

MULTILINGUAL LEARNER MASTER PLAN



SUPERINTENDENT

Marie Morgan

BOARD MEMBERS

Heidi Hernandez Gatty

Wenlei Johnson

Aimee Moss

Zetta Reicker

Sarah Tallach

960 Ygnacio Valley Road
Walnut Creek, California 94596
925.944.6850

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Chapter 1:
EQUITABLE, COHERENT, AND
SUSTAINABLE SYSTEMS

Component #1: Commitment & Purpose

The WCSD Multilingual learner Master Plan is aligned with the [California English Learner Roadmap \(ELR\) policy](#). At present, English learners (ELs) is the term used in federal policy, legislation, and court cases. However, we uphold the potential for multilingualism and use the term multilingual learners (MLs) throughout this document to acknowledge the assets our ELs bring and to leverage their multilingualism as a resource.

The reauthorization of the Elementary and Secondary Education Act (ESEA) as the Every Student Succeeds Act (ESSA, 2015)⁵ holds LEAs, along with schools, accountable for educating ELs and includes requirements for standardization of identification and reclassification processes for Multilingual Students. With the passage of [Proposition 58](#) (California Ed.G.E. – Education for a Global Economy, 2016), Californians overwhelmingly (73.5%) repealed Prop 227 and overturned 18 years of restrictive language policies. This was followed by the historic state board of education’s adoption of the [California English Learner Roadmap](#) policy (2017), and the publication of the [Global California 2030 Initiative](#) (2018). These most recent policies and initiatives pave the way for LEAs to recommit, reimagine, and reignite the collective will to develop and implement an LEA Multilingual Learner Master Plan that goes beyond the minimum compliance requirements and alignment to the Castañeda standard (1981), which mandates that programs for language-minority students must be: 1) based on a sound educational theory, 2) implemented effectively with sufficient resources and personnel, and 3) evaluated to determine whether they are effective in helping students overcome language barriers. As a whole, federal and state guidelines comprise language and education policies that offer educators and community members the opportunity to apply and focus these in their specific contexts.⁶

WHY A MULTILINGUAL LEARNER MASTER PLAN?

The Multilingual Learner Master Plan for Walnut Creek School District (WCSD) provides guidance and direction to all educational partners. It highlights the policies, programs, and instructional strategies to be used to ensure academic achievement and English language proficiency for all MLs. It functions as a strategic educational guide for our schools to ensure that our multilingual/English learners¹ access and participate in equitable learning contexts that maximize their linguistic, cultural, academic, and social-emotional talents across school sites within our district. The WCSD community of leaders and educators will implement and monitor this plan to ensure articulation and alignment of English learner policies and research-based practices in our school district.. The WCSD Multilingual Learner Master Plan is a living document; thus, it will and should evolve and may include future revisions. We are committed to ensuring that our multilingual learner population receives education and instruction that reflects the highest quality and standards.

¹ At present, “English Learners” is the term used in federal policy, legislation, and court cases. We use this term to be consistent with federal terminology. However, we uphold the potential for multilingualism and also acknowledge the use of the terms “Multilingual Learners” and “Emergent Bilingual Learners” that focus on leveraging bilingualism as a resource, both cognitively and socially (García, 2009).

Superintendent's Message

Dear Educational Partners,

As a community, we are committed to ensuring that all of our students have the resources and support they need to succeed academically, socially and emotionally. We have the privilege of serving multilingual families in our community and are committed to the success of our multilingual/English learner (ML/EL) students. It is our responsibility to ensure that our ML students experience an articulated and coherent program and systems of support to achieve reclassification status and meet their expected learning goals, in one or more languages.

We understand that Multilingual learners face unique challenges when it comes to learning a new language and adapting to a new culture. We value the extensive linguistic and cultural assets our multilingual students bring from their communities and families to the classroom. That is why we have developed a comprehensive Multilingual Learner Plan that outlines our strategies for supporting our ML/EL students throughout their academic journey.

The main purpose of the WCSD Multilingual Learner Master Plan is to provide educators with clear guidance related to the linguistic and educational needs of ML/EL students, as well as the federal and state requirements for serving these students. Our Multilingual Learner Plan is aligned with federal, state and local education initiatives to ensure that we are meeting the needs of our diverse population. We believe that every student deserves the opportunity to receive a high-quality education. Our plan includes a variety of evidenced-based instructional strategies and support services, including a Newcomer Program designed to support families. We also provide ongoing professional development for our teachers and staff to ensure they have the skills and knowledge to effectively support our multilingual learners.

Our goal as a district is to support the educators who work diligently to provide first best instruction for students and strive to meet the state and federal guidelines that are addressed in this Multilingual Learner Master Plan. We believe that by working together, we can help our multilingual learners achieve their full potential and succeed in school and beyond.

Thank you for your continued support.

Warmly,

Marie Morgan
Superintendent

WCSD Vision, Mission, Values and Beliefs Inclusive of English Learners

Vision Statement

The Walnut Creek School District is committed to creating educational experiences that engage, inspire and empower all learners. In partnership with our community, WCSD is focused on creating excellent educational experiences which value students' diverse academic, social and emotional needs while providing an environment that fosters collaboration, courage, curiosity, creativity, innovation, perseverance, and a passion for learning. WCSD recognizes that creating a learning environment for the 21st century includes relevant curriculum that empowers students with choice and voice as well as pedagogical practices that nurture and support our diverse population of students.

Mission Statement

Our mission is to positively engage with the world through discovery, innovation, creativity, leadership and character. This mission will continue to lead us in becoming a model of educational excellence.

Local Control Accountability Plan

Our 3 year LCAP goals for 2021-2024 include:

Goal 1: Deep Learning: ALL students will be provided with highly engaging, meaningful, and relevant learning experiences to develop deep understanding of content standard knowledge. This high-quality education experience will eliminate barriers which lead to opportunity gaps between student groups as seen in local and state English Language Arts and mathematics assessment results.

Goal 2: Emotional Wellness: Improve and /or increase services to support social, emotional, and physical well-being of students in order to ensure each student succeeds at their highest academic and social-emotional potential with a district focus on eliminating opportunity gaps.

Goal 3: Engagement: Increase parent, family, student, and community stakeholder engagement and strengthen these partnerships for the purpose of supporting student learning through effective communication and collaboration.

Population & Program Overview

Walnut Creek Elementary School District is a TK-8 elementary district located in the central Bay Area. The district is responsible for meeting the educational needs of approximately 3,400 students at five Tk-5 elementary schools, one K-8 elementary school and one intermediate school. In grades TK-5, students learn primarily in self-contained classrooms, while in grades 6-8 students are enrolled in both core and elective courses. We currently serve 12% English Learners, 6.8% Reclassified Fluent English Proficient (RFEP), 0.1% Foster Youth (FY), 10% Students with Disabilities (SWD) and .1% Homeless Youth (HY).

Federal and State Requirements for Services to English Learners

The WCSD Multilingual Learner Master Plan is designed to be the strategic educational plan for multilingual learners. It highlights the policies, programs, and instructional strategies to be used to ensure academic achievement and English language proficiency for all MLs.

The WCSD Multilingual Learner Master Plan is aligned to the California English Learner Roadmap which currently guides English learner programs in California. We extend and apply the vision and mission of the ELR throughout our Multilingual Learner Master Plan.

This strategic plan is grounded in research-based practices reflected in the principles and elements of the California English Learner Roadmap Policy (ELR). As such, we incorporate guidance with the four principles of the ELR, listed below, in mind:

Principle 1: Assets-Oriented and Needs-Responsive Schools

Principle 2: Intellectual Quality of Instruction and Meaningful Access

Principle 3: System Conditions that Support Effectiveness

Principle 4: Alignment and Articulation Within and Across Systems

A complete definition of each of the ELR principles can be found on the [California Department of Education's ELR website](#). By integrating these policy, initiative, and legal considerations, the ML Master Plan can provide a roadmap for creating equitable and inclusive learning environments that support the academic success and linguistic development of all students.

Component #2: Responding to Diverse Learners

A welcoming and affirming educational system ensures that Multilingual learners and their families² are introduced to a system with clearly articulated and consistent practices for initial assessment³ and program placement, including considerations for English learners with Disabilities⁴. This process is responsive to the educational needs of MLs and the preferences of caregivers. WCSDs overall goal when enrolling and assessing MLs is two part: to share information regarding the instructional programs, services, and program placement, and most importantly, to ensure students receive the support needed to allow them to be successful.

² Faulkner-Bond, M., Spycher, P., Olsen, L. & Gandara, P. (2020). The Power and Promise of California's Multilingual Learners. In California Department of Education, *Improving Education for Multilingual and English Learner Students: Research to Practice* (pp. 27-62).

³ Bailey, A. L., & Carroll, P. E. (2015). Assessment of English Language Learners in the era of new academic content standards. *Review of Research in Education*, 39(1), 253–294. <https://doi.org/10.3102/0091732X14556074>

⁴ California Department of Education (2019). *California Practitioners' Guide for Educating English Learners with Disabilities*. <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

Initial Identification Assessment Criteria

Home Language Survey

Upon initial enrollment, parents complete the Home Language Survey (HLS) section as part of the District's Student Enrollment process, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. The information provided on the HLS is maintained thereafter in the District's Student Information System (SIS) and the student's cumulative record.

The HLS consists of the following four questions:

1. What language did your child learn when he/she first began to talk?
2. Which language do you (the parent or guardians) most frequently use when speaking with your child?
3. Which language does your child most frequently speak at home?
4. Which language is most often spoken by the adults (parents, guardians, grandparents or any other adults) at home?

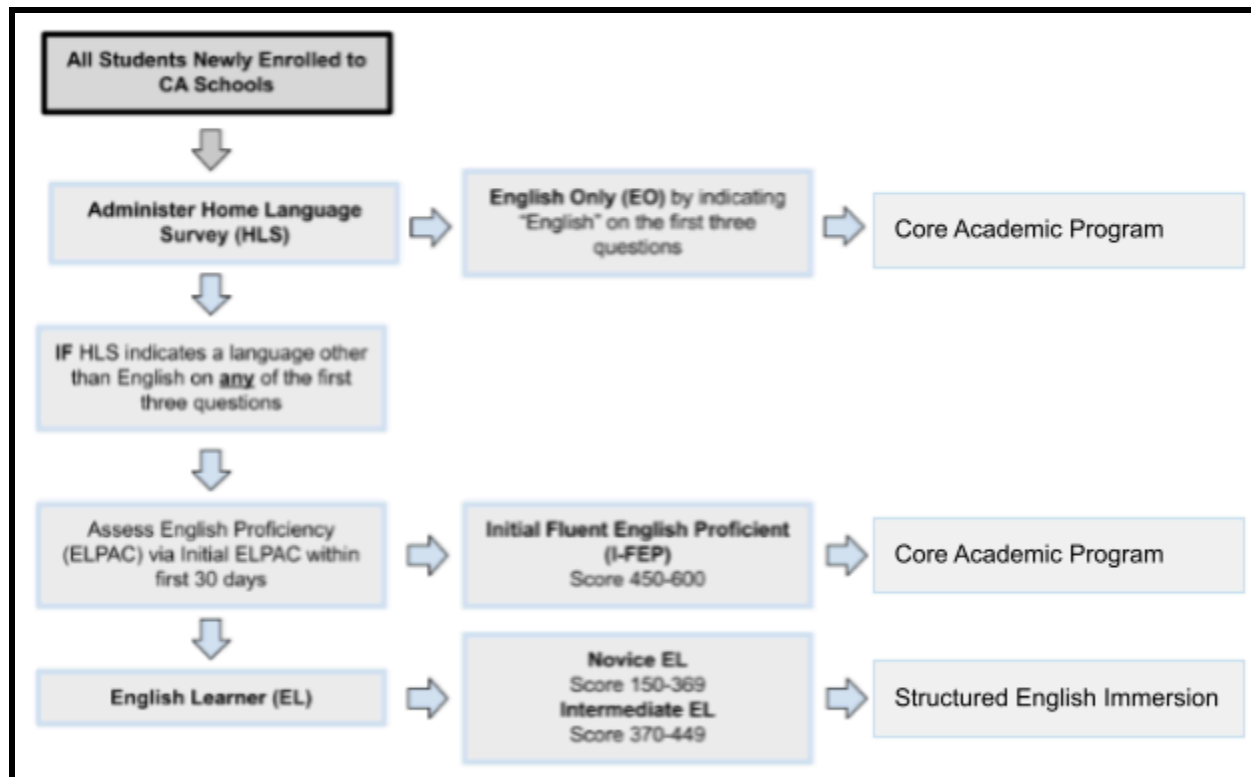
These questions are used to determine a student's home language status. If the answers to any of the first three questions on the HLS indicate a language other than English or a combination of English and another language, the child will be assessed to measure his or her level of English proficiency. Schools should reassure parents/guardians that the HLS is used solely to offer appropriate educational services and not for determining legal status or for immigration purposes.

Amending the Home Language Survey

The parent/guardian may amend the HLS prior to the Summative ELPAC administration. Information regarding the Correction of Classification can be found [here](#).

Table 2.1. Describes the process for services for our ML students based on the Home Language Survey.

Table 2.1. Process for Multilingual Learner Placement.



Assessment of English Proficiency

English Language Proficiency Assessments for California

State and federal law require that local educational agencies administer a state test of English language proficiency to eligible students in transitional kindergarten through grade 12. The English Language Proficiency Assessments for California (ELPAC) is aligned with the [2012 California English Language Development Standards](#) and assesses four domains: listening, speaking, reading, and writing. Based on their results, students receive an overall ELPAC score of Level 1 – Level 4. (See ELPAC Performance Level Descriptors in Table 2.2 shown below)

The ELPAC is aligned with California's 2012 English Language Development Standards, and is comprised of two separate administrations:

1. **Initial Assessment:** Used for identification of students as MLs and to determine their baseline English language proficiency level.
2. **Summative Assessment:** An annual summative assessment used to measure an ML's progress in learning English and to identify the student's English language proficiency level.

Initial Assessment

In the state of California, school districts assess potential MLs with an ELPAC Initial Assessment. Students will take the Initial ELPAC if:

- The student has a primary language other than English- identified on the Home Language Survey.

- The student has not previously taken the ELPAC.
- The student has not been classified before as an English learner.

Identifying students who need additional support and services for learning English is important for ensuring access to the core curriculum and ultimately, academic success. WCSD utilizes qualified educators who are trained to administer and score the ELPAC. Students are given the ELPAC Initial Assessment within 30 calendar days of enrollment. The [Initial ELPAC](#) has one purpose: to identify if students are English learners (EL/ML) or are initial fluent English proficient (IFEP).

Table 2.2 describes the Initial ELPAC three performance level descriptors: novice English learner, intermediate English learner, and initial fluent English proficient (IFEP) learner. These descriptors apply to all grades and describe a general range of student performance (refer to the current ELPAC Information Guide on the CDE’s [ELPAC web page](#) for the full descriptions of the performance levels). These three performance level descriptors map onto three broad ELD proficiency levels - emerging, expanding, and bridging - as defined in the 2012 California English Language Development Standards, Kindergarten Through Grade 12.

Table 2.2. Initial ELPAC Performance Level Descriptors

Novice English Learner Score 150-369	Intermediate English Learner Score 370-449	Initial Fluent English Proficient Learner (IFEP) Score 450-600
ELPAC Level 1-2	ELPAC Level 3	ELPAC Level 4
Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support depending on the familiarity of tasks and topics in social and academic contexts. This test performance level corresponds to the “emerging” proficiency level as described in the 2012 ELD Standards.	Students at this level have somewhat to moderately developed oral and written English skills. They use English to learn and communicate in meaningful ways but may require substantial to moderate support to communicate on less familiar tasks and topics in academic contexts. This test performance level corresponds to the entire “expanding” proficiency level and to the lower range of the “bridging” proficiency level as described in the 2012 ELD Standards.	Students at this level have well developed oral and written skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “bridging” proficiency level as described in the 2012 ELD Standards.

Multilingual Typologies

WCSD welcomes and responds to a diverse range of multilingual learner strengths, needs, and identities. There are five distinct groups of MLs in the Walnut Creek School District.

Typology	Key Characteristics	Implications & Needs
Newcomer	<ul style="list-style-type: none"> • Recent arrival - in U.S. 2 years or 	<ul style="list-style-type: none"> • Support for cultural transition to the

	<p>less</p> <ul style="list-style-type: none"> ● Little or no U.S. English Proficiency on arrival ● Schooling was interrupted, disjointed ● Some with transferable credits 	<p>U.S.</p> <ul style="list-style-type: none"> ● Survival English ELD often needed ● Supports related to refugee or immigration experience may be needed ● Enrollment during the school year requires flexible placements ● Possible foreign transcript analysis ● Comprehensive initial assessment
Newcomer with School Experience	<ul style="list-style-type: none"> ● In U.S. 2 years or less ● Strong schooling in home country ● Strong literacy skills in L1 	<ul style="list-style-type: none"> ● Can make rapid progress towards English proficiency ● Support for cultural transition ● Survival English ELD often needed ● Knowledgeable foreign transcript analysis ● Supports related to refugee or immigration experience may be needed
English Learners	<ul style="list-style-type: none"> ● Enrolled in U.S. schools for less than four years ● Meeting minimum progress expectations 	<ul style="list-style-type: none"> ● Focal need is on development of academic English and literacy skills (reading, writing, speaking & listening)
Long term English Learners (LTELs)	<ul style="list-style-type: none"> ● In the U.S. six or more years without reaching English proficiency. ● Stalled or slow development of English proficiency ● Often oral fluency and English dominant – may have lost or not developed L1 ● Often have academic gaps 	<ul style="list-style-type: none"> ● Focal need is on development of academic English and literacy skills (writing as well as reading) ● Assessment of specific academic gaps that may have been accrued – and a program to support ● Benefit from courses to develop literacy in home language ● Benefit from study skills, relevant texts and mentors
Students Redesignated Fluent ELs (RFEP)	<ul style="list-style-type: none"> ● Entered U.S. schools classified as English Learner, ● Reclassified as Fully English Proficient. 	<ul style="list-style-type: none"> ● Per state law, allowed to receive EL supports and services as needed. ● Monitored for 4 years to determine if students are meaningfully participating in the standard instructional program comparable to their never EL peers.

Parental Rights, Notification, Programs and Processes

Initial Caregiver Notification Letter

Parents/caregivers are notified of the results of the initial language assessment within 30 days of initial enrollment in writing in a language they can understand (or orally, if they are unable to comprehend written communication). The [Initial Notification letter](#) includes how to access student test results of ELPAC, the programs offered in the District, and the student's initial program placement. Additionally, caregivers will be notified of their opportunities for involvement and partnership.

Ongoing Annual Caregiver Notification Letter

After the first year and every year thereafter, caregivers receive an [Annual Caregiver Notification Letter](#) within 30 calendar days of the first day of school which includes updated test results of ELPAC.

Opting Out of Instructional Programs and Services

Caregivers may opt their children out of Designated ELD, however opting out runs counter to best practice, and caregivers should be counseled against this option. If a family opts out of Designated ELD, Schools remain responsible for:

- Providing Integrated ELD which includes meaningful access to the core curriculum for all ML students.
- Carefully monitoring ML progress in the acquisition of English.
- Alerting MLs' caregivers and providing additional support if they are not meeting minimum program expectations.

Annual Language Proficiency Assessment Requirement

Students who have already been classified as ML must continue to take the annual English Language Proficiency Assessments for California (the Summative ELPAC) every year between February and May to measure Multilingual learner progress in English proficiency until students are reclassified. Caregivers may not opt students out of ELPAC testing. The Summative ELPAC is administered by trained staff, typically at the school site. Staff must follow the guidance on the appropriate use of universal tools, designated supports, and accommodations described in the document [California Assessment Accessibility Resources Matrix](#). MLs with Individualized Education Programs (IEPs) must also take the Summative ELPAC, after which alternative assessments may be administered as written into the students' IEP.

English Language Advisory Committee (ELAC)

Family partnerships play an integral part of the success of our ML students. Sites that have more than 21 ML students will form an English Language Advisory Committee (ELAC). Improvement and responsiveness to the needs of ML students are part of the district's daily work. The district's ownership and commitment to the implementation of programs and services for English/multilingual learners and adherence to federal requirements is reviewed annually, inclusive of recommendations from the district's English learner advisory committee (DELAC).

Reclassification Criteria and Processes

The goal of language acquisition programs is for our ML students to become proficient in English as rapidly as possible and to meet state academic achievement measures. WCSD’s most current Reclassified Fluent English Proficient (RFEP) criteria are listed below, aligned to [CA Department of Education Requirements](#).

Required Criteria	WCSD Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Comparison of Performance in Basic Skills	Reading and Writing Benchmark Assessments on Grade Level and/or CAASPP ELA Assessment = Meets Standards
Teacher Evaluation	Teacher indicates the student is able to keep up academically with the average native English speakers in class
Parental Opinion and Consultation	Parental Consultation Letter

A coherent approach between district and site-level leadership supports enacting the steps for reclassification. We are committed to supporting an articulated approach to monitoring ML students’ language acquisition trajectory. The intent is to ensure a seamless transition across grade spans as students meet language proficiency benchmarks. Figure 2.2 provides an overview of these steps for quick reference.

Figure 2.2. WCSD’s Reclassification Procedures Overview

Progress Monitor towards RFEP	Teacher/Certificated Staff Participation	Parent Notification	Final review of Evidence & RFEP Confirmation
A list of potential reclassification students is generated using WCSD’s student information system (SIS) & data management system. District Staff and the site administrator oversees this process.	Site Admin provides teachers with all the appropriate forms and conducts meetings as required.	Parents/Guardians are notified, all signatures are obtained and other reclassification documentation will be completed to reflect RFEP status. WCSD Guardian Notification Letter	Reclassification status is updated in WCSD’s electronic student information system and documentation is stored in WCSD’s data management system, and student CUM folder.

Reclassification of MLs with Disabilities

WCSD follows federal and state guidelines to provide opportunities for English/multilingual learners with disabilities to be reclassified.

The California Department of Education (CDE) [ELPAC Information Guide](#) states that students with disabilities, including those with the most significant cognitive disabilities, are to be provided with the same opportunities to be reclassified as students without disabilities. Local individualized education program (IEP) teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English-proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP ([EC Section 313\(f\)](#)).

Additionally, in accordance with federal and state laws, the IEP team may address the individual needs of each ML with a disability using multiple criteria in concert with the four reclassification criteria in [EC Section 313\(f\)](#). These four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student. Once reclassified as RFEP, the student will no longer be considered an EL for purposes of the IEP.

The California Department of Education's Board approved *Alternate ELPAC* indicates three performance level descriptors: Fluent English Proficient, Intermediate EL, and Novice EL. A student that takes the Alternate ELPAC must score as Fluent English Proficient to be considered for reclassification to RFEP.

Component 3: Multilingual Program

An affirming educational system provides evidence-based program options for students and their parents, recognizing that varied typologies of students have diverse needs. The [Global California 2030](#) initiative aspires to ensure students are ready to live and compete in a diverse, multilingual world. All programs are designed to respond to English/multilingual learner profiles and provide articulated opportunities for students to build on linguistic, cultural, and academic assets to engage in intellectually rich, standards-based instruction. Furthermore, participation in these programs will promote the social-emotional well-being of our multilingual learners as they affirm the value of not only their home language but also of their communities and identities. To respond to WCSD's diverse English/multilingual learner typologies, we offer structured English immersion (SEI), including newcomer supports.

Programs Offered to Multilingual Learners

Structured English Immersion (SEI) Program

Structured English immersion (SEI) is a language acquisition program for MLs in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Program Goal

The goal of the Structured English Immersion (SEI) Program is for MLs, including those with disabilities, to acquire English language skills and access the grade level curriculum through differentiated instruction and appropriate support to successfully participate in their core classes. English language development (ELD), both designated and integrated, is provided to promote second language development, facilitate comprehension of core content, and acquisition of academic language. Scaffolded content instruction may also include primary language support.

Students Served

The Structured English Immersion (SEI) Program for multilingual learners is the placement for MLs in grades TK-8 who have not met reclassification criteria based on their initial or annual ELPAC. This program is designed for MLs who are making adequate progress, long term English learners (LTELs), and students at-risk of becoming LTELs.

SEI Program Components

The WCSD SEI program design includes two components that incorporate English learner research-based approaches:

Access to Core - Integrated ELD is provided to MLs throughout the school day and across all subjects by all teachers of MLs. The California ELD Standards are used in tandem with the California Common Core State Standards for ELA/literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

- 1) Designated ELD is provided by trained teachers during a protected time during the regular school day. Teachers use the California ELD standards as the focal standards in ways that build into and

from content instruction in order to develop critical language that multilingual students need for content learning in English.

Newcomer Supports

WCSD offers program support for Newcomer students new to the country (less than two years in U.S. schools) in grades TK-8 who require additional support while they learn about their new school environment, culture, and county. An important aspect involves understanding an immigrant family's background and motivations for coming to the U.S. that can help schools and educators be better positioned to help them transition into a new school and community culture. The [Newcomer Toolkit](#) provides information from Han and Love (2015) who developed a model of four stages of parent/guardian involvement that they believe immigrant families move through: cultural survivor, cultural learner, cultural connection, and cultural leader⁵. WCSD will be responsive to newcomer families through intake and assessment processes that result in intentional sessions to provide resources and supports to address families and student needs⁶.

⁵ U.S. Department of Education, Office of English Language Acquisition. (2016). Newcomer Tool Kit, Chapter 5. Washington, DC. <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap5.pdf>

⁶ Kandel-Cisco, B., Brooks, K., Bhathena, C. D., Abdulahad, H., Pimentel-Gannon, M., & Fessahaie, H. (2020). From the mouths of experts: Relationship-building advice from immigrant & refugee families. *Multicultural Education*, 27(3-4), 45–4

Component 4: Staffing

Walnut Creek School District shares the vision of the California English Learner Roadmap that English/multilingual learners have full, meaningful access and participation in a twenty-first century education that results in the attainment of high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. We actualize this vision by recruiting, preparing, developing, and nurturing the capacity of our teachers, administrators, and paraprofessionals to ensure that each multilingual learner student is inspired and provided the opportunity to succeed.

Appropriately credentialed personnel, committed to equitable educational programs and learning environments for the advancement of Multilingual learners is key to the successful implementation of an ML Master Plan. The process for recruiting, hiring, nurturing, maintaining and monitoring the right personnel who serve the Multilingual learner community is part and parcel of a coherent vision for multilingual learners.

Staffing & Credentialing

All Structured English Immersion (SEI) classes are taught by teachers who have a state-approved credential, certificate, permit, or English Learner authorization. All SEI teachers hold their EL authorization/CLAD or equivalent or Bilingual authorization/BCLAD or equivalent.

Walnut Creek School District commits to preparing quality educators to support learning for multilingual learner students. As part of its commitment to providing quality teaching and learning for MLs, WCSD utilizes qualitative and quantitative data in its professional learning cycles to ensure that the agreed upon teaching and learning strategies implemented in the classroom provide a positive impact on student achievement. Educator coaching and reflection are data driven. Our ELD coach(es) facilitate professional learning opportunities and expectations to support MLs at both site and district level.

Alignment and Coherence

At the district level, designated ML teachers specifically assigned to support MLs work in collaboration with parallel positions throughout the district. The outcome is aligned curriculum, instructional practices, assessments, and monitoring tools designed to effectively implement evidence-based practices to support MLs. Additional layers of communication and support at the district level involve professional learning for leadership, principals, instructional coaches, MTSS site leads, counselors, and other certificated and classified staff members. Ongoing professional learning opportunities are then designed and provided to site-based certificated and classified staff.



Chapter 2

EQUITY-DRIVEN PROCESSES, EVIDENCE-BASED PROGRAMS AND PRACTICES

COMPONENT #5 – ACCESS TO CORE CURRICULUM

Access to the Core Curriculum

Educators in WCSD are committed to providing MLs academic instruction that is designed and implemented based upon research-based practices. Integrated English language development (iELD) for content areas is provided in elementary and middle schools.

According to the California ELA/ELD framework, site level data should be examined to identify school and grade level trends, evaluate the effectiveness of the curricula, inform goal setting, and identify students in need of additional assessment or instruction. District level data is used to guide curriculum improvement, recommend innovations, sustain practices, target services and supports across schools, and guide the allocation of resources for professional learning. Under a multi-tiered system of support (MTSS), all students are provided high quality best first instruction. The hallmark of best first instruction is equity and access, which requires building relationships with multilingual learners and providing them safe spaces in order to access best-first instruction. Those for whom initial instruction is ineffective are provided supplemental instruction. Students who experience considerable difficulty are provided more intensive intervention.

Equity and Meaningful Access

Walnut Creek School District’s enveloping vision for all students is educational equity. Educational equity is when each and every student is provided the academic, social, emotional, cultural, linguistic resources, and supports they specifically need, when they need them, to experience belonging in school and achieve academic success.

Grounding our efforts towards equity and access to the core curriculum are four practices that are espoused by the California ELA/ELD framework⁷ as foundational to the success of English learners (2015 - Chapter 1, p. 32). These are expanded on in Chapter 5 of the California Department of Education’s [Improving Education for Multilingual and English Learners](#) (2020) publication⁸. The four practices that support our multilingual learners are:

1. Interacting in meaningful ways
2. Understanding how English works
3. Using English purposefully
4. Engaging in formative assessments

⁷ California Department of Education (2014). English Language Arts/English Language Development Framework.

⁸ California Department of Education (CDE). (2020). *Improving Education for Multilingual and English Learner Students: Research to Practice*. Sacramento: California Department of Education.

These four practices are not separate steps to teach in isolation, rather they are implemented together in every lesson to ensure access and engagement of students in tasks that both support language development and concept learning.

Meaningful access is not the watering down of content. Rather, as stated in the English learner roadmap, “Students are provided rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery”. This applies to all content areas such as language arts, math, science, social science, physical education, art, technical subjects, and music.

Expectations for Rigorous Standards-Based Instruction

WCSD believes in providing multilingual learners consistent, effective, and equitable access to the core curriculum. It is our intent that the strategies and practices identified within will serve as a guide for educators in their implementation of Integrated ELD as part of their content instruction as they support MLs’ successful academic language development.

Instructional Materials

For all content areas, WCSD remains committed to adopting standard-based instructional materials that embrace the ELD standards. By employing the ELD standards in tandem with content standards throughout the school day, educators can strengthen MLs’ abilities to use English as they simultaneously learn content through English. In alignment with the statements above, WCSD remains committed to acquiring and utilizing instructional materials that meet the following criteria for integrated and designated ELD:

- Integrated ELD ensures that ELD standards are taught in tandem with ELA standards during core instruction to fully support MLs in accessing rich content knowledge and linguistic development.
- Designated ELD builds into and from core ELA instruction with strategic support and appropriate scaffolds to foster progression through the language proficiency levels (emerging, expanding, and bridging).

Multi-Tiered Systems of Support (MTSS)

Equitable access demands that core content instruction is presented in a manner that is comprehensible to multilingual learners, and that a variety of strategies are intentionally incorporated into classroom instruction to provide meaningful access to the curriculum.

On an ongoing basis, educators in WCSD at the site and district level will reflect to ensure research-based best practices for Integrated and Designated ELD are utilized throughout our systems to create equitable learning opportunities and optimize student outcomes for all English/multilingual learner typologies.

MTSS is WCSD’s district-wide, data-driven, prevention-based framework for improving outcomes for EVERY student. WCSD’s MTSS framework, in accordance with the California Department of Education’s ELA/ELD framework, requires a comprehensive gathering and analysis of data in order to make optimal instruction and systemic decisions to benefit all students. At the school level, data are examined to identify school and grade level trends, evaluate the effectiveness of the curricula, inform goal setting, and identify

students in need of additional assessment or instruction. At the district level, data on student learning are used to guide curriculum improvement, recommend innovations and sustain practices, target services and supports across schools, and guide the allocation of resources for professional learning.

Integrated ELD's Role in Accessing the Core Curriculum

All teachers of multilingual learners provide integrated English language development (iELD) to MLs throughout the school day and across all subject areas. The California English language development standards (ELD) are used in tandem with the California English language arts (ELA) and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

Integrated english language development (iELD) is instruction in which the state-adopted ELD standards are used in tandem with the state adopted academic content standards. Integrated ELD includes specially designed academic instruction in English (5 CCR Section 11300[c]).

The district's integrated ELD instructional design principles are based on research-based practice⁹ and reflective of state policy and guidance.¹⁰ Key components include:

- A clear language focus amplifies content learning.
- Intellectually challenging texts and tasks prepare all students with the language they need to become empowered, independent learners.
- Scaffolding is strategically structured to support access to content and build independence.
- Language is explicitly taught.
- Students engage in academic discourse for a variety of purposes in all lessons.
- Academic discourse facilitates interactive and engaging learning.

All MLs in WCSD receive Integrated ELD in all content areas throughout the school day to ensure access to the standards-based core curriculum. Teachers will receive professional development that focuses on the ELD standards, Integrated ELD principles, the California ELA/ELD framework, and research-based strategies that support students to develop proficiency in the four domains of reading, writing, listening, and speaking within the content areas.

The following table lists the strategies and routines that WCSD teachers consistently implement to provide MLs with effective integrated ELD to ensure their linguistic and academic progress in all areas of the curriculum. These strategies have been identified in the research and set forth in the guiding documents and publications provided by the California Department of Education.¹¹ The strategies promote two essential elements of Integrated ELD that enable the practices that support multilingual learner students (academic

⁹ National Academies of Sciences, Engineering, and Medicine (NASEM). 2017. *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press.

¹⁰ California Department of Education (2020). *Improving Education for Multilingual and English Learner Students*.

¹¹ California Department of Education (2014). *English Language Arts/English Language Development Framework*. California Department of Education (CDE). (2010a). *Improving Education for English Learners: Research-Based Approaches*. Sacramento: California Department of Education.

Nagy, W, García, G., Durgunoglu, A. & Hancin-Bhatt, B. (1993). Spanish/English Bilingual Students' Use of Cognates in English Reading. *Journal of Reading Behavior*. 25: 241–259.

Baker, Scott, et al. (2014). *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (NCEE 2014–4012).

language development and access/comprehensibility of content through specially designed academic instruction in English (SDAIE)). SDAIE strategies make instruction comprehensible and meaningful for ML students in all lessons across content areas. Together, these two elements give our ML students access to the core/standard program and allow them to comprehend the curriculum content.

Table 5.2 Elements of Integrated ELD – Supporting Strategies

Academic Language Development	Access/Comprehension of Content through SDAIE
<ul style="list-style-type: none"> ● Post frequently used phrases that facilitate turn-taking, elaborations, and extensions during small group discussions or collaborative learning. ● Chart domain-specific vocabulary as reference for student use in discussions and writing. ● Structure collaborative activities in such a way that students use the vocabulary in purposeful ways. ● Use sentence frames or grouping structures that allow for use of target academic language and more extended discourse. ● Tap into students’ primary language knowledge such as cognates. ● Focus on word structure (ie., affixes and root words of academic language). ● Focus on Tier 2 cross curricular vocabulary. ● Guide the analysis of text-type organization applicable to the content area and the connecting and transitional words that make it cohesive. 	<ul style="list-style-type: none"> ● Use ELPAC data, Lexile scores, CAASPP results, among other data sources, to inform instruction, group structures, and progress monitoring. ● Use content objectives coupled with appropriate specific language objective(s) aligned to the students’ language proficiency levels within the ELD standards. ● Contextualize instruction through Total Physical Response, visual support materials, realia, oral/verbal amplification to provide students with a variety of resources they can use to construct meaning. ● Avoid the use of idioms and cultural references without explanations. ● Use language modifications such as wait time, questioning, chunking information, repetition, and highlighting. ● Include frequent checks for understanding. ● Use task-based instruction, allow students to work with concepts and the language of those concepts in a variety of ways (i.e., drama, drawing, mapping out the concepts, or using poetry, song, chant, letter writing, journals, graphic organizers, etc. to express and exemplify concepts). ● Provide opportunities to summarize key learning and ideas (i.e., co-constructing concept charts). ● Tap prior knowledge from previous learning or personal experience. ● Integrate ongoing assessment of student progress through observations, portfolios, journals and analysis of student work.

Role of Primary Language

Primary language support for MLs is defined as using the students' home language to facilitate understanding of core content. According to the California EL roadmap, adopted by the California Department of Education in 2017, California has entered a new era of English learner education that embraces linguistic diversity as an asset. Educators are encouraged to provide language and content support necessary to empower these students so they gain meaningful access to intellectually rich and engaging curriculum. The use of the first language to support understanding by using such strategies as preview or review of lessons is not only appropriate but integral for students who, due to low proficiency, can benefit from such strategies delivered in their primary language.

The following recommendations are provided for primary language support when instruction is in English:

- Use of primary language supports and materials available within the core curriculum (i.e., cross-linguistic transfer charts).
- When available, bilingual peer tutors may also be utilized at the teacher's discretion.
- Use of access strategies such as the intentional instruction of transferable skills such as cognates and prefixes and suffixes.
- For students with grade level literacy skills in their primary language, a core textbook could be provided (if available). Providing bilingual resources (i.e. dictionaries, trade books, and other support materials in the primary language facilitates access to core content).
- Use of parent volunteers or community members for language and literacy support will facilitate access to the curriculum as well as affirm the value of the home language.

COMPONENT #6 – ENGLISH LANGUAGE DEVELOPMENT

Comprehensive English Language Development

“English proficiency levels at all ages require both integrated English language development (ELD) and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the California ELD standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual students who are English Learners and a persistent belief that all students who are English learners can achieve the highest levels of academic and linguistic excellence. “

— *English Language Arts and English Language Development (ELA/ELD) Framework for California Public Schools*, p. 119

Throughout the school day and across all content areas MLs learn to use English as they simultaneously gain content knowledge through English. Scheduling and grouping for MLs, Initial Fluent English Proficient (IFEP), English-only (EO), and multilingual learners (MLs) should always account for students' diverse and complex linguistic and cultural identities. In addition, educators must consider the language development needs of learners of all EL/ML typologies, to provide intellectually engaging and developmentally appropriate experiences that facilitate development of English proficiency, target language proficiency, and successful academic achievement.

MLs develop English primarily through meaningful interaction with others and through intellectually rich content, texts, and tasks: interpreting and discussing literary and informational texts; writing independently and collaboratively a variety of text types; and justifying their opinions by persuading others using relevant evidence. Through these activities, MLs strengthen their abilities to use English successfully in school while developing critical content knowledge through English.

In addition to learning to use English and learning through English, MLs also need to have knowledge about English in order to advance their development of the second language. MLs need to learn how English works to communicate particular meanings in different ways based on discipline, topic, audience, task, and purpose. Language awareness is prominently featured in the California ELD standards for this purpose. MLs become conscious of how particular language choices affect meaning when teachers draw attention to language and how it works.

As a result, MLs are able to draw on a wider range of language resources when making meaning and to make more informed choices about using English. Understanding how English works to make meaning in different contexts is important for all students, but imperative for MLs who rely on school experiences to develop the types of academic English necessary for success in school and beyond.

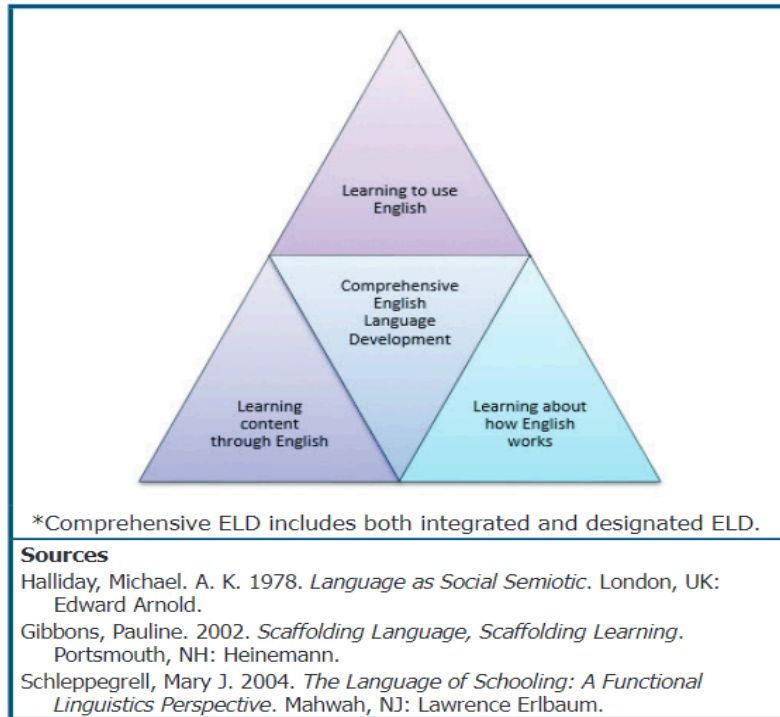


Figure 6.1 Three Interrelated Areas of Comprehensive ELD*

Source: California Department of Education. (2015). *English Language Arts/English Language Development Framework*. Sacramento, California.

The ELD program in WCSD is reflective of the ELA framework and aligned to the 2012 California English Language Development Standards. The purpose of the ELD instructional component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and complements and amplifies the California English Language Arts Standards. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

Table 6.1 Designated ELD and Integrated ELD goals

DESIGNATED ELD	INTEGRATED ELD
<ul style="list-style-type: none"> ● CA ELD Standards are the focus 	<ul style="list-style-type: none"> ● CA Content Standards are the focus ● CA ELD Standards used in tandem with CA Content Standards
<ul style="list-style-type: none"> ● Protected time ● Build into and from content instruction 	<ul style="list-style-type: none"> ● Within core content instructional time ● Access to CA Content Standards
<ul style="list-style-type: none"> ● Attend to English learners' particular language development needs 	<ul style="list-style-type: none"> ● Scaffolds for subject matter vocabulary, linguistic patterns, and comprehension ensuring subject matter concept development

The California Department of Education (CDE) and the State Board of Education provide the field with [guidance](#) for integrated and designated ELD instruction and additional resources. A [letter to the field](#) summarizing this guidance was published in 2019.

Expectations for Designated ELD Instruction

Multilingual learners expand their linguistic repertoires by building on their primary language to learn English as an additional language. The California English Language Arts/English Language Development Framework (CDE, 2015) defines Designated English Language Development (d-ELD) as a dedicated time during the regular school day when specialized instruction is provided to English learners based on the English Language Development Standards, students' English language proficiency levels, and their English language learning needs. It includes developing Multilingual learners' oral language proficiency, discourse practices, reading, and writing abilities necessary for successful participation in academic tasks in all content areas. LEAs need to provide clear guidelines and expectations for d-ELD to provide ML student opportunities to learn English, its forms and functions, new vocabulary, idiomatic expressions and other nuances that will ensure language mastery and successful pathways to biliteracy and reclassification.

Designated ELD

The goal of Designated ELD is acquisition of English language skills and access to core content so that MLs can succeed in a Mainstream English classroom. This program is designed to ensure that MLs meet ELD and grade-level standards through high-quality instruction. In addition to Designated ELD, students are provided grade-level core content instruction that is appropriately differentiated and scaffolded in English, and, when possible, with primary language support for clarification throughout the day. The focus of Designated ELD is to accelerate English Language Development in order to minimize academic deficits that may occur, as students are not yet proficient in the language of instruction.

Skilled teachers provide Designated ELD during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language MLs need for content learning in English. During this protected time, MLs are actively engaged in collaborative activities in which they build awareness of language and develop skills and abilities to use language. During Designated ELD there is a strong emphasis on academic oral language development. Teachers use designated curriculum *E.L. Achieve* as well as formative assessments to guide and tailor instruction to meet individual EL student needs during small flexible grouping.

Stages of English Language Development

Research has shown that students learning an additional language follow a similar path to second language development (California ELA/ELD Framework, Chapter 2-p. 104; Freeman & Freeman, 2014)¹².

¹² Freeman, Yvonne and David (2014). *Essential Linguistics: What Teachers need to know to teach ESL, Reading, Spelling and Grammar*, 2nd Edition. Portsmouth: NH.

The California ELD standards refer to the stages along this path as emerging, expanding, and bridging. See figure 2.18 below for a summary of general progression.

Figure 6.1 General Progression of the California ELD Standards ELD Continuum

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

Sources: California Department of Education (2012). *California English Language Development Standards, Kindergarten through Grade 12*. Sacramento, California: Author.
 California Department of Education (2015). *English Language Arts/English Language Development Framework*. Sacramento, California.

While guidance on the general stages of English language development is provided, the complex and multilayered process of learning English as an additional language does not necessarily occur in a linear fashion. ML students at any given point on their trajectory of learning an additional language may display some abilities at a higher proficiency level while at the same time display other abilities at a lower proficiency level. This may be especially evident across language domains - listening, speaking, reading, and writing – inclusive of metalinguistic awareness as stated in the California ELD standards. ML services should be responsive to EL/ML profiles as part of the considerations for language acquisition stages.

Designated ELD Instructional Groups for Elementary Schools

The goal of instructional grouping for designated ELD in the elementary grades is one English language proficiency (ELP) level per group. Designated ELD groups are configured by the ELD Coordinator and ELD teacher in coordination with the site principal. The team utilizes review of student performance on the ELPAC, years in U.S. schools, ELD progress assessments, and curriculum-embedded assessments. ELD grouping is reconsidered and adjusted periodically throughout the year, as new evidence of student progress becomes available. The following figure shows the correspondence between the summative

ELPAC performance level descriptors and the ELD standards proficiency level that can guide the grouping of ELs for dELD instruction.

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

Sources: California Department of Education (2021). *2021-2022 English Language Proficiency Assessments for California Information Guide*, p.57. Sacramento, California. <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfo21.docx>; ELPAC & ELD standards proficiency level correlation developed by Sacramento County Office of Education (2017), adapted from the ELPAC performance level descriptors table in the [2017-2018 English Language Proficiency Assessments for California Information Guide](#)

The population of ML students varies from school site to school site and from grade level to grade level. Each site needs to take into careful consideration the grouping options for designated ELD. It is imperative that ML students should not be removed from other content instruction (i.e. ELA, mathematics, science, etc.) in order to receive designated ELD instruction. Designated ELD must be provided in addition to all content instruction.

Designated ELD Instructional Groups for Middle School

WCSD offers a systematic Designated ELD course designed to meet the needs of MLs in Middle School. Courses progress corresponding to the English proficiency levels described in the ELD Standards performance level. The Designated ELD courses are offered by semester to allow multiple entry points to the program and opportunities for regrouping at semester intervals if a student demonstrates mastery of the learning objectives of the current course or the next course in the sequence. English proficiency level and the number of years a student has attended U.S. schools are both taken into consideration when students are placed in ELD classes.

Placement Criteria for Middle School

Students at ELPAC levels 1-2 receive ELD instruction unless deemed reasonably fluent by multiple measures. Designated ELD groups are configured by the ELD teacher in coordination with the site principal and site counselors. The team utilizes student performance on the ELPAC, years in U.S. schools, ELD progress assessments, CAASPP results, curriculum-embedded assessments and performance in core content areas to determine student groupings. ELD grouping is reconsidered and adjusted each semester as new evidence of student progress becomes available.

Designated ELD for MLs with Disabilities

WCSD provides services for ML SWDs as mandated by federal and state laws. Mandates include daily Designated ELD instruction with any necessary accommodations and modifications per the student’s Individualized Education Program (IEP). A student’s participation in either the general education curriculum

or the alternate curriculum is a decision made by the IEP team after discussion about how the student's disability/disabilities impact his/her ability to access the general education curriculum.

As with all Multilingual learners, MLs with an Individualized Education Program (IEP) are expected to make progress in English language proficiency and academic content mastery. To attain this, the instructional programs for MLs with IEPs will include Designated ELD as a component of their core instruction, as well as access to core content through Integrated ELD, and as appropriate, and/or primary language support.

MLs with disabilities receive Designated ELD in the mainstream classroom with students of like age/grade and language proficiency whenever possible. The IEP team will decide placement of MLs with special needs and determine if they will participate in Designated ELD with general education level-alike peers or in their special education classroom setting based on individual student needs. At the IEP meeting, the team will discuss the instructional components identified to meet the student's individual needs, determine the educational setting in which the student will receive Designated ELD, and monitor the student's progress in English language proficiency.

In order to determine whether a student placed in mainstream Designated ELD is making adequate progress in ELD, the IEP team will refer to the current goals in the student's IEP and ELD instructional progress. If the student is not making adequate ELD progress, the IEP team will convene to discuss language needs and the impact of the student's disability. If appropriate, the IEP team will identify appropriate accommodations and modifications to include in the IEP and IEP goals should be adjusted accordingly.

Strategies and Practices for ELD

English Language Development Success Indicators for MLs

The English Language Arts/English Language Development (ELA/ELD) Framework identifies [ten Essential Features of Designated ELD](#) Instruction (see Figure 2.23, pp. 117-118 of the [ELA/ELD Framework](#)).¹³ WCSD holds ourselves to the expectations for quality dELD instruction as part of the comprehensive ELD program for English/multilingual learners uses these features as success indicators for our designated ELD.

The ELA/ELD framework provides examples such as vignettes that can serve as model/illustration for teachers of these essential features as envisioned for dELD instruction that focus on the ELD standards and build into and from the content areas to build the language necessary for academic success.

¹³ California Department of Education (2015). *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*. Sacramento, California.

Student- Centered Approach

The success indicators linked above should be considered from the ML student perspective, which means dELD instruction should value and build on primary language and culture, as well as prior knowledge and interests. Attention to EL/ML typologies and special needs by teachers is essential.

The professional learning component (Component 7) describes the efforts and needs of our professional community to continue our growth in understanding and instructional expertise with regard to MLs' cultural, linguistic, and academic needs.

Monitoring Student Language Proficiency

Monitoring Processes

Monitoring processes are used to examine patterns of multilingual learner progress as well as monitor individual ML progress. Identifying and responding to patterns of ML progress will allow the district and schools to proactively meet the needs of our students. On an individual level, progress monitoring will enable schools to assess a student's academic, behavioral, or social emotional learning performance, to evaluate the effectiveness of instruction, and assess a student's response to instruction and intervention.

In progress monitoring, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths. It is a district and state requirement that progress monitoring of MLs takes place to ensure MLs are progressing and to provide additional support for students who are not adequately progressing.

ML Student Progress Monitoring Plan

Walnut Creek School District is resolved to closing the English/multilingual learner achievement gap and recognizes that all educational partners in our school community are accountable and play a critical role in ensuring that English/multilingual learner programs are implemented effectively in order to achieve this goal. This can only happen if we understand how well our different EL/ML typologies are progressing academically and linguistically. To that end, WCSD is committed to ongoing monitoring of our students at each step of their language development through careful coordination of each level of responsibility (district, school, teacher, specialists) to ensure continuous progress.

Under our district's MTSS, the ELD instructional coach and teachers collaborate to identify and provide research-based strategies that address the instructional, linguistic, behavior, and social emotional needs of ML students and provide oversight and guidance in the following areas:

- Monitoring and review of MLs language and academic development (Tiers 1 and 2)
- Reviewing overall and annual representation of MLs in special education services (Tier 2 and 3)
- Reviewing ML instructional program placement, progress, and intervention (Tiers 1 and 2)
- Monitoring progress of RFEP students (Tiers 1 and 2)

Although progress monitoring begins in the classroom, the school site team plays a pivotal role in further ML monitoring at the site level to ensure that MLs receive and participate in an effective instructional program. The results of ELD progress monitoring influence instruction, intervention, and professional development related to MLs at the school site.

Key questions to consider during ML monitoring include:

- Are MLs making adequate progress in ELD and ELA?
- Are MLs mastering the grade-level learning standards in all areas of the curriculum?
- Are MLs meeting the reclassification criteria within five to seven years?
- How can we reduce the number of long-term ELs (LTELS) at the school?
- What patterns and trends can we see in ML student data? What should our next steps be?

RFEP Student Progress Monitoring Plan

As required by Title III and the California Education Code, students reclassified as fluent english proficient (RFEP) must be monitored. While RFEP monitoring begins in the classroom, WCSD monitors RFEP students at regular intervals for four years following student reclassification. A student report within Illuminate, as shown below in Figure 6.2, updates every trimeter to show recent state and district assessment results. RFEP students not meeting benchmarks in core content areas are referred to the MTSS team for further review.

Figure 6.2 Sample RFEP Monitoring Report

Student Name		4-Year RFEP Progress Monitoring		Generated on 4/10/23	
Current School:	RFEP Date: 03/01/19	Student ID:			
Current Grade Level: 5	Time Since RFEP Date: 04 Years 01 Months 09 Days	SSID:			
2022 - 2023	2021 - 2022	2020 - 2021	2019 - 2020		
School:	School:	School:	School:		
Grade Level: 5	Grade Level: 4	Grade Level: 3	Grade Level: 2		
CAASPP	CAASPP	CAASPP	CAASPP		
ELA	ELA 4	ELA	ELA		
Math	Math 4	Math	Math		
F&P: T2	F&P: T3	F&P: T3			
Score V	Score S	Score P	Score		
Level MS+	Level MS	Level MS	Level		
Teacher Input	Teacher Input	Teacher Input	Teacher Input		
Meeting Standards in Literacy Yes	Meeting Standards in Literacy Yes	Meeting Standards in Literacy Yes	Meeting Standards in Literacy		
Notes: completes all of her work at or above grade level standards.	Notes:	Notes:	Notes:		

Site level teams meet to review data to support RFEP students in transitioning successfully from the supports and differentiation provided in the ELD program to the supports provided for all students at the school site. This data includes student grades in core content areas and assessment results as shown in the RFEP monitoring report within Illuminate. At the individual student level, grade level collaborative teams with support from the instructional coach and/or ELD teacher should also review authentic student work samples produced as part of standards-based classroom activities. Because WCSD monitors the whole child, all teams should also consider the academic, behavioral, attendance, and socio-emotional factors that are relevant to all students when analyzing student progress.

If a reclassified student is not making satisfactory progress, the site MTSS team, including the ELD teacher and classroom teacher should collaboratively develop an intervention plan with specialized support. This may include EL/ML support as appropriate to the student's linguistic needs. Intervention strategies may include, but are not limited to, any of the following:

- reading, writing or math targeted instruction
- content-based support class
- summer learning opportunities if available

COMPONENT #7 – PROFESSIONAL LEARNING

Professional Learning to Build and Sustain the Capacity of Multilingual Learners

Commitment to Quality Teaching & Learning

Walnut Creek School District commits to preparing quality educators to support learning for multilingual learner students. The California Quality Professional Learning Standards (QPLS)¹⁴ identifies [seven interdependent standards that promote professional learning](#) that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations.

Foundational Knowledge Expectations for Teachers of MLs

Staffing, Hiring Priorities & Procedures for Certificated Staff

WCSD follows all legal requirements and hires teachers with English learner authorization (i.e. CLAD or equivalent) teachers. The district's collective bargaining agreements are adhered to in making all staffing decisions. Teacher hiring and placement decisions are based on student and program needs, including EL/ML enrollment data, and other relevant factors.

District wide and site level structures work to create alignment and cohesion across the system, which is operationalized through district wide Professional Development Days, grade-level/department collaboration, and other teams (i.e. multi-tiered systems of support (MTSS), site Leadership teams). The PD days allow for district wide professional learning opportunities for teachers and administrators with purposeful attention to integrated ELD and differentiated support for MLs. Site wide collaboration schedules are organized to allow time to engage in data analysis and to focus on instructional strategies that intentionally address the needs of MLs. Teachers engage in cycles of collective inquiry to achieve better results for these students so they may attain high levels of success and continued progress with English language development. District and school practices are further supported by our district ELD coach and site-based instructional coaches who provide job embedded support, thus ensuring implementation of curriculum, improved instructional practices, and increased student outcomes. Each of these professional learning systems supports educator development and refinement to keep the progress of WCSD's multilingual learners at the forefront.

¹⁴ California Department of Education (2014, revised 2015). *Quality Professional Learning Standards*. CDE, Professional Learning Support Division. Sacramento, CA.

Intentional Professional Learning for Educators

The professional learning systems in WCSD intentionally address building capacity for teachers and leaders of multilingual learners. The systems are aligned with WCSD's Local Control and Accountability Plan (LCAP) goals, the district's continuous improvement cycle and the WCSD data protocol.

Figure 7.1 Professional Learning Plan for Educators

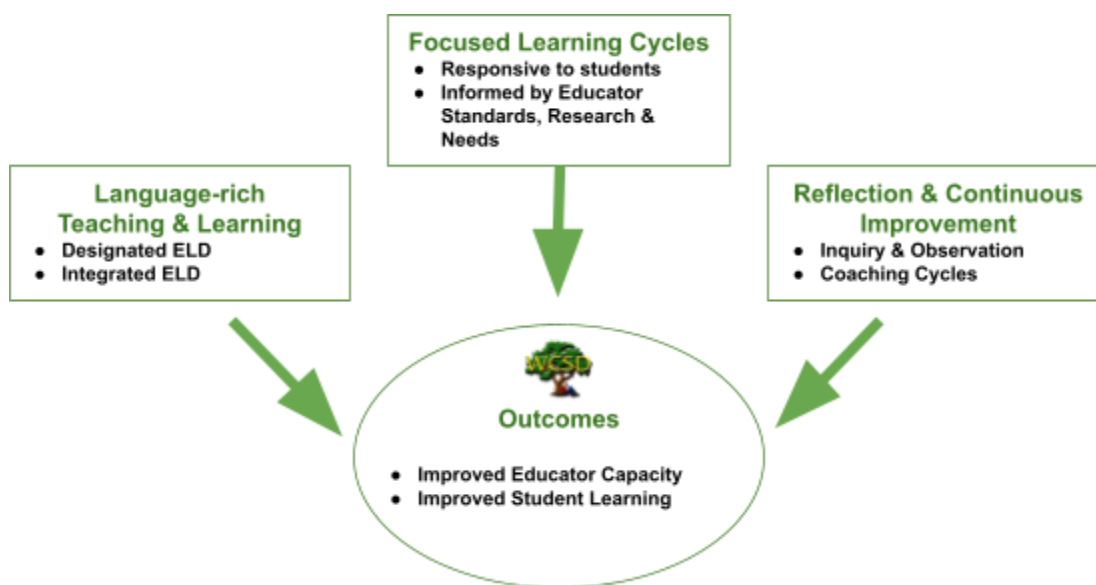


Figure 7.1 illustrates WCSD's commitment to comprehensive professional learning focused on improving educator capability to positively affect ML student learning. All educators of MLs engage in ongoing professional learning intended to refine and improve instructional practices and supports for ML students.

Professional learning topics focused on ML teaching and learning include: instructional strategies for integrated and designated ELD, integrated technology use to enhance instruction, digital and print curriculum (each of which are evaluated and selected with special consideration for embedded ML supports), administration of ELA, ELD, and math assessments, and data analysis to address individual student needs. All teachers have varied opportunities for professional growth and development.

Specialized support is provided for teachers newly hired in WCSD. Initial onboarding takes place through new teacher orientation including multiple days of training. As part of ongoing support, beginning teachers have training throughout the year, induction coach support for two years, access to all professional learning around curriculum, instruction and assessment, participation in site and district-wide professional learning communities, and job embedded coaching from the site instructional coach.



Chapter 3

Family Community Engagement

COMPONENT #8 – Family-School Partnerships

Walnut Creek School District is committed to providing collaborative opportunities for parents and guardians of multilingual learners at all school sites to contribute to the education of their children. The families of students within WCSD, especially those of our MLs, bring with them talents and resources that can be celebrated.

Role of Families in the Education of Multilingual Learners

WCSD values strong family partnerships and recognizes that families are critical partners in the development of English language acquisition. With this in mind, WCSD seeks to collaborate with families to ensure clear communication around the identification, assessment, instruction, and reclassification of English learners.

Authentic Partnerships

Authentic and meaningful family-school partnerships are dependent on building systems that employ a dual-capacity process to implement essential conditions and policy and program goals to facilitate collaborative communication structures and power-sharing that promote student and school improvements¹⁵. The Walnut Creek School District promotes homeschool connections that prioritize the following:

- A welcoming environment in all schools and offices
- An asset-based approach that affirms all languages, cultures, talents, lived experiences of the families/parents/guardians of WCSD as resources
- Families as an integral partner in the learning process

At the school-site, leadership teams and staff commit to:

- creating safe and welcoming environments at each site in order to build community and collaboration.
- building relationships with families of MLs through celebratory events, family-school exchanges, on-going programs and services to support social-emotional, academic, and linguistic development.
- creating partnerships with families through the formation of a site school site council (SSC) and/or English learner advisory committee (ELAC) with the intention of providing a parent representative from both to serve on district advisory committees.
- aligning plans, resources, and services to create an infrastructure that supports family-school partnerships.
- providing district approved interpreters and translators for school events where a language is represented in at least 15% of MLs, and for all other languages where practicable.

¹⁵ Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). www.dualcapacity.org

Family/Parent Engagement Opportunities

Building relationships to increase parent participation is essential to increase academic achievement and to ensure the social-emotional needs of our students. There are many district-wide and school site opportunities for parents to participate including Parent Education events, celebrations of reclassification, student achievement awards, and multicultural family nights. Parents also have the opportunity to participate in the local control accountability plan (LCAP) and school plan for student achievement (SPSA) development processes which outline measurable goals, metrics, actions and services that promote parent involvement.

Every school year, school sites hold back to school nights to welcome students and families in order to create a home/school partnership. Elementary and middle schools also hold parent/teacher conferences to provide parents/families with opportunities to set student goals and discuss progress. School sites also have parent-teacher associations/organizations that support community-building activities at each site.

Communication Processes

Walnut Creek School District understands that optimal classroom effectiveness and student learning stems from active engagement between all educational partners. This begins with ensuring that parents of all students are able to fully participate in all activities that are offered at the site and district level. For ML families this is particularly important as the educational system may be unfamiliar and navigating a school district and a school site may be challenging.

WCSD will identify community and other resources to facilitate translation/interpretation for languages other than the majority (i.e. Vietnamese, Arabic). Interpreters with the use of Language Line, are made available for parent/teacher conferences, school advisory committees, school safety forums, student study teams (SSTs), individualized education plans (IEPs), suspension and expulsion conferences/hearings, and for all due process actions. When any parent or student of any language background is in need of critical information regarding the student's education, due process, or safety, all possible resources shall be sought and/or made available. All WCSD communications to parents via Blackboard are provided in multiple languages.

English Language Advisory Committee

The California Department of Education outlines the requirements, responsibilities, and guidelines for English learner advisory committees¹⁶. In collaboration with school site leaders, the WCSD district leadership identifies and shares strategies for how to increase English/multilingual learner family involvement. More information on ELAC can be found [here](#).

¹⁶ English Learner Advisory Committee (ELAC) - California Department of Education - <https://www.cde.ca.gov/ta/cr/elac.asp>

District English Language Advisory Committee

Districts that have more than 51 English learner students are required to have a district English learner advisory committee ([DELAC](#))¹⁷. The committee is composed of school staff, parents of ML students, other parents, and community members who are interested in English learner programs.

The overall goal of DELAC is to help parents effectively assist their student(s) toward educational success, acquisition of as well as fluency in English, and to advocate for their student(s) within the schools and community. More information regarding DELAC can be found [here](#).

Monitoring & Reflecting on Engagement Efforts

Walnut Creek School District is committed to conducting and systematically monitoring ongoing parent engagement programs and services for English/multilingual learners, including identifying opportunities to conduct empathy interviews to discuss: perceptions on engagement structures, recruitment for committee involvement, and uplifting ML-family interests/needs. The primary goal of the monitoring is to ensure that every school in the district has effective and compliant research-based programs for English/multilingual learners.

Conclusion

WCSD is committed to fostering strong home and family school connections for all students, especially for our multilingual families. The value of family involvement in the work of our schools goes beyond compliance requirements, as outlined in the California education code. In conclusion, WCSD recognizes the valued role that parents and guardians provide as they support student learning along with their impact in school governance. As staff and parents work together to oversee the responsibility for academic achievement, we seek to create within WCSD a learning community where students may excel and thrive.

¹⁷ District English Learner Advisory Committee (2022): [California Department of Education](#).



Chapter 4

Accountability

COMPONENT #9 – Assessment & Student Monitoring

Walnut Creek School District evaluates and monitors language proficiency as well as academic progress of all multilingual learner students. WCSD continually reviews and revises assessment expectations for all students and utilizes data to ensure that MLs are making progress and meeting learning expectations. Designated English language development classes use both formative and summative assessments to monitor progress to ensure these students are meeting growth targets in English proficiency. The district uses data to determine the following:

1. English/multilingual learners attainment of English language proficiency within a reasonable time
2. The degree to which English/multilingual learners are achieving English language proficiency and academic results comparable to that of WCSD's average native English speakers (English Only - EOs) or students who entered the district already proficient in English (identified fluent English proficient - IFEPs)
3. The effectiveness of programs and activities in supporting English/multilingual learners in achieving proficiency in academic content standards
4. Any necessary improvements to English/multilingual learner programs and activities.

Student Progress Monitoring

District-adopted and state-mandated assessments are used to monitor and evaluate the progress of all students within WCSD, as shown in the charts below. Data from these assessments is used to determine English language proficiency and evaluate students' academic performance. Results are used for placement in ELD programs, reclassification progress, and identifying students in need of intervention. Table 9.1 below shows the success criteria for English Language Proficiency and academic achievement to determine the effectiveness of the plans as it pertains to ML linguistic and academic outcomes for each year within the WCSD ELD program.

Table 9.1 Success Criteria for English Language Proficiency and Academic Achievement

Success Criteria: Minimally Expected Benchmarks for English/Multilingual Learners by year enrolled						
Years in Program	1	2	3	4	5	6
English Language Proficiency*						
ELPAC (Summative)	Minimally Developed (Level 1)	Somewhat Developed (Level 2)	Somewhat Developed to Moderately Developed (Level 2-3)	Moderately Developed to Well Developed (Level 3-4)	Moderately Developed to Well Developed (Level 3-4)	Well Developed (Level 4)
Academic Achievement						
CAASPP English Language Arts (ELA)	Standards Not Met	Standards Not Met	Standards Not Met	Standards Nearly Met	Standards Nearly Met	Standards Met/Exceeded
District ELA Assessments	Below Grade Level	Below Grade Level	Below Grade Level	One Grade Level Below	Approaching Grade Level	On or Above Grade Level
CAASPP Math	Standards Not met	Standards Not Met	Standards Not Met	Standards Nearly Met	Standards Nearly Met	Standards Met/Exceeded
District Math Assessment	Below Grade Level	Below Grade Level	Below Grade Level	One Grade Level Below	Approaching Grade Level	On or Above Grade Level
<p><i>*Proficiency level category descriptions taken from the California ELD Standards and the ELPAC Summative assessment general performance level descriptors. For more information see https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp</i></p>						

These minimum expectations will vary based on the typology of the English/multilingual learner as well as the profile within a particular typology. For example, all newcomers are not alike. Newcomers with a strong background in their primary language differ from newcomers with limited or interrupted formal education in their primary language. Thus the minimum expectations for the latter group might require easing of the expectations relative to the former.

WCSD provides a comprehensive process for monitoring the ML progress in which a team monitors ML progress systematically and thoroughly throughout the school year to ensure these students receive the supports, interventions, services, and attention they deserve. Principals, instructional coaches, ELD coaches, ELD teachers, and classroom teachers monitor progress throughout the school year at their school sites. District personnel in state and federal programs regularly monitor English/multilingual learner progress to ensure compliance with the district, state, and federal requirements.

The English academic achievement and language assessments are described in the table below. The grade levels, timelines, and required personnel are delineated.

Table 9.2 English Academic Achievement and Language Assessments

English Academic Achievement and Language Assessments				
Assessments Instruments	Type	Grade Level and Type of Program	Description	Administration Timeline* & Personnel
English Language Proficiency Assessments				
Initial ELPAC	State Mandated Initial	K-8 ¹⁸ (one time only)	Standardized assessment of listening, speaking, reading, writing	Within first 30 days of enrollment By a trained out-of-classroom support personnel
Initial Alternate ELPAC (for student with significant cognitive disabilities & whose primary language is other than English)	State Mandated Initial	K-8 (one time only)	Standardized assessment of receptive and expressive language	Within first 30 days of enrollment by trained out-of-classroom support personnel such as ELD teacher or coach
Summative ELPAC	State Mandated Summative	K-8 ¹⁹	Standardized assessment of listening, speaking, reading, writing	February-May by trained out-of-classroom support personnel such as ELD teacher or coach
Alternate ELPAC (for ELs with significant cognitive disabilities & alternate assessment noted in IEP)	State Mandated Summative	K-8	Standardized assessment of receptive and expressive language	February-May by trained out-of-classroom support personnel
Academic Achievement Assessments				
CAASPP/CAA ELA	State Mandated Summative	3-8	Online assessment system aligned to the California English language arts standards.	March-May

¹⁸ The Initial ELPAC is administered to students in K through grade twelve (K–12), ages three through twenty-one; kindergarten includes year one of a two-year kindergarten program, known as transitional kindergarten.
<https://www.cde.ca.gov/ta/tg/ep/elpacfaq.asp>

¹⁹ The Summative ELPAC is administered to students in K through grade twelve (K–12), ages three through twenty-one;
<https://www.cde.ca.gov/ta/tg/ep/elpacfaq.asp>

English Academic Achievement and Language Assessments				
District Assessments ELA	District Adopted Benchmarks	K-8	Reading diagnostic to identify standards known by grade level. From one diagnostic to the next, focus would be on goal-setting and growth.	August/September, November, Feb/March & May
CAASPP/CAA Math	State Mandated Summative	3-8	Online assessment system aligned to the California mathematics standards.	March-May
District Assessment Math	District Adopted Benchmarks	K-8	Math diagnostic to identify standards known by grade level. From one diagnostic to the next, focus would be on goal-setting and growth.	August/September, January April-June
CAST/CAA Science	State Mandated Summative	5 and 8	Online assessment system aligned to the Next Generation Science Standards.	March-May (CAST) September-May (CAA)
Curriculum Screeners & Summative Assessments	District Assessments	K-8	Various formats Aligned to the California Common Core standards	Throughout the school year, aligned to district curriculum maps.

ML Student Progress Monitoring Systems

WCSD is committed to ongoing monitoring of our students at each step of their language development through careful coordination of each level of responsibility to ensure the continuous progress of all MLs. Students progress is monitored at sites through teacher collaborative teams, site MTSS teams as well through data review by site administration.

Supported teacher collaboration sessions serve as one of the monitoring structures and include opportunities for engagement in planning for lessons, implementation, assessment and monitoring the success of MLs.

Additionally, site administrators track student progress in collaboration with our site ELD teachers and district ELD coaches. With the use of site data from our district data management system, Illuminate, as well as district benchmarks and core curriculum assessments, they are able to see a comprehensive picture of the progress our ML students are making throughout the year.

System review is also performed at a district level utilizing district wide data in Illuminate, district MTSS team to review student progress at a district level and monitor adjustments that may be necessary at a district level. This is further addressed in *Component 10 - Program Monitoring & Evaluation*.

Conclusion

Walnut Creek School District evaluates and monitors language proficiency as well as academic progress of all EL students. WCSD continually reviews and revises district-wide assessment expectations for all students and utilizes data to ensure that English/multilingual learners are making progress and meeting learning expectations. WCSD recognizes that each ML is unique; however, WCSD relishes the responsibility to be responsive to all ML profiles and ensure equity to meet the needs of each student.

COMPONENT #10 – Program Monitoring & Evaluation

Walnut Creek School District is committed to the implementation of the Multilingual Learner Master Plan so that English learner students:

1. achieve English proficiency and proficiency in another language whenever possible.
2. are successfully prepared for college, career, and life.
3. develop a positive self-image and an understanding and respect for cultural diversity.

District, site, and educational partners reflect on whether these outcomes for multilingual learners are achieved by engaging in a process of reflection, accountability, and continuous improvement.

The district believes that accountability work is everyone's responsibility. This includes students, parents/families, and all personnel at the school and district levels—teachers, counselors, instructional coaches, instructional paraprofessionals, and administrators. We consider it part of our daily work. We are all accountable for ensuring that programs are optimally effective.

In order for the needs of ML students to benefit from a consistent, comprehensive program, WCSD has established structures that engage staff in the collaborative work of analyzing data, identifying areas of priority based on such analysis and developing action plans. Our district team from all departments review, evaluate and address aspects of the teaching and learning for multilingual learner students such as: curriculum and instruction, assessment, special education, state and federal monitoring, deep learning around research-based practices that address the needs of staff and students in WCSD.

Evaluation Plan

Walnut Creek School District is committed to conducting an annual evaluation of programs and services for multilingual learners. This inquiry into the progress and extent to which identified English/multilingual learner program goals as put forth in the WCSD Multilingual Learner Master Plan have been met. The following program evaluation areas will guide our inquiry and guide next actionable steps.

Table 10.1 Plan for Multilingual Learner Program Evaluation

ML Program Evaluation Areas & Guiding Questions¹	Responsible Person(s), Frequency & Possible Sources of Evidence
<p>English Learner Program Implementation</p> <ul style="list-style-type: none"> ● To what extent is the <i>WCSD Multilingual Learner Master Plan</i> used to support implementation and monitoring of ML programs to ensure we are fully and consistently meeting or exceeding state and federal mandates? ● How are areas of concern evaluated and addressed to identify adequate resources and training? ● How are integrated and designated ELD being implemented effectively? 	<p>Site Administrators, District Leadership & Program Leaders</p> <p>Annually:</p> <ul style="list-style-type: none"> ● Principal Evaluation ● ML Program Reviews ● Surveys <p>Ongoing:</p> <ul style="list-style-type: none"> ● Meeting Agendas & Sign-Ins ● Site Visits ● District & Site Student Data Analysis
<p>Staffing and Professional Learning</p> <ul style="list-style-type: none"> ● To what extent does WCSD provide resources and support (i.e. materials, PL sessions, staffing) for educators of ML students? ● To what extent do WCSD educators feel prepared to respond to ML students' linguistic, academic, and socio-emotional needs? ● To what extent are content/integrated language development teachers (TK-8) increasing their knowledge and skills to implement research-based practices for MLs? 	<p>Site Administrators, District Leadership, Instructional Coaches & Program Leaders</p> <p>Annually</p> <ul style="list-style-type: none"> ● Professional Learning Surveys <p>Ongoing</p> <ul style="list-style-type: none"> ● Professional Learning Calendars, ● Agendas & Sign-In sheets
<p>Student Performance: English Language Development, including Reclassification</p> <ul style="list-style-type: none"> ● What patterns exist regarding annual EL proficiency progression to signal adequate progress to meet or exceed minimum state expectations? ● To what extent are EL/ML students meeting reclassification criteria to exit from EL/ML programs within a reasonable period of time? 	<p>Site Administrators, District Leadership, Instructional Coaches, Program Leaders & Teachers</p> <p>Annually</p> <ul style="list-style-type: none"> ● ELPAC assessment results ● Reclassification Data (including OPTEL) ● English Learner Progress Indicator (ELPI) <p>Ongoing</p> <ul style="list-style-type: none"> ● MTSS/Site Leadership Teams ● Formative Curriculum-Embedded Assessment ● Report Cards
<p>Student Performance: Academic Achievement</p> <ul style="list-style-type: none"> ● Rate of academic progress: To what extent are EL/ML students making sufficient academic progress in the core- content areas so that they are either at academic grade level or will be able to close the gap academically within a reasonable period of time? ● Success in Relation to Other Students: To what extent do longitudinal data compare performance in 	<p>Site Administrators, District Leadership, Instructional Coaches, Program Leaders & Teachers</p> <p>Annually</p> <ul style="list-style-type: none"> ● SBAC, ELA, Math ● District-Standardized Summative Assessments <p>Ongoing</p> <ul style="list-style-type: none"> ● MTSS Team Monitoring ● District Assessments

the core-content areas (i.e., via valid and reliable standardized tests), among current ELs, former ELs (RFEPs), English only, and IFEPs?	<ul style="list-style-type: none"> ● Formative Curriculum-Embedded ELA, Math Assessment ● Report Cards
<p>Family/Parent Participation</p> <ul style="list-style-type: none"> ● To what extent is there an increase in the rate of parent engagement for families of MLs? ● To what extent do ML families report effective communication about monitoring and supporting their child’s academic progress? 	<ul style="list-style-type: none"> ● Site Administrators, District Leadership, Program Leaders, Family/Parents/Community <p><i>Annually</i></p> <ul style="list-style-type: none"> ● Youth Truth Survey Results <p><i>Ongoing</i></p> <ul style="list-style-type: none"> ● Meeting Agendas, Sign-Ins ● Family/parent training calendars

Roles & Responsibilities

Improvement and responsiveness to the needs of ML students are part of the district’s daily work. The district’s ownership and commitment to the implementation of programs and services for English/multilingual learners and adherence to federal requirements is reviewed annually, inclusive of recommendations from the district’s English learner advisory committee (DELAC).

WCSD is committed to engaging all educational partners in the education and support of multilingual learners. The table below provides an overview of the main roles and stipulates the collective responsibility that allows WCSD to implement equitable programs and instruction for MLs that elevate their assets and respond to their needs. Several evaluation questions guide the data inquiry and the analysis cycle for each of the goals and evaluation activities focus on these evaluation questions.

Table 10.2 Roles & Responsibilities of Educational Partners

Role	Responsibilities
Student	<ul style="list-style-type: none"> ● Attends school daily, arrives on time, and works towards high achievement ● Participates in school activities ● Communicates regularly with parents, teachers, and support staff
Parent/Family	<p>Works in cooperation with school site to monitor and promote ML progress in academics, homework, attendance, and behavior through:</p> <ul style="list-style-type: none"> ● Continuous support for MLs in activities to promote student achievement ● Regular communication regarding student progress with student, teachers and school-site ● Involvement in school activities such as: parent conferences and school functions (i.e., back to school nights, conferences) ● Participation in school committees: ELAC, site council., etc.
Classroom Teacher	<ul style="list-style-type: none"> ● Works directly with ML students to ensure delivery of appropriate ELD instruction ● Implements district approved EL/ML programs and provides instruction that aligns

Role	Responsibilities
	<ul style="list-style-type: none"> with state frameworks and district/state standards ● Collaborates with colleagues to monitor ML student progress, reviews school/district data ● Reviews data in order to modify instruction and to respond to student needs ● Reviews content and ELD standards and assessment procedures ● Determines/implements differentiated strategies for MLs and RFEP students
Instructional Coach	<ul style="list-style-type: none"> ● Works in collaboration with site administration to support site wide ML initiatives ● Assists with data collection and analysis ● Provides support and resources to teachers of MLs
Multilingual Learner Lead/ ML Coach	<ul style="list-style-type: none"> ● Attends district ML Leadership meetings held throughout the school year and disseminates information with appropriate educational partners ● Supports site administration by monitoring student progress and student programs ● Provides resources and support to the MTSS Team & instructional coaches ● Provides professional development to staff members ● Supports data collection & analysis ● Provides support and resources to parents of MLs ● Utilizes and monitors tools available within core curriculum, designated programs and district wide programs to ensure the progress monitoring of EL/ML students
Academic Counselor	<ul style="list-style-type: none"> ● Assists with student course placement ● Assists with progress monitoring of ML students ● Provides social emotional learning (SEL) support to ML students
Paraeducator	<ul style="list-style-type: none"> ● Provides differentiated supports to ML students in accessing the core curriculum
Classified Support Personnel	<ul style="list-style-type: none"> ● Assists with district ML assessments and data entry ● Provides support and resources to teachers of MLs
Principal	<ul style="list-style-type: none"> ● Monitors ML programs offered at site including staffing ● Works with administrative team and counseling department to monitor placement of MLs ● Reports periodically to district administration and/or at principal meetings on implementation of ML programs and services ● Leads and participates in the analysis and use of data to facilitate student progress monitoring ● Oversees program implementation to ensure the progress monitoring of ML students ● Provides leadership and responsiveness in working with parents and community: English learner advisory committee (ELAC)
English Learner Advisory	<ul style="list-style-type: none"> ● Reviews site-level data on program effectiveness and student achievement on an annual basis to frame recommendations for program improvement for the

Role	Responsibilities
Committee (ELAC)	<ul style="list-style-type: none"> ● following year as part of its advisory role ● Reviews site and district-level EL/ML data ● Advises on issues relevant to English/multilingual learners at the site ● Works with other site committees
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> ● Regularly meets to address the needs of ML students across WCSD ● Works with other district committees ● Conducts a district-wide needs assessment ● Reviews and comments on the district's ML program components including reclassification procedures, written notifications required to be sent to parents and guardians ● If the DELAC acts as the EL parent advisory committee, the DELAC shall also review and comment on the development or annual update of the local control and accountability plan (LCAP)
Human Resources	<ul style="list-style-type: none"> ● Recruits and monitors placement of EL/ML staff in collaboration with principals and directors ● Monitors credentials of all personnel working with English/multilingual learners
Educational Services	<ul style="list-style-type: none"> ● Supervises EL/ML services and program implementation, including professional learning ● Identifies opportunities to create coherent and aligned services for ELs/MLs and educators who serve them ● Support schools in implementing the <i>Multilingual Learner Master Plan</i> ● Monitors implementation of <i>Multilingual Learner Master Plan</i> ● Monitors language acquisition programs ● Monitors the instructional materials used in the classroom delivery of ELD and core curriculum for ELs/MLs ● Collaborates with site principals to review site plans for services to ELs/MLs
Superintendent	<ul style="list-style-type: none"> ● Oversees the evaluation of district goals relative to the LEA and Title III Plans, including implementation of the <i>Multilingual Learner Master Plan</i>

Program Monitoring & Evaluation

WCSD utilizes several systems to monitor English/multilingual learner programs and services. These systems inform processes for gathering, analyzing, and evaluating summative, formative, quantitative and qualitative data to evaluate the implementation of programs and to inform next steps in service of multilingual learners. WCSD's collaborative learning communities serve as one of the monitoring structures and include opportunities for engagement in planning for lessons, implementation, assessment, and monitoring the success of MLs.

WCSD's collaborative teams including teacher grade level teams and MTSS teams, support mutually agreed-upon student learning goals and outcomes that drive their learning. These are documented in the

School Plan for Student Achievement (SPSA). Criteria for success or improvement in student-learning is established by each WCSD school site and is in alignment with the District's Local Control and Accountability Plan (LCAP) goals.

Other structures to monitor program implementation and success include timely analysis of data by leadership and educational partners at the district, school, and parent advisory levels. Summative and quantitative data is utilized as success indicators. Such data is inclusive, but not limited to the following: reclassification rate, ELPAC results, as well as CA School dashboard indicators for achievement in ELA, math, English Learner Progress (ELPI), and attendance.

Resource Allocation

Walnut Creek School District provides a base program for all students using general funds to fund all core materials, teachers' salaries and other district services. General funds are also designated for monitoring program implementation, student progress, and program evaluation. Core materials in language arts and mathematics provide universal access components to ensure that multilingual learners have access to the core. The base program also includes ELD program materials. Supplemental funds are used to support programs and services for English/multilingual learners. These funds must not be used to replace or supplant the base program.

District and site-level expenditure decisions are aligned to other district and site-level policy, planning and budgeting documents. These include, but are not limited to:

- Local Control and Accountability Plan (LCAP)
- LCAP Federal Addendum
- Multi-Tiered Systems of Support (MTSS) Initiative
- Title III Plan
- School Plans for Student Achievement (SPSA)

The district maintains documentation showing evidence of how programs and services are funded and aligned to LCAP goals, actions and services. These expenditures are audited annually.

Conclusion

WCSD district staff and school leaders are responsible for evaluating the effectiveness of language acquisition, academic and other programs for MLs. LEAs must also meaningfully engage educational partners in addressing research, federal and state policies to inform the processes for analyzing the effectiveness and improvement of comprehensive programs for ELs, including how to equitably allocate resources as required by the Local Control Funding Formula and the Local Control and Accountability Plans.

Walnut Creek School District has established structures that engage staff in the collaborative work of analyzing data, identifying areas of priority based on such analysis and developing action plans to ensure the continued success of all our students, including our ML students.

Appendices

Parent Communications

[Initial ELPAC Assessment Letter](#)

[Initial ELPAC Results Notification](#) (IFEP)

[Initial ELPAC Results Notification](#) (Learner)

[Summative ELPAC Assessment Letter](#)

[Summative ELPAC Results Notification](#)

[How to Access Test Scores](#) (Aeries Parent Portal)

[Annual Caregiver Notification Letter](#)

[RFEP Parent Notification Letter](#)

[DELAC Meeting Notification](#)