person is the liaison with the New Teacher/BTSA coordinator and assists the principal in supporting beginning teachers. The coordinator is responsible for conducting regular meetings and/or training sessions for the beginning teachers and maintaining New Teacher/BTSA records of site meetings, observations, induction plans, and monthly coach meeting logs.

New Teacher BTSA Support Providers

The primary responsibility of the BTSA Provider is to assist the beginning teacher in his/her development of reflective, standards-based teaching strategies. Exemplary educators are selected to serve as providers who meet the following criteria: 1) minimum 4 years successful teaching experience in a K-12 classroom; 2) demonstrated leadership abilities; 3) experience working with student teachers, beginning teachers, or peers in a cognitive coaching model; 4) willingness to participate in an intensive provider training program; 5) willingness to discuss assessment information and share instructional ideas and materials with the beginning teacher; 6) have effective interpersonal skills and are willing to work collaboratively with a beginning teacher; 7) have demonstrated commitment to their own professional growth and learning; 8) are excellent professional role models.

The role of the BTSA PROVIDER is to guide and assist the beginning teacher so he/she can be an effective teacher for his/her students. Beginning teachers work one-on-one or one-on-two with New Teacher Providers at least one hour per week. The support for the beginning teacher is guided by the results of the locally

developed Best Practice Observation/Assessment instrument and the Individual Induction Plan. The BTSA PROVIDER assists the beginning teacher weekly with planning and assessment issues, classroom environment and management, and teaching strategies; all of which are components of the California Standards for the Teaching Profession. The provider will assist the beginning teacher with setting up the classroom, gathering books and materials for the first day of school. He/she will help beginning teacher with student assessment, planning standards-based lessons, testing preparation, grading, parent communication, effective teaching strategies, etc. The beginning teacher and New Teacher Provider observe exemplary teachers, reflect upon the observations together and the BTSA PROVIDER can assist the BT with lesson plans, integrating some of the concepts they observed. Videotapes are also provided for BTSA PROVIDER to tape their BTs for self-correction or view together. The BTSA PROVIDER also models effective instructional strategies through demonstration lessons in the beginning teacher's classroom, so he/she can observe the instructional strategies.

Program Elements

The following benefits of the New Teacher/BTSA Project are afforded to all 1st and 2nd year teachers: participation in the New Teacher Institute, participation in the New Teacher SWD Institute (for SWD teachers), one-on-one mentoring and support on a regular basis, monthly meetings in areas of need for beginning teachers, release time for observations of exemplary teachers, support and assessment, assistance in creating an Individualized Induction Plan, opportunities for PD and the Elements of Effective Instruction which includes: objectives, lesson design, active participation and classroom management.

The support and formative assessment model is grounded in an understanding of what teachers need, how they develop, and what levels of competence they should attain. Providers are given training in the California Standards for the Teaching Profession, clinical supervision and cognitive coaching strategies. The training enables providers to provide beginning teachers with specific feedback about the strengths and weaknesses of their pedagogical approaches. Much time is spent on creating and maintaining an effective environment for student learning as well as assessing, planning, engaging and supporting for all students.

Individual Induction Plan

Following each formal observation, the assists the beginning teacher with the development of an Individualized Induction Plan (IIP). The goals of the IIP are correlated with the California Standards for the Teaching Profession. The IIP outlines short and long-term goals accompanied by appropriate activities and reflection opportunities. The provider monitors the achievement of the goals outlined in the IIP.

Required Training for New Teachers

All first and second year teachers participate in a series of required trainings to enhance their instructional strategies and to ensure a standards-based instructional program, designed to meet the needs of diverse students. The goal of this program is to provide required training for teachers. It incorporates

- Individual instruction.
- Effective teaching, including classroom management, in smaller classes.
- Identifying and responding to pupil needs.
- Opportunities to build on the individual strengths of pupils.

Essential Elements of Effective Instruction

The Essential Elements of Effective Instruction is a required course designed for first and second year K-12 teachers. The goals of the program are to improve teaching effectiveness by integrating the essential elements of instruction, the characteristics of standards-based instruction, and the California Standards for the Teaching Profession. The program addresses creating and maintaining effective classroom environments, strategies to engage and support all students in attainment of standards, planning instruction, assessing and monitoring students' progress, and effective strategies for small group instruction.

All K-12 Administrators

Interview Training

Utilizing an alternative interview format, the district trains hiring administrators in the use of the Ventures program. After teachers are assessed using established practices to determine that they meet the federal definition of high quality, the Ventures tool is utilized to determine if the applicant holds the district's frame of mind for working with a diverse population of students. In addition, administrators are trained in effective supervision and evaluation strategies.

AB430 (SB75): The Administrator Training Program, authorized by AB430 (formerly AB75), provides funding to LEAs to train principals and vice principals in the skills and knowledge necessary for their critical and complex roles as instructional leaders. The two-year program is offered in three modules and must be delivered by a state-approved provider. All district site administrators are required to complete AB430 (SB75).

SB472 and AB430 Specific Training

The plan addresses the PD needs of all mathematics teachers

The plan documents the percent of mathematics teachers who have completed AB 466/SB472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district.

AB 466/SB472 Previous Math Adoption	AB 466/SB472 Math (40 Hours)	AB 466/SB472 Math (80 Hours)
<i>Harcourt 2007-2008</i>	<i>150/250= 60%</i>	<i>20/250 = 8%</i>
<i>Prentice Hall 2007-2008</i>	<i>45/50 = 90%</i>	<i>17/50 = 34%</i>
<i>Saxon 2007-2008</i>	<i>TBD</i>	<i>TBD</i>
<i>Holt Algebra Readiness</i>	<i>TBD</i>	<i>TBD</i>
<i>McDougal Littell Pre-Algebra/Algebra</i>	<i>TBD</i>	<i>TBD</i>

The plan documents steps to provide all mathematics teachers with SB472 training (including the 80 hour practicum) in the newly adopted mathematics curriculum and ensure that all math teachers have completed the training by the fall 2009 materials distribution deadline.

SB472 2008 Math Adoption Training Plan	SB472 Math (40 Hours)	SB472 Math (80 Hours)
Saxon 2008-2009 August	120	(120) 2010 August
Saxon 2008-2009 (Session 1,2,3, K-1 Session 1 August 26, September 2,9,16,23 2-3 Session 2 August 27, September 3, 10, 17, 24 4-6 Session 3 August 28, September 4, 11, 18, 25	75	(75)2010 September
Holt Algebra Readiness 2008-2009 Oct/Nov October 8, 15, 29, November 5, 12	25	(25) 2010 November
McDougal Littell Pre-Algebra/Algebra 2008-2009 Oct/Nov October 9, 16, 30, November 6, 13	25	25 2010 November
Saxon 2008-2009 January/February K-1 January 27, February 3, 10, 17, 24 2-3 January 14, 21, 28, February 4, 11 4-6 January 15, 22, 29, February 5, 12	50 + Make-Ups	(50) 2010 February

The plan addresses the fundamental professional needs of all ELA teachers
 The plan documents the percent of ELA teachers who have completed AB 466/SB472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district

AB466/SB472 Previous ELA Adoption	AB 466/SB472 ELA (40 Hours)	AB 466/SB472 ELA (80 Hours)
Open Court	240/250=96%	110/250 = 44%
Highpoint	60/150 = 40%	60/150 = 40%
REACH	25/50 = 50%	1/50 = 2%
McDougal Littell	65/70 = 92%	32/70 = 92%

The plan documents steps to provide and monitor completion of SB472 for all ELA teachers who have not yet completed the institute and/or practicum.

Teachers who have not yet completed AB 466/ SB472 will be provided information on trainings offered in the local area. Teachers attending these trainings on non contract days will be provided with the \$500 stipend. Teachers attending on contracted days will have their substitutes provided.

The plan documents steps to provide all ELA teachers with SB472 in the new ELA adoption by the fall 2010 distribution deadline. The plan documents steps to provide and monitor completion of SB472 English Learner PD (ELPD) for all teachers of EL(s) by fall 2010

SB472 2008 ELA Adoption Training Plan	SB472 ELA (40 Hours)	SB472 ELA (80 Hours)
K-6 English Learner November/December 2008 For teachers who completed SB472 New Math Session 1 November 4, 18, December 2, 9, 16 Session 2 November 19, December 3, 10, 17, 18	50	N/A
K-12 English Learner March/ April 2009 For teachers who completed SB472 New Math Session 1 March 3, 10, 17, 24, April 14 Session 2 March 4, 11, 18, 25, April 1 Session 3 March 5, 12, 19, 26, April 2	75	N/A
K-6 Elementary August 2009	120	(120) 2011 August
K-6 Elementary August/September 2009 (Session 1,2,3, K-1 Session 1 (5 Tuesdays) 2-3 Session 2 (5 Wednesdays) 4-6 Session 3 (5 Thursdays)	75	(75)2011 September

Secondary Oct/Nov 2009 Session 1 (5 Tuesdays) Session 2 (5 Wednesdays)	25	(25) 2011 November
K-6 Elementary January/February 2010 K-1 Session 1 (5 Tuesdays) 2-3 Session 2 (5 Wednesdays) 4-6 Session 3 (5 Thursdays)	75 + Make-Ups	(50) 2012 February
English Learner K-12 March/April 2010 Session 1 (5 Tuesdays) Session 2 (5 Wednesdays) Session 3 (5 Wednesdays)	75	N/A
K-6 Elementary August 2010	TBD on Need	
Secondary August 2010	TBD on Need	
English Learner K-12 August 2010	120	N/A

The plan documents steps to ensure that paraprofessionals and/or instructional aides who work with EL(s) receive specific training in curriculum, instructional methods, and interventions appropriate to EL(s).

All paraprofessionals and instructional aides working with EL(s) will be trained by SB472 EL Instructors, EL TSA, and GLAD Project teachers on curriculum, instructional methods, and interventions appropriate to EL(s).

Paraprofessionals EL Training Plan 2008-2009	Training Focus
September 8	EL Master Plan / ELD Standards and Benchmark Assessments
October 6	Curriculum / Instructional Methods and Interventions
November 3	EL Master Plan / ELD Standards and Benchmark Assessments Cont.
December 1	Curriculum / Instructional Methods and Interventions Cont.
Paraprofessionals EL Training Plan 2009-2010	Training Focus
September	EL Master Plan / ELD Standards and Benchmark Assessments
October	Curriculum / Instructional Methods and Interventions
November	EL Master Plan / ELD Standards and Benchmark Assessments Cont.
December	Curriculum / Instructional Methods and Interventions Cont.

PD for Administrators

The plan addresses the PD needs of all administrators.

The plan documents percent of administrators who have completed AB75/430 training (institute and practicum) in the most recent curricula adopted by the district.

AB75/AB430	
Arboga Elementary (Principal)	Completed
Browns Valley (Principal)	Completed
Cedar Lane (Principal)	Completed
Cedar Lane (Vice Principal)	Completed
Cordua Elementary (Principal)	Completed
Covillaud Elementary (Principal)	Completed
Covillaud Elementary (Vice Principal)	0
Dobbins Elementary (Principal)	Completed
Ella Elementary (Principal)	Completed
Ella Elementary (Vice Principal)	0
Johnson Park Elementary (Principal)	Completed
Johnson Park Elementary (Vice Principal)	0
Kynoch Elementary (Principal)	Completed
Kynoch Elementary (Vice Principal)	Completed
Linda Elementary (Principal)	Completed
Linda Elementary (Vice Principal)	Completed
Loma Rica Elementary (Principal)	Completed
Olivehurst Elementary (Principal)	Completed
Olivehurst Elementary (Vice Principal)	0
Yuba Feather Elementary (Principal)	Completed
Alicia (Principal)	Completed
Alicia (Vice Principal)	Completed
Foothill Intermediate (Principal)	Completed
McKenney Intermediate (Principal)	Completed
McKenney Intermediate (Vice Principal)	Completed
Yuba Gardens Intermediate (Principal)	Completed
Yuba Gardens Intermediate (Vice Principal)	0
Lindhurst High (Principal)	Completed
Lindhurst High (Vice Principal)	Completed
Lindhurst High (Vice Principal)	Completed
Marysville High (Principal)	Completed
Marysville High (Vice Principal)	Completed
Marysville High (Vice Principal)	0
Alternative Education (1)	Completed
MCAA (Principal)	Completed
Total Complete	26/35 = 74%

The plan documents steps to provide and monitor completion of AB430 training for all administrators who have not completed the institute and/or practicum.

All district site administrators are required to complete AB430 (SB75) within two years of hire date. MJUSD works in collaboration with Sacramento County Office of Education and San Joaquin County Office of Education to provide this in-service.

The plan documents steps to provide administrators with training on the implementation of EL programs, principles of second language acquisition, current research on EL(s), and catch-up and acceleration programs.

In addition to training provided by district coordinators, MJUSD will contract with Sacramento County Office of Education and San Joaquin County Office of Education to provide this in-service.

The plan documents steps to provide administrators with training on the use of classroom observational tools for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

The MJUSD contracts with Quality Education Services (QES) to provide 12 days of district specific services to MJUSD in the areas of coaching, supervision, conferencing, and walkthrough observation strategies. MJUSD will also contract with San Joaquin County Office of Education to provide specific in-service in classroom observational tools for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

Focus on High Priority Students

The district EL Master Plan addresses the fundamental learning needs of EL(s):

- Documenting the presence of or actions taken to provide ELD classes.
- Documenting district policies for placing EL(s) in ELD classes (as well as policies for exit from ELD)
- Documents instructional delivery strategies that render content comprehensible to students learning English

INSTRUCTIONAL PROGRAMS (K – 12)

Marysville Joint Unified School District provides services to EL(s) to ensure that these students are acquiring English language proficiency and recouping any academic deficits that may have been incurred in other areas of the core curriculum.

In accordance with state and federal legal requirements, Marysville Joint Unified School District offers a number of program models to serve EL(s). Parental involvement in decisions regarding the education of their children is required and critical to students' academic success. Marysville offers the following program options for EL(s):

English Language Programs:

- Structured English Immersion (K – 12)
 - Newcomer section (K – 12)
- English Language Mainstream (K – 12)

Alternative Programs (Under development)

- Primary language skills instruction program (K – 12)
- All alternative programs are subject to a minimum enrollment of 20 students per grade level. Alternative programs will be offered at designated school sites. Existing bus routes may accommodate transportation needs, but in some instances, parents may be responsible for the transportation of the student to the alternative program site.

All instructional programs designed for EL(s) must contain the following components:

- Well-articulated, standards-based, differentiated English Language Development instruction, specifically designed for EL(s).
- Well articulated, standards-based core curriculum instruction provided either through the primary language or through Specially Designed Academic Instruction in English (SDAIE).
- Structured activities designed to develop multi-cultural competency and positive self-esteem.
- Primary language support as needed

- Parental involvement and participation as available.

Structured English Immersion Program

The Structured English Immersion Program is described in CA Ed. Code 300 – 340, and is also known as Proposition 227, which was passed by California voters in June, 1998. It is an English language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language. Students are taught subjects “overwhelmingly,” but not exclusively in English. Teachers and aides may provide primary language support to assist students in accessing core curriculum. Teachers may also use the student’s primary language in content instruction to motivate, clarify, direct, support and explain. The goal of the Structured English Immersion Program is for EL(s) to develop a reasonable level of proficiency in English. Access to core content is accomplished through instructional strategies using specially Designed Academic Instruction in English (SDAIE) techniques to enable EL(s) to gain access to grade level subject matter in mathematics, social studies, science and other academic subjects required for grade promotion and/or graduation.

Program Requirements:

- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver.
- All EL students receive daily ELD instruction based on the district-adopted program and state standards from an appropriately certificated teacher. Instruction must include listening, speaking, reading and writing.

Materials:

State adopted and/or standards based materials are utilized. Materials may include print, audio, visual graphic and electronic resources. Cores as well as supplemental materials are utilized. Primary language materials are used as needed to reinforce core academic skills.

Instructional Design of SEI Program for EL(s) with less than reasonable fluency:

Kindergarten students receive:

- 30 minutes of teacher-directed instruction with an emphasis on English vocabulary development; i.e. *Into English* and other standards-based supplemental materials.
- *Reading Readiness* and Waterford
- SDAIE *Math Readiness*
- SDAIE Science, health, social studies, fine arts
- Primary language may be used as necessary for support with all of the above instruction.

- Instruction is integrated across the curriculum, and promotes self-image and cross-cultural understanding.

First through Third Graders receive:

- 45 minutes of teacher-directed instruction with an emphasis on English vocabulary development; i.e. *Into English* and other standards-based supplemental materials.
- Language arts and Waterford
- SDAIE Math, science, health, social studies, fine arts, with primary language support as necessary.
- Instruction is integrated across the curriculum, and promotes self-image and cross-cultural understanding.

Fourth and Fifth graders receive:

- 45 minutes of teacher-directed instruction with an emphasis on English vocabulary development; i.e. *High Point* and other standards-based supplemental materials.
- Language arts and Waterford
- SDAIE Math, science, health, social studies, fine arts, with primary language support as necessary.
- Instruction is integrated across the curriculum, and promotes self-image and cross-cultural understanding.

Structured English Immersion grades 6 – 12

Program Elements:

- English Language Development Instruction
- Academic content courses in Math, Science and Social Studies
- Appropriate primary language support for CELDT Levels 1 and 2 to ensure access to core.
- Enrollment of students in more contextualized electives to avoid isolation and foster acquisition of English.
- Availability of appropriate standards-based, baseline and supplemental materials which provide access to core curriculum.
- Properly certified teachers, (CLAD, BCLAD) or equivalent.

Student grouping:

- The successful grouping of students is a critical feature of a successful SEI program and includes the following:
 - Students are placed into their ELD classes based on English proficiency level. It is preferred that only one ELD level be included in each class, and no more than two levels should be combined.
 - SEI may be an appropriate placement for SWD, providing they are EL(s) at ELD levels 1, 2, or 3 and they have support from the SWD Program. The individualized education program (IEP) team determines placement of each SWD regardless of language proficiency.

ELD Mainstream Program (K – 12)

The mainstream program is designed for EL(s) who have reached CELDT levels 4 or 5, or whose parents have requested placement in a mainstream program. EL(s) who have met the district criteria for reasonable fluency in English are placed in the ELD Mainstream Program classrooms. This setting is also available for EL(s) whose parents have withdrawn them from the SEI program. Students receive advanced ELD instruction, with emphasis on reading and writing. Additional and appropriate services are put in place to ensure student achievement. Grade level content instruction is provided using SDAIE, with primary language support as necessary. Mainstreamed EL students require careful monitoring and attention to their progress towards reclassification.

Program Requirements:

- Core instruction in language arts, math, science and social science is taught in English using district-adopted materials and complying with state standards and benchmarks.
- All students participate in activities that promote multi-cultural understanding and positive self-esteem.
- All EL(s) participate in English Language Development classes or English classes taught by CLAD (or equivalent) teachers until they are reclassified.
- Progress toward meeting reclassification criteria is carefully monitored.
- Extended learning and enrichment is provided to “close the achievement gap” and address deficits.

Materials:

State adopted and/or standards based materials are utilized. Materials may include print, audio visual, graphic and electronic resources. Core, as well as supplemental, materials are utilized. Primary language materials are used as needed to reinforce core academic skills.

Marysville Joint Unified School District
Program of Instruction: Bilingual Alternative Program (BAP) (with Acquisition Levels)
ACADEMIC PROGRAMS FOR ENGLISH LEARNERS IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT MATRIX

BILINGUAL ALTERNATIVE PROGRAM		
<p>The goal of the Bilingual Alternative program is acquisition of academic proficiency in two languages: English and Spanish, together with the mastery of academic core content and multicultural proficiency. Instruction is in Spanish and English. Primary language instruction supports the student’s ability to meet grade level standards while in the process of becoming fluent in English. As the child increases in English fluency, instruction in English increases. The program utilizes an 80-20 model, in which instruction in Kindergarten is 80% in Spanish and 20% in English, with decreasing Spanish and increasing English each year, until by 6th grade, 20% is in Spanish and 80% is in English. Per parent choice EIs can continue in the program after attaining reasonable English fluency.</p>		
STUDENTS SERVED	PROGRAM COMPONENTS	CERTIFICATION NEEDED
<ul style="list-style-type: none"> • EIs whose parents have completed an exemption waiver requesting that their child participate in the program • May include Initial Fluent English Proficient (IFEPs) students and Reclassified Fluent English Proficient (RFEPs), based on parental choice • Transitioning to English mainstream instruction does not mean transitioning from the Bilingual Alternative Program. Students can continue in the program after attaining reasonable English fluency per parent choice. <p>CELDT levels: ALL</p>	<ul style="list-style-type: none"> • Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition K-30 minutes 1st through 6th-45 minutes • Full Spanish language arts component comparable to ELA, for students whose primary language is Spanish • Separation of languages by time and space • English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency • Differentiated instruction in reading, writing, math, science and social science, delivered in Spanish or through Specially Designed Academic Instruction in English (SDAIE) utilizing state approved, district-adopted, standards based materials. • Primary language support to clarify, direct and explain. 	<ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential with Bilingual Cross-cultural, Language & Academic Development (BCLAD) authorization • Bilingual Cross-cultural, Language & Academic Development (BCLAD) credential • Bilingual Certificate of Competence (BCC) • University or District Internship Credential with BCLAD emphasis

**Marysville Joint Unified School District
Program of Instruction: ELM (with Acquisition Levels)**

ACADEMIC PROGRAMS FOR ENGLISH LEARNERS IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT MATRIX

MAINSTREAM ENGLISH PROGRAM English Language Mainstream (ELM)		
<p>The goal for English Language Learners in the Mainstream English Program is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. . Instruction is overwhelmingly in English. However, special support options are provided for EIs as needed.</p>		
STUDENTS SERVED	PROGRAM COMPONENTS for EIs	CERTIFICATION NEEDED
<ul style="list-style-type: none"> • Fluent English Proficient (FEP) students • Reclassified Fluent English Proficient students (RFEP) • ELL students whose parents/guardians have declined participation in Structured English Immersion Programs • ELL students who are “reasonably fluent” in English: <p>*The criteria for reasonable fluency in English include: Student’s overall proficiency level is Early Advanced or higher, and Each skill area proficiency level is Intermediate or higher.</p> <p>CELDT levels 4 or 5</p>	<ul style="list-style-type: none"> • Daily English Language Development /Academic Language Development (ELD/ALD) at the assessed stage of English acquisition <p style="text-align: center;">K-30 minutes 1st through 6th-45 minutes</p> <ul style="list-style-type: none"> • Differentiated instruction in reading, writing, math, science, and social science, delivered in English, using decreasing Specially Designed Academic Instruction in English (SDAIE) strategies. Use of state approved, district adopted, standards-based materials • Decreasing primary language support 	<ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential • CLAD/BCLAD or equivalent if an English Language Learner (ELL) is placed in the class • SB395 or SB1969 • BCC or LDS Certificate • General teaching credential or supplementary ESL authorization(ELD only) • University or District Internship Credential with BCLAD emphasis • California Teachers of EL(s) (CTEL) Certification <p>* Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant</p>

Appendix 1

English Learners in California Frequently Asked Questions

(published by California Board of Education)

The following are responses to generally asked questions regarding English Learners (ELs).

The frequently asked questions and answers are intended to assist school districts in implementing services to ELs. By no means does this collection represent all of the questions or scenarios.

- Introduction and Demographics
- Identification and Placement
- Curriculum and Instruction
- Parental Exception Waivers
- Staffing
- Testing, Assessment and Accountability
- Students with Disabilities
- Other Questions
- Acronyms
- References

Introduction and Demographics

California has the most diverse student population in the world, with more than 100 languages spoken in the homes of those students. Today, our student population is “majority-minority.” Forty-one percent of our students speak a language other than English at home, and a quarter of all California public school students are struggling to learn the English language in school.

Sadly, too many people view such diversity as a big problem. I don’t. Instead, I say: Imagine the potential of that diversity in today’s and tomorrow’s –global economy. If we educate these students well, our state would not only be able to compete more effectively, but it would be able to lead our nation and the world economically.

*Jack O’Connell, Superintendent of Public Instruction
State of Education remarks, 2006*

Nearly 1.6 million pupils in the kindergarten through grade twelve (K-12) public educational system in California, or one in four, are ELs. This represents almost one-third of the ELs in the nation. ELs are enrolled in almost every district and in the vast majority of schools in the state. Approximately 85 percent are Spanish speaking, 2.2 percent are Vietnamese speaking, and 1.5 percent are Hmong speaking.

ELs face the daunting task of learning the academic curriculum and a new language concurrently. They need to learn English quickly enough and fluently enough to

participate in academic work, and like all children, learn grade level mathematics, reading/language arts, social studies, and science.

The law governing the educational services for ELs is varied and consists of both state and federal requirements. Federal law clearly takes precedence over state law if there is a conflict. Therefore, districts must ensure that they comply with all federal requirements while also implementing state requirements. Applicable legal citations referenced are included in the responses, as appropriate.

Identification and Placement

1. Who is identified as an EL?

An EL is a K-12 student who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. These students are sometimes referred to as Limited English Proficient (LEP). The process for identification is described in the California English Language Development Test (CELDT) Assistance Packet for School Districts at <http://www.cde.ca.gov/ta/tq/el/assistancepkt.asp>.

2. What is the program placement for ELs in California?

An English language classroom is the placement for ELs in California, unless a parental exception waiver is granted for an alternative program. There are two types of English language classrooms: Structured English Immersion (SEI) and English Language Mainstream. SEI classrooms are designed for students with less than “reasonable fluency”. An English language mainstream classroom is designed for students with “reasonable fluency” or a “good working knowledge of English”. Typically, ELs scoring at the beginning to intermediate levels on the CELDT are considered to have less than “reasonable fluency” (California *Education Code* [EC] Section 305).

An EL shall be transferred from a SEI classroom to an English language mainstream classroom when the pupil has acquired a reasonable level of English proficiency (EC 305). However, at any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom (California *Code of Regulations* [CCR], Title 5, section 11301).

3. What is SEI?

SEI, also known as “Sheltered English Immersion”, is an English language acquisition process for young children in which nearly all classroom instruction is in English, but with curriculum and presentation designed for children who are learning the language (*EC 306*).

Typically, SEI includes: (1) English language development (ELD) appropriate to each student’s level of English proficiency, (2) content instruction utilizing specially designed academic instruction in English (SDAIE) whenever needed for full access to the core, and (3) may include primary language support. Usually, SEI is for ELs scoring at the beginning through intermediate levels on CELDT.

The California Department of Education (CDE) has consistently advised LEAs of their legal obligation to provide the minimum program elements of ELD, formerly known as ESL, and access to the core curriculum (*Castaneda v. Pickard*, 1981). See question 19 for additional information regarding ELD.

4. Must all ELs be enrolled in an SEI program for one year?

ELs who lack reasonable fluency in English, as defined by the district, must be placed in a SEI program unless their parent/guardian requests placement in an English language mainstream classroom or is granted a parental exception waiver for an alternative program. Of course, all ELs must receive additional and appropriate educational services until they are reclassified (*EC 305, CCR, Title 5, sections 11301 and 11302*).

5. May EL students be re-enrolled in a SEI program?

Yes. An English learner may be re-enrolled in a structured English program not normally intended to exceed one year if the pupil has not achieved a reasonable level of English proficiency unless the parents or guardians of the pupil object to the extended placement (CCR, Title 5, section 11301).

6. What is a Dual Language Program or Two-Way Immersion Program?

Two-way immersion programs integrate language minority students (ELs) and language majority students (English speakers) in order to develop their bilingualism and biliteracy in English and another language. In two-way programs, the model selected generally prescribes the amount of time spent in the target (non-English) language. Dual Language Program or Two-Way Immersion Program is one of the instructional delivery approaches under the alternative program. For more information, please visit <http://www.cde.ca.gov/sp/el/ip>.

7. What does a parent need to do to have his/her child placed in an English language mainstream classroom?

The parent/guardian of an EL need only request this placement. This does not entail going through the waiver process. (*CCR, Title 5, sections 11301[b]*).

8. What does a parent need to do to have his/her child placed in an alternative program?

The parent/guardian may request a waiver to allow his/her child to participate in an alternative program following local district waiver procedures. The final decision to grant or deny the request lies with the principal and educational staff who must apply the standard found at *CCR*, Title 5, section 11309(b)(4).

9. Must students under waiver option EC 311(c) be placed in an English language classroom for 30 days each year?

No. EL students with approved waivers need only be placed in an English language classroom for 30 days in their initial school year in California. Although the waiver request must be submitted annually, in subsequent years the student need not repeat the 30 day trial period.

10. Where may SEI take place?

SEI may take place in any educational setting where the teacher is qualified to provide it.

11. Where can we get information about developing programs for linguistically and culturally diverse students?

CDE has a list of resources with information about developing programs for linguistically and culturally diverse students at <http://www.cde.ca.gov/sp/el/er>.

Curriculum and Instruction

12. What responsibilities do districts have to provide full access to grade-level core curriculum for ELs?

Districts must ensure that all students meet grade-level core curriculum standards within a reasonable amount of time. If a district chooses to emphasize ELD before full access to the core curriculum or if the student does not comprehend enough English to allow full access to the core curriculum, the district must develop and successfully implement a plan for ELs to recoup any and all academic deficits before the deficits become irreparable (*CCR*, Title 5, sections 11302[a] and [b]).

13. What are the ELD standards?

The *English-language Development Standards* are designed to supplement the English-language arts content standards to ensure that LEP students (now called ELs in California) develop proficiency in both the English language and the concepts and skills contained in the English-language arts content standards. The standards are designed to assist teachers in moving ELs to fluency in English and proficiency in the English-language arts content standards. The ELD standards were also used

to develop the CELDT. The ELD standards can be downloaded at <http://www.cde.ca.gov/ta/tg/el/admin.asp>.

(English-Language Development Standards for California Public Schools, 1999)

14. Must the language of instruction used by the teaching personnel in an English language classroom be “overwhelmingly” the English language?

Yes. In all English language classrooms, the language of instruction used by the teaching personnel must be “overwhelmingly” the English language. In SEI programs however, “nearly all” classroom instruction is in English. It is the responsibility of each district to define “overwhelmingly” and “nearly all” in order to determine how much primary language instruction or support is permitted (EC 306 and 310).

15. May primary language literacy development take place in California schools?

Although instruction in English language classrooms must be overwhelmingly in English, instruction need not be exclusively in English. In alternative programs, instruction may be provided in English as well as in a language other than English.

16. How long must districts provide services to ELs?

School districts are required to *continue to provide additional and appropriate educational services to English learners until they have demonstrated English-language skills comparable to that of the district’s average native English-language speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum (CCR, Title 5, section 11302)*. Services must continue until ELs meet objective reclassification criteria (EC 313). This means that EL students must be provided with ELD and SDAIE, as needed, and/or primary language instruction until they are redesignated as fluent English proficient (FEP).

17. Does a district have any responsibility for monitoring redesignated/reclassified students?

Yes. Districts receiving Title III funds are required under No Child Left Behind (NCLB) to monitor students for two years after redesignation (NCLB, Section 3121[a][4]).

18. May SDAIE in content classes be considered part of SEI?

Yes. However, ELD must also be part of the defined SEI. SDAIE is defined, for purpose of teacher credentialing, as *instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient pupils*. SDAIE is an instructional methodology, not a program (EC 44253.2[b]).

19. Are all ELs required to receive ELD appropriate to their English proficiency level?

Yes. During the regular day, differentiated ELD instruction appropriate to the English proficiency level of each EL must be provided by an authorized teacher until the student is reclassified. Districts are to provide ELs with instruction using whatever materials are deemed appropriate that are specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively. The law does not require a specific number of minutes of ELD for all ELs. Each district has the discretion to determine the amount of time appropriate for students at different English language proficiency levels. The district should have a rationale for the scheduling and amount of ELD students are receiving that bears relation to progress in English (*Castañeda v. Pickard*, 1981). For the suggested amount of instructional minutes for ELD, consult the State Board of Education (SBE) adopted criteria for reading/language arts/ELD instructional materials contained in the 2008 Framework posted at <http://www.cde.ca.gov/ci/rl/cf>.

20. Is it mandatory to provide EL services to pupils whose parents do not want their children to receive those services?

Parents may request that their children be exempted from a specific instructional setting (*CCR*, Title 5, section 11301 (b)). However, districts still have an obligation to ensure that students receive ELD and access to other core content areas from teachers who are qualified to provide such instruction (*Castañeda v. Pickard*, 1981).

21. What are the options for introducing English Literacy?

In English Language classrooms (SEI and mainstream) English literacy is introduced immediately. In alternative classrooms, literacy is also introduced immediately; the formal introduction of English literacy depends on the program design.

22. What instructional materials can LEAs use to provide ELD instruction?

Districts and schools have a variety of resources and instructional materials available to support ELD instruction.

For grades kindergarten through grade eight, state-adopted materials contain ELD support components. In addition, the current list includes intervention materials for ELs. The list of state-adopted reading/language arts materials is available on the CDE Web site at <http://www.cde.ca.gov/ci/rl/im>.

For grades nine through twelve, there are no state-adopted instructional materials. Local district governing boards adopt instructional materials for use in their high schools.

Districts may also use the correlation matrices of English-language arts and ELD standards that are found at <http://www.cde.ca.gov/ci/cr/cf/corrmatrixes.asp>. These correlation matrices were developed for the review of supplemental instructional materials for ELs under Senate Bill (SB) 1113. The list of instructional materials

approved for purchase by districts under this program is at <http://www.cde.ca.gov/be/ag/ag/yr05/documents/bluesep05item27a1.pdf>.

23. What materials should be provided to our ELs?

ELs must be provided standards-aligned instructional materials. For kindergarten through grade eight, these are state-adopted instructional materials in mathematics, science, reading/language arts, and history-social science that are consistent with the content and cycles of the curriculum frameworks and include universal access features that address the needs of ELs. For grades nine through twelve local governing boards should adopt standards-aligned materials for all students that include universal access features. More information is available at <http://www.cde.ca.gov/ci/cr/cf/williamsimfaq.asp>.

PARENTAL EXCEPTION WAIVERS

24. When are parental exception waivers required?

When the parent/guardian of an EL wishes to have his/her student placed in a program that is an alternative to SEI, or an English language mainstream classroom, a waiver is required. An alternative program is likely to be some form of bilingual education such as the Two-Way program (EC 310,311).

25. Are districts obligated to establish a parental exception waiver process?

Yes. School districts must establish procedures for granting parental exception waivers. These procedures must be approved by the local governing board. (CCR, Title 5, section 11309; EC 310 and 311)

26. What is the standard that schools and districts must use in making decisions to grant or deny a parent's waiver request?

Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program . . . would not be better suited for the overall educational development of the pupil (CCR, Title 5, section 11309 [b][4]).

27. If I am denied a parental exception waiver, what are my options?

In cases where a parental exception waiver is denied, parents/guardians must be informed in writing of the reason(s) for denial and advised of any procedures that exist to appeal the decision to the local board of education or their right to appeal to a court. A parent may also request a SBE review of the district's waiver procedure.

Parents always have the right to address the district's board of education regarding any issues of concern. Parents may also file a formal complaint under the district's Uniform Complaint Procedures (CCR, Title 5, sections 11309 [d]).

28. If an alternative program is not offered at a specific school site, is the district obligated to provide transportation to a district school where an alternative program is available?

If the district provides transportation to other optional or voluntary programs, such as magnet programs, academies, or other alternative programs, it must provide transportation to the alternative program that is available.

29. Are there resources to assist LEA staff in locating parental notification documents translated into non-English languages?

Yes. The Clearinghouse for Multilingual Documents (CMD) is a Web-based resource that provides information about public and secondary educational documents translated into non-English languages by California educational agencies. Developed by the CDE, the CMD helps districts and county offices to locate useful translations of parental notification documents and reduce redundant translation efforts. In so doing, the CMD helps schools to meet state and federal requirements for document translation and parental notification, including the requirements in *EC 48985*, the NCLB Act of 2001, and other legislation. More information is available at <http://www.cde.ca.gov/ls/pf/cm/>.

STAFFING

30. Are the Bilingual Cross-cultural Language and Academic Development (BCLAD), Cross-cultural Language and Academic Development (CLAD), or their equivalent authorizations required to teach ELs?

Yes. The type of authorization required depends on the type of instruction provided to ELs. More information is available at <http://www.ctc.ca.gov>.

31. Does California state law require that teachers of ELs attain authorization to provide instruction to ELs?

Yes. Specific requirements are provided in the CDE's FAQs for Teacher Authorization for ELs in California at <http://www.cde.ca.gov/sp/el/t3>.

32. Do the Highly Qualified Teachers Credentialing Requirements for ELs also apply to Teachers from Abroad?

Yes. Out-of-state and foreign nationals must fully meet the Highly Qualified Credentialing Requirements. Foreign nationals have one year to pass the California Basic Educational Skills Test. During the first year in California they are considered highly qualified if they are eligible and apply for any of the approved California Commission on Teacher Credentialing credentials. Federal law requires that J-1 visa exchange visitors return to their home country after three years. During the first year in California, foreign nationals may obtain the emergency BCLAD authorization to work with ELs in regular classroom settings and some special education assignments. Since most of the teachers are "not new" to the profession, they

benefit from the High Objective Uniform State Standards of Evaluation (HOUSSE) options.

HOUSSE options, as currently established, are effective until June 30, 2007. For more information regarding Highly Qualified Teachers Credentialing Requirements and HOUSSE, visit <http://www.cde.ca.gov/nclb/sr/tq/nclb04faqs.asp>.

Testing, Assessment and Accountability

33. What is the California ELD Test?

Federal and state laws require a state test of English language proficiency that school districts must give to students who are ELs. The California test is called the CELDT. All students whose primary language is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to ELs until they are reclassified as fluent English proficient. More information on the CELDT is available at <http://www.cde.ca.gov/ta/tg/el/assistancepkt.asp>.

34. What is the purpose of the CELDT?

The purpose of the CELDT is: (1) to identify new students who are ELs, in kindergarten through grade twelve; (2) to determine their level of English proficiency; (3) to monitor their progress in learning English on an annual basis; and (4) to determine when students have met one of the criteria to be reclassified to FEP status. The Assistance Packet for School Districts/Schools includes facts about the CELDT, release dates of test results, CELDT accommodations, reclassification, and communicating results with parents/guardians. It is available at <http://www.cde.ca.gov/ta/tg/el/assistancepkt.asp>.

35. Can parents opt to have their students exempted from taking the CELDT?

No. Parents cannot “opt out” of the CELDT because English language proficiency assessment is both a federal (NCLB Title I, section 1111[b][7] and Title III, 2002) and state requirement (EC 313).

36. Are ELs required to take the tests in the Standardized Testing and Reporting (STAR) program?

Yes. All students in grades two through eleven participate in the STAR program, including students with disabilities and students who are ELs. In addition to the tests administered in English, all Spanish-speaking ELs who have been enrolled in a school in the United States for less than 12 months or who receive instruction in Spanish regardless of how long they have been in school in the United States, must take the designated primary language test (DPLT), currently the Aprenda 3 (EC 60640).

Students whose parents or guardians have submitted written requests to exempt them from STAR program testing do not take any tests (EC 60615). More information is available at <http://www.cde.ca.gov/ta/tg/sr>.

Standards-Based Tests in Spanish (STS) for reading/language arts and mathematics are currently being developed for grades two, three, and four, and field testing is anticipated for fall of 2006. The tests are to replace the DPLT (Apenda 3) as each grade becomes operational. The STS blueprints, approved by the SBE, can be viewed at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

For more information on the California Assessment System, a chart is available at <http://www.cde.ca.gov/ta/tg/sa/caassessment.asp>.

37. What assistance can be provided to ELs when taking the tests in the STAR program?

ELs may use translation glossaries or word lists (English-to-primary language) that do not include definitions or formulas for all subjects, except English-language arts. They also may have the test directions translated for them and ask clarifying questions in their own language for all subjects, including English-language arts. These variations are described on the last page of the Matrix of Test Variations, Accommodations and Modifications for Administration of California Statewide Assessments available at <http://www.cde.ca.gov/ta/tg/sr>.

38. Are there established guidelines for school districts to use in reclassifying ELs to fluent English proficient?

The SBE has established guidelines, based on *EC 313(d)*, for school districts to use in reclassifying students from EL to fluent English proficient. The guidelines are listed in the CELDT Assistance Packet for School Districts/Schools at <http://www.cde.ca.gov/ta/tg/el/documents/section2astpkt.pdf>.

39. How can districts evaluate ELs to get a comprehensive view of the student's academic standing?

To get a comprehensive view of a student's academic standing, districts should utilize all available standardized assessments (i.e. STAR results, CELDT results, Apenda 3 results, STS results, etc.) as well as district assessments, academic coursework, and relevant program information. The goal should be to monitor student's progress to ensure students are gaining English proficiency and improving their academic knowledge.

40. What are Annual Measurable Achievement Objectives (AMAOs)?

Title III requires that states hold LEAs accountable for meeting three AMAOs for ELs. The AMAOs were approved by the SBE. The first AMAO relates to making annual progress on the CELDT, the second relates to attaining English proficiency, and the third AMAO relates to meeting Adequate Yearly Progress by the EL subgroup. A description of the AMAOs is available at <http://www.cde.ca.gov/sp/el/t3/acct.asp>. For more information regarding Title III, visit <http://www.cde.ca.gov/sp/el/t3>.

STUDENTS WITH DISABILITIES

(Special education and Section 504 Accommodation Plan students)

41. Will a student's Individualized Education Program (IEP) or 504 Accommodation Plan take precedence over provisions of Proposition 227?

Yes. The requirements in a student's IEP or Section 504 Accommodation Plan are federal legal requirements and take precedence over the provisions of Proposition 227. If either plan calls for primary language instruction, the student does not need a parental exception waiver to receive such instruction. State and federal law require that ELs with an IEP or a federal 504 Accommodation Plan continue to receive the programs and services that address the student's special needs, including linguistically appropriate goals and objectives. At a minimum, instructional and linguistic services must include the provision of ELD and full access to the core curriculum as specified in the student's written program or plan.

42. What if an IEP or 504 Accommodation Plan clearly states that no standardized tests are to be given?

An IEP is required to state **how** a student is to be tested for English proficiency, not **if** a student is to be tested for English proficiency. A student's IEP team can determine that the student is severely disabled and that an alternate assessment is to be used for all or any portion of the CELDT or that a student is to be assessed with the CELDT using appropriate accommodations or modifications. IEPs must list accommodations, modifications, or alternative assessment for any or all sections L, S, R, and W. IEP teams should consult the Special Education Accommodations/Modifications Matrix for California Statewide Assessments to determine specific testing variations. The matrix is located on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa/documents/matrix5.pdf>.

43. What services and types of instruction must ELs receive when following an IEP or a Section 504 Accommodation Plan?

An IEP or Section Accommodation 504 teams must determine which services are appropriate for ELs, based on their particular disabilities and level of English proficiency. Regardless of services prescribed, ELs must also receive ELD instruction.

44. For ELs with an IEP or Section 504 Accommodation Plan, are parent notifications, administration of assessments, and evaluation results only to be provided in English?

No. State and federal law continue to require that parent notifications for ELs be provided in the parent's primary language unless it is not practicable. Student assessments must be conducted in the student's primary language. If it is clearly not feasible or appropriate, the student must still receive valid alternative assessments.

The results of the assessments must be presented to the parents in a language that they can understand (*CCR*, Title 5, sections 3040 [b] and *EC* 56320[a]).

45. Who should refer an EL for Special Education and under what circumstances?

All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected. Parents may also request an assessment in writing. IEP teams must determine whether an EL student meets the eligibility criteria for special education and requires special education and related services in order to benefit from this educational program. A determination that the learning difficulty is not the result of cultural or linguistic diversity is also made. Students should not be referred for special education solely on the basis that they do not understand or are limited in their ability to understand English. To do so would violate both state and federal laws which protect the educational rights of these children.

46. What credentials or qualifications are required for teachers of ELs with disabilities?

All linguistic and academic services for ELs with disabilities described in their IEPs or Section 504 Accommodation Plans must be provided by qualified teachers who have credentials that authorize instruction to students with disabilities and ELs.

Special education instruction must be provided by:

(1) a teacher with both a special education and the appropriate EL credential or certificate (BCLAD, CLAD, SB 1969, or SB 2913); or (2) by a team of teachers with the appropriate credentials.

OTHER QUESTIONS

47. What is the Language Census (R-30)?

It is an annual data collection on students with non-English language backgrounds. It includes data pertaining to EL and FEP students, instructional settings, staff who provide services to ELs and other related information. (*CCR*, Title 5, section 1307). Frequently asked questions are available at <http://www.cde.ca.gov/ds/sd/lc/faq.asp>.

48. Are school and district English Learner Advisory Committees required?

Yes. These committees are still required and their legal responsibilities remain unchanged (*CCR*, Title 5, section 11308).

49. Does the CDE review districts' compliance with EL regulations?

All schools are subject to review through the Categorical Program Monitoring. More information is available at <http://www.cde.ca.gov/ta/cr/cc>.

50. Are schools still required to provide information to parents in their primary language?

Yes. When 15 percent or more of the pupils enrolled in the school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent/guardian of any such pupil must, in addition to being written in English, be written in such primary language, and may be responded to by the parent or guardian in English or in the primary language. In addition, federal law requires that schools and districts provide information in an understandable format and to the extent practicable in a language that is understandable to the parent, regardless of percentage of students that speak a language other than English (*EC 48985; NCLB 1111[h][6][C] and 3302 [c]*).

51. When is the use of primary language permitted for instruction for pre-school for ELs?

There are no statutory provisions that address the use of the primary language in programs designed for pre-school pupils. LEAs, unless required by the legal provisions of a specific funding source, have flexibility in deciding the use of instructional approaches that use the primary language as a medium of instruction or the objective of instruction.

52. Is it mandatory for ELs to attend zero period to receive intervention?

No. Zero period is typically a before or after school program and is not state mandated. The decision to provide intervention in the form of a zero period is a local decision. Intervention requirements for state-monitored schools are available at <http://www.cde.ca.gov/ta/lp/vl/documents/egaps.pdf>.

53. May ELs participate in Reading First?

Regardless of program placement, any EL student may participate in Reading First. The program is available in English and has two parallel versions in Spanish (*Foro Abierto* and *Lectura*). It should be noted that the goal of Reading First is to have students reading at grade level **in English** by the end of grade three.

ACRONYMS

AMAO:	Annual Measurable Achievement Objective
BCLAD:	Bilingual cross-cultural language and academic development
CELDT:	California English Language Development Test
CLAD:	Cross-cultural language and academic development
DELAC:	District English learner advisory committee
EIA-LEP:	Economic impact aid-limited-English proficient
EL:	English Learner
ELD:	English language development
ELAC:	English learner advisory committee
FEP:	Fluent-English proficient
I-FEP:	Initial fluent-English proficient
LEP:	Limited-English proficient
L1 :	Primary language
R-FEP:	Redesignated fluent-English proficient
R-30:	Annual Language Census Report (form R30-LC)
SDAIE:	Specially-designed academic instruction in English
SEI:	Structured English immersion
STS:	Standards-Based Test in Spanish