

## Chapter 2: Instructional Programs

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Modifications to chapter based on discussions in meeting of EL Task Force on 11/29/12 and 12/18/12

**Draft 4 – 12/18/12**

## **Instructional Programs for English Learners**

### **Elementary School Programs (TK-5)**

#### ***Alternative Programs for English Learners***

The district is committed to providing two bilingual alternatives: a Two-Way Immersion program and a Developmental Bilingual program. The Two-Way Immersion Program will be implemented within a feeder system, at one school within each grade span: 1 elementary, 1 middle and 1 high school. The Developmental Bilingual program will be implemented in one or more feeder patterns depending on student need as consistent with *California Education Code (EC) Section 310-311*. The district's intent is to eventually establish both of these programs in Transitional Kindergarten/Kindergarten through 12<sup>th</sup> grades. The goal of both programs is that students become bilingual and biliterate, and earn the California State Seal of Biliteracy. For this reason, participating English learners may continue to participate in the program after they have been reclassified. This is consistent with the district's adoption of the State Seal of Biliteracy.

These programs will be established starting at the Transitional Kindergarten/Kindergarten and first grade levels and one grade level will be added per year. Both programs will be evaluated annually (see the evaluation design in Chapter 6). If results are positive and there is sufficient demand, they will be expanded in due course to the middle and high school levels.

## Revisions with Superintendent’s & ELCC Input

1/15/13

### Two-way Immersion Program

This is an enrichment program designed for native English speakers, Spanish speaking students at all levels of English language proficiency, and students of other language backgrounds who are fluent in English. Program recruitment efforts will be aimed at enrolling equal numbers of Spanish speaking English learners, fluent English proficient students and English Only Students. The goal of the program is to develop academic language proficiency in English and Spanish, master grade level core standards, and develop cultural proficiency.<sup>1</sup> Students are expected to demonstrate mastery of English language development standards and grade level content standards as measured by district-approved and state assessments in both languages beginning in Transitional Kindergarten/Kindergarten. Classes consist of Spanish-speaking English learners and English speaking students who are not English learners (Fluent English proficient and English only students). The program includes daily, leveled English Language Development for Spanish-dominant students and Spanish as a Second Language for English dominant students. English learners and English proficient students are mixed in the same classroom and receive instruction in both languages daily. However, care is taken to avoid concurrent translation and language mixing during times specified for instruction in each language.

**Table 2.3: Elementary School Two-way Immersion Program Components**

Program Recipients	Program Elements	Staffing
<ul style="list-style-type: none"> <li>• Native English speaking students</li> <li>• English learners at all levels of language proficiency, whose primary language is Spanish and who have an approved Parental Exception Waiver</li> <li>• Students of other language backgrounds who are proficient in English</li> <li>• Parents must apply for program participation and sign a contract regarding active participation</li> <li>• Acceptance is based on parental choice, prior participation, language proficiency and space availability</li> <li>• Students may enter the program at TK, K or 1<sup>st</sup> grade only, unless they are able to demonstrate grade level skills in both languages</li> <li>• Students continue to participate in the program after they develop proficiency in English and in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• District-adopted-ELD and core curriculum materials aligned to the Common Core</li> <li>• Core instruction taught in English and Spanish. Students receive approximately 50% of their instruction in English and 50% in Spanish in each subject area</li> <li>• Team teaching, with a Spanish proficient teacher and an English proficient teacher at each grade level to serve as language models</li> <li>• Transferable skills/concepts are taught in either English or Spanish, maintaining 50-50 language allocation</li> <li>• Non-transferable skills/concepts are taught in both English and Spanish</li> <li>• SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum</li> <li>• All lessons include language objectives to help access the core curriculum and for further development of the language needed for the academic task, in English and Spanish</li> <li>• Primary language (L1) support as needed</li> <li>• TK-5 - Daily, leveled ELD instruction for ELs – minimum of 30 minutes, not to include passing time</li> <li>• Sites are encouraged to consider longer ELD instruction to meet student needs, as determined by data analysis</li> <li>• No more than two contiguous levels per ELD group</li> <li>• Daily Spanish language development instruction for students whose primary language is English.</li> <li>• All second language instruction must include listening, speaking, reading, and writing</li> <li>• Development of cultural proficiency and positive self-esteem</li> <li>• Use of culturally relevant materials</li> <li>• Materials include print, audio, visual, graphic, and</li> </ul>	<ul style="list-style-type: none"> <li>• BCLAD or equivalent teachers.</li> <li>• CLAD teachers may partner with BCLAD in teaming situations, to conduct English language instruction</li> <li>• All teachers should be culturally proficient<sup>1</sup></li> <li>• BCLAD Special Education staff</li> <li>• Bilingual (BCLAD preferred) substitute pool</li> </ul>

<sup>1</sup> Cultural proficiency is the knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.

**Revisions with Superintendent's & ELCC Input**  
**1/15/13**

	<p>electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials.</p> <ul style="list-style-type: none"> <li>• Full-day Transitional K/Kindergarten</li> </ul>	
<p><b>Special Support Options for English Learners in Two-way Programs may include:</b></p> <ul style="list-style-type: none"> <li>• Targeted tutoring in both languages based on student immersion needs</li> <li>• Specialized instruction by personnel with literacy and EL expertise</li> <li>• Participation in Benchmark, Strategic, and/or Intensive interventions</li> <li>• Before and/or after school intervention programs</li> <li>• Support for students with special needs, such as migrant, homeless, foster, transient</li> <li>• Summer school for targeted students not making adequate progress</li> <li>• Access to full range of Special Education services as needed (from SST to IEP/504 plan) – e.g., Bilingual Resource program</li> <li>• Other appropriate services</li> </ul>		

**Revisions with Superintendent’s & ELCC Input**  
**1/15/13**

**Developmental Bilingual Program**

This is an alternative program of instruction designed for Spanish speaking students who are still working toward achievement of English Proficiency. Students in this program must have a strong command of the Spanish language as determined by district assessments. This is an enrichment program with the goals of developing academic language proficiency in English and Spanish, mastering grade level core standards, and developing cultural proficiency. In addition, the program includes daily, leveled English Language Development. Students are expected to demonstrate mastery of English Language Development standards and grade level content standards as measured by district-approved and state assessments in both languages. Students typically continue in the program after attaining proficiency English.

**Table 2.4: Elementary School Developmental Bilingual Program Components**

<b>Program Recipients</b>	<b>Program Elements</b>	<b>Staffing</b>
<ul style="list-style-type: none"> <li>• Priority for admission to the program will be given to Spanish-speaking English learners at beginning levels of English language proficiency, whose primary language is Spanish</li> <li>• Spanish-speaking IFEP students may also participate.</li> <li>• Parents must have an approved Parental Exception Waiver for program participation</li> <li>• Acceptance is based on parental choice, prior participation, language proficiency and space availability</li> </ul>	<ul style="list-style-type: none"> <li>• District-adopted ELD and core curriculum materials aligned to the Common Core</li> <li>• Core instruction taught in English and Spanish. Students receive approximately 50% of the instruction in English and 50% in Spanish in each subject area.</li> <li>• Team teaching, with a Spanish proficient teacher and an English proficient teacher at each grade level to serve as language models</li> <li>• Transferable skills/concepts are taught in either English or Spanish, maintaining 50-50 language allocation</li> <li>• Non-transferable skills/concepts are taught in both English and Spanish</li> <li>• SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum</li> <li>• All lessons include language objectives to help access the core curriculum and for further development of the language needed for the academic task in English and Spanish</li> <li>• Primary language (L1) support as needed</li> <li>• TK-5 Daily, leveled ELD instruction for ELs – minimum of 30 minutes, not to include passing time</li> <li>• Sites are encouraged to consider longer ELD instruction to meet student needs, as determined by data analysis</li> <li>• No more than 2 contiguous levels per ELD group</li> <li>• ELD instruction must include listening, speaking, reading, and writing</li> <li>• Development of cultural proficiency and positive self-esteem</li> <li>• Use of culturally relevant materials</li> <li>• Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental materials.</li> </ul>	<ul style="list-style-type: none"> <li>• BCLAD or equivalent teachers</li> <li>• CLAD teachers may partner with BCLAD in teaming situations, to conduct instruction in English</li> <li>• All teachers should be culturally proficient<sup>2</sup></li> <li>• BCLAD Special Education staff</li> <li>• Bilingual (BCLAD preferred) substitute pool</li> </ul>
<p><b>Special Support Options for English Learners in Developmental Bilingual Programs may include:</b></p> <ul style="list-style-type: none"> <li>• Targeted tutoring based on student needs</li> <li>• Specialized instruction by personnel with literacy and EL expertise</li> <li>• Participation in Benchmark, Strategic, and/or Intensive interventions</li> <li>• Before and/or after school intervention programs</li> <li>• Support for students with special needs, such as migrant, homeless, foster, transient</li> <li>• Summer school for targeted students not making adequate progress</li> <li>• Access to full range of Special Education services as needed (from SST to IEP/504 plan) – e.g., Bilingual Resource program and other appropriate services</li> </ul>		

<sup>2</sup> See definition of cultural proficiency in the prior footnote (p. 3).

## **Middle and High School Programs (Grades 6-12)**

### ***Special Programs for Newly Arrived Students and Students with Interrupted Schooling***

#### **World Academy Program for Newly Arrived English Learners, Grades 6-12**

The goals of this program are for students to attain academic English proficiency skills that will allow them to: master basic academic skills, pass the High School Exit Examination, and graduate from high school prepared for living-wage employment and a post-secondary educational program. The World Academy Program is designed for rapid acquisition of English until the student reaches the Intermediate level.\* Students are expected to spend between six months and one year in the program, and to meet benchmarks for ELD 1 and ELD 2 coursework during that time. The program includes, but is not limited to, the following characteristics:

- Students are expected to accelerate through ELD levels 1 and 2 within one year.
- The program has an extended school year schedule.
- Student progress is evaluated each quarter (or semester), and students are given the opportunity to advance within the program or exit the program at those times, based on the progress they have made in ELD and academic coursework.
- Students exit from the program after one year, or when they reach overall CELDT Level 3 (Intermediate), whichever is sooner. In a small number of cases, students who have not made adequate progress in the first year may be allowed to continue in the program for a second year. For example, students who enter the program at mid-year or students who are not literate in their primary language.
- The program has clear entrance and exit criteria.
- The program will be implemented at separate sites for middle and high school students.
- Students will have the right to remain at the school site where the World Academy is located after transitioning out of the World Academy program.
- The World Academy Program will include students with interrupted schooling as well as other newcomer students. Students with interrupted schooling will be assisted to accelerate their academic progress until they are able to perform on grade level.

*\*The State of California is currently involved in a modification of the CELDT test in order to align it with a new system of language proficiency levels that underlie the newly adopted ELD standards that are aligned to the Common Core Standards. As the new CELDT test is developed and implemented over the next five years, it will be necessary to modify the Master Plan to incorporate these changes as the state moves from development to implementation.*

#### **High school program characteristics**

- Coursework in the World Academy program will count toward completion of graduation requirements.
- Preference is for a TESOL teacher to teach the ELD courses.

**Revisions with Superintendent's & ELCC Input**  
**1/15/13**

**Draft secondary course schedule for the World Academy**

English Learners will be given priority when the Master Schedule is developed. This will ensure that they will receive access to the electives that they require.

<b>Period</b>	<b>Year 1</b>
1 <sup>st</sup>	ELD
2 <sup>nd</sup>	ELD
3 <sup>rd</sup>	Math
4 <sup>th</sup>	ELD
5 <sup>th</sup>	Art or other elective Spanish for Spanish Speakers
6 <sup>th</sup>	PE
Additional Period(s)	Science

This program has an intensive English Language Development focus for World Academy students. It differs from a regular ELD program in that a content subject breaks up the three blocks. Students are in a self-contained classroom for a part of the day, with a three-period integration schedule.

**Revisions with Superintendent's & ELCC Input**  
**1/15/13**

**Table 2.8: Middle and High School World Academy Program Components**

Program Recipients	Program Elements	Staffing
<p>Immigrant students with less than 2 years in the US whose CELDT scores are Level 1 (Beginning) or Level 2 (Early Intermediate)*</p>	<ul style="list-style-type: none"> <li>• District-adopted ELD and core curriculum materials aligned to the Common Core will be used</li> <li>• Intensive English Language Development (3 periods per day), leveled and designed to accelerate English acquisition to the intermediate level</li> <li>• Core content instruction taught in English, the target language, a minimum of one period per day within the sheltered classroom</li> <li>• A minimum of 1 period per day in mainstream courses outside the Academy (such as PE, art, other electives that emphasize activity and interaction among students, and do not pose advanced language challenges)</li> <li>• SDAIE (Specially Designed Academic Instruction in English) strategies used in all courses to access core curriculum</li> <li>• Primary language (L1) and primary language literacy support when available</li> <li>• All lessons include language objectives to help access the core curriculum and for further development of language needed for the academic task</li> <li>• ELD Instruction must include listening, speaking, reading, and writing</li> <li>• Development of cultural proficiency and positive self-esteem</li> <li>• Use of culturally relevant materials</li> <li>• Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core adoptions, as well as supplemental materials.</li> <li>• Primary language instruction will be provided when requested by a sufficient number of parents of newcomer ELs, via the waiver process. This may include grade-level content instruction in any core content areas: science, mathematics, language arts and/or social science.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers – including classroom teachers, Special Education teachers and support staff -- must be appropriately certified with a CLAD or equivalent EL certification. The assignment of a BCLAD teacher is the best method for providing primary language support.</li> <li>• Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher's direction, provide primary language support as needed in the content areas. Preference is for a BCLAD teacher, or for a CLAD who is bilingual/biliterate</li> </ul>
<p><b>Special Support Options for English Learners in the World Academy Program may include:</b></p> <ul style="list-style-type: none"> <li>• Targeted tutoring based on student needs</li> <li>• Specialized instruction by personnel with literacy and EL expertise</li> <li>• Participation in Benchmark, Strategic, and/or Intensive interventions</li> <li>• Before and/or after school intervention programs</li> <li>• Support for students with special needs, such as migrant, homeless, foster, transient</li> <li>• Summer school for targeted students not making adequate progress</li> <li>• Special Education support for students with Individualized Education Plans (IEPs)</li> <li>• Other appropriate services</li> </ul>		



## **Revisions with Superintendent's & ELCC Input**

**1/15/13**

### **Students with Interrupted Schooling, Grades 6-12**

Newly arrived students with interrupted schooling will be eligible to participate in the World Academy program. Those who test at the Intermediate level on the CELDT will be enrolled in a one-period Intermediate ELD course designed especially to meet the needs of students with interrupted schooling.\*

*\*The above statements will need revision after the new CELDT test is developed and implemented.*

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