Menlo Park City School District
English Learner Master Plan
2018

Board Approval Date
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Mission
We are a community working together to inspire high academic achievement among all students, serve their needs, challenge their minds, and enrich their lives, laying a foundation for success and participation in our democratic society and as citizens of the world.

Vision
- Every child achieves academic excellence.
- Every child becomes emotionally and physically stronger.
- Every child discovers and grows their talents.

Core Values
We are committed to achieving our Vision by relentlessly focusing on these Core Values:

- We value excited and curious learners who take initiative and feel confident in themselves, and teachers who revel in the quest to help every child become their best. We believe that an educational experience where students are highly engaged and challenged to achieve mastery, built upon a foundation of strong relationships, is integral to our mission...Engagement

- We value a zest for continuous improvement by students, teachers, and all members of the community. We believe a culture of innovation empowers children to realize they can change the world. Our community supports and values staying current on the latest thinking, trying new ways to reach students, and taking the initiative to develop and share best practices...Innovation

- We believe that effective leaders display a positive attitude, treat others with kindness and respect, and exercise the courage to stand up for and do what is right. We believe that both children and adults should continually seek to challenge themselves, be willing to step out in front, and act as role models and guides. We believe service to others is a foundation of leadership...Leadership

- We value a strong partnership among students, staff, and parents, and we also seek to partner with and benefit from the unique strengths of our broader community. A culture of inclusivity is the norm in our schools, where all backgrounds and perspectives are valued, and we share a deep commitment to providing opportunity and achieving success for every child...Partnership

- We believe that excellence requires hard work, patience and persistence. We value a community where all members never give up on themselves or each other, where obstacles are seen as opportunities, and where all members continually stretch to achieve more than was thought possible...Perseverance

LCAP Goals
- Goal #2
Each year for the next four years, the number of MPCSD’s underrepresented populations (Hispanic/Latino, African American, Pacific Islander, low socio-economic, non-native English speaker, Students with Disabilities, and foster youth) scoring in the “Standard Met/Standard Exceeded” performance band on the Smarter Balanced Assessment (math & ELA) and on local benchmark assessments will increase significantly (by 5% each year). Additionally, the overall percent of MPCSD’s student population scoring at the “Standards
Exceeded performance band on the Smarter Balanced Assessment will increase in ELA and math by 3% each year.

- **Goal #3**
  Over a four year period of time, bring to zero the number of “long-term” English Language Learners who have been in MPCSD longer than five years and do not receive significant IEP services.
Chapter 1: Identification, Assessment, and Program Placement

Home Language Survey

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. To gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children. In MPCSD, this information is collected on-line during the registration process and confirmed at the time of registration.

The survey asks four questions:

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

All public school districts in the state of California use the HLS to identify whether or not a student is an English learner (EL). A response other than English is given for any of the first three questions indicates that a primary language other than English is spoken by the child. This automatically identifies the student as a potential EL student. Once determined, the primary language is not to be re-determined unless the results are disputed by a parent or guardian. Primary language and English learner status information is kept in district, county and state level records.

For students who are transferring from another school district, the HLS shall be re-administered. However, the only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California public school.

English Language Proficiency Assessment

State regulations require that all students whose Home Language Survey indicates a language other than English complete English language proficiency testing within 30 calendar days of initial enrollment. The English Language Proficiency Assessments of California (ELPAC) is a standardized language proficiency test designed to measure the English proficiency of non-native speakers. The test is an assessment of students’ competence in comprehending English in the domains of listening, speaking, reading and writing.

The initial ELPAC will be scored at the school site and language classification will be identified for each assessed student. This score is also used to determine appropriate program placement for students identified as EL students.

A student’s initial language classification (English Learner) or status Initial Fluent English Proficient is determined by their overall performance on the initial ELPAC.

- **English Learner (EL)**
- The overall performance level on the initial ELPAC is *Novice or Intermediate*. 
Initial Fluent English Proficient (IFEP)
The overall performance level on the initial ELPAC is *Initial Fluent English Proficient (IFEP)*.

### Initial ELPAC Performance Level Descriptors

<table>
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<tr>
<th>Initial Fluent English Proficient (IFEP)</th>
<th>Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English</th>
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<tr>
<td>Intermediate English Learner</td>
<td>Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English and learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.</td>
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<tr>
<td>Novice English Learner</td>
<td>Students at this level have minimally developed oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.</td>
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Once a student is identified as an EL, the student shall be annually assessed with the summative ELPAC until the student meets the exit eligibility criteria and is reclassified to Fluent English Proficient (RFEP).

**English Learner Students with Individualized Education Programs (IEPs)**

EL students with disabilities are assessed with the initial or summative ELPAC. EL students with disabilities may be tested using the California Department of Education-approved Testing Variations, Accommodations, and Modifications which is updated annually. The Individualized Education Program (IEP) team shall document in the student’s IEP any accommodations or modifications used, and these shall not deviate from those approved by CDE. All EL students with disabilities are assessed with ELPAC annually after they have been identified as EL students. EL students with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

An alternate assessment to the ELPAC may be designated by the IEP team for students receiving special education services. If the IEP team determines that a student should take an alternate assessment to ELPAC, they shall ensure that the student is assessed in all four domains of English proficiency: listening, speaking, reading, and writing.

**Parent Notification of Initial and Annual Assessment Results and Program Placement**

Parents of EL students are notified each year of their student’s current language classification along with the annual assessment results. Parents may request a meeting to discuss the assessment results. A student will remain an EL until he or she has met district criteria for reclassification.

**Initial Language Assessment**

Parents of students (EL and IFEP) who are administered the initial ELPAC receive an *Initial Parent Notification* letter within 30 calendar days informing them of their student’s language proficiency level, language classification, program placement options and program exit criteria.
**Annual Language Assessment**

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a February 1 through May 31 test window. MPCSD ensures that each EL is assessed annually and the assessment results and program placement are communicated to parents in writing within 30 days of the start of school using the *Annual Parent Notification* letter. This letter includes the most recent ELPAC language proficiency level, language classification and program placement options.
Chapter 2: Instructional Programs

After being identified as ELs from the ELPAC, students are placed in a language assistance program. The dual goals of our English learner program are to ensure that English learners
  ● acquire full proficiency in English as rapidly and effectively as possible
  ● achieve the same rigorous grade-level academic standards that are expected of all students within a reasonable period of time

Students remain in the English language development program until they meet the district reclassification criteria.

English Language Development
The EL program is focused on students acquiring English as rapidly as possible in order to meet grade level standards in content areas while they are learning English. In addition to the core instructional program, all identified ELs receive integrated and designated ELD instruction in order to develop proficiency in English.

Designated ELD
  ● A protected time during the school day of a minimum of 30 minutes
  ● Instruction is based on the ELD Standards, targeted at an EL proficiency levels groups of not more than two proficiency levels
  ● Instruction is delivered by an appropriately authorized teacher

Integrated ELD
  ● Provided to students throughout the school day and across all subject matter by all teachers of ELs
  ● The ELD Standards are used in tandem with the CCSS for ELA/Literacy and other content standards to ensure students simultaneously develop English and content learning

Instructional Programs for English Learners

Structured English Immersion (SEI)
SEI is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. Students receive integrated and designated ELD in addition to the core instructional program.

Alternative Placement (AP) / Spanish Immersion
The alternative placement option for students in MPCSD is Spanish immersion. This program provides language learning and academic instruction for all students with the goals of high academic achievement, language proficiency in both Spanish and English and cross-cultural understanding. Students receive integrated and designated ELD in addition to the core instructional program. This program begins in Kindergarten and continues through fifth grade.

Process for Opting Out of EL Instructional Placement
After reviewing their child’s EL program placement, a parent may choose to have their child opt out of the programs or services being offered. To request to opt out of program or services, the parent contacts the EL Services
Coordinator who will meet with the parent to review the student’s English language proficiency results, school EL program, and the district’s obligation to continue to annually test the student’s language proficiency until he or she is reclassified and then monitored for continued progress for four years. A Parent Request to Opt a Child out of EL Programs or Services letter is then signed by the parent and a copy filed in the student’s cum. A parent can choose to opt back into EL services at any time.

English Learners with Individualized Education Programs (IEPs)
The IEP team is responsible for ensuring that an EL student’s language development needs are addressed within the IEP document with appropriate language goals.
Chapter 3: Monitoring Student Progress

MPCSD monitors and regularly assesses the progress of all ELs, including those those who have opted out of EL programs, in both English language proficiency and content knowledge. This includes conducting the annual ELPAC assessment as well as measuring ELs performance and progress in grade level core content areas.

Progress is monitored three times per year at the district Collaborating Around Student Outcome (CASO) days. State-mandated and benchmark assessments results are used to determine progress in language growth and performance on grade level core academic subjects. For grade level core academic subjects, ELs are expected to make more than average growth in order to recoup any academic deficits until they demonstrate proficiency.

MPCSD monitoring system includes annual growth expectations in language proficiency in order to determine appropriate progress as students are learning English. The table below details MPCSD minimum annual language progress expectations for ELs.

For students who are not making minimum growth expectations, site teams will meet and plan instructional interventions necessary to accelerate student progress to reach English proficiency and gain grade-level content knowledge.

### MPCSD EL Language Proficiency Expectations

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**Reclassification**

MPCSD carefully monitors the progress of each English learner through a set of state-mandated and district-adopted assessments. These assessments are used to assess a student’s growth in English language proficiency and academic performance. Students are reclassified from English learner to proficient in English by using a process and criteria that include, but are not limited to:

- Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and
- Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; and
- Parent opinion and consultation during the reclassification process; and
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. [California Education Code Section 313]

### MPCSD Reclassification Criteria

<table>
<thead>
<tr>
<th>Required Criteria</th>
<th>District Criteria</th>
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<tbody>
<tr>
<td>English Language Proficiency Assessment</td>
<td>Interim district ELPAC proficiency criteria:</td>
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<tr>
<td><strong>K-1</strong>:</td>
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<tr>
<td>● An <strong>Overall</strong> scale score at the mid-point between a three and a four or higher</td>
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<td>○ Kinder scale score of 1429 or higher</td>
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<td>○ 1st grade scale score of 1452 or higher</td>
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<tr>
<td>● An <strong>Oral Language Proficiency</strong> level score of 3 or higher</td>
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<td><strong>2-8</strong>:</td>
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<tr>
<td>● An <strong>Overall</strong> scale score at the mid-point between a three and a four or higher</td>
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<td>○ 2nd grade scale score of 1468 or higher</td>
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<td>○ 3rd-5th grades scale score of 1514 or higher</td>
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<td>○ 6th-8th grades scale score of 1532 or higher</td>
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<tr>
<td>● Both <strong>Oral Language Proficiency</strong> and <strong>Written Language Proficiency</strong> level scores of 3 or higher</td>
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<td>Comparison of Basic Skills</td>
<td><strong>K-2</strong>:</td>
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<td></td>
<td>● Reading fluency and comprehension at grade level or above on reading benchmark assessment</td>
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<td><strong>3-8</strong>:</td>
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<tr>
<td>● Language arts at “nearly met” or above on California Assessment of Student Performance and Progress (CAASPP)</td>
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<tr>
<td>● Reading level at proficient or above on reading benchmark assessment</td>
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<tr>
<td>Teacher Criteria</td>
<td>Teacher observes satisfactory progress based on classroom performance in all curriculum areas taught in English</td>
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<tr>
<td>Parental Opinion and Consultation</td>
<td>Parents or guardians observe satisfactory progress based on academic skills.</td>
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</table>

**Reclassification of Special Education Students**

Reclassification of an EL student with an IEP must include input from the IEP team in accordance with federal IDEA regulations.

**Monitoring of Reclassified English Learners**

Students who have been reclassified as RFEP will be monitored for a minimum of four years after reclassification to ensure that they are maintaining English proficiency and continue to achieve academically. The school will receive a *Reclassification Monitoring* form to document the progress of each reclassified EL each fall for four years after reclassification. The student’s annual *Reclassification Monitoring* form will be filed in the student’s cum.

If an exited EL is not progressing academically as expected, teachers, principals and other stakeholders will craft an intervention plan to accelerate the student’s achievement. A copy of this plan will be filed in the student’s cum.
Chapter 4: Staffing and Professional Learning

Staff members are recruited, trained, assigned, and assisted to ensure effectiveness of the EL program.

Staffing

MPCSD ensures that all teaching staff shall hold appropriate certification to provide necessary instructional services to English learners. Teachers assigned to provide ELD, SDAIE, and primary language instruction will be properly authorized or working to complete requirements for authorization with a signed agreement on file in the Human Resources Department. Hiring and placement of teachers is based on student and program need.

The following outlines the authorizations required of teachers instructing English learners.

<table>
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<tr>
<th>Type of Instruction</th>
<th>Authorizations</th>
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<tbody>
<tr>
<td>English Language Development (ELD)</td>
<td>● Multiple or Single Subject (English) Teaching Credential with CLAD/BCLAD emphasis</td>
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<td>● General teaching credential (ELD only)</td>
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<td>● CLAD/BCLAD</td>
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<td></td>
<td>● Bilingual Certificate of Competence (BCC)</td>
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<td>● Language Development Specialist (LDS)</td>
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<td></td>
<td>● University of District Internship Credential with CLAD emphasis</td>
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<td>● SB 395 or SB 1969 or equivalent</td>
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<td>● English Language Authorization (ELA)</td>
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<td>Specially Designed Academic Instruction in English (SDAIE)</td>
<td>● Multiple or Single Subject Teaching Credential with CLAD/BCLAD emphasis</td>
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<td>● SB 395 or SB 1969 or equivalent</td>
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<tr>
<td>Primary Language Instruction</td>
<td>● Multiple or Single Subject Teaching Credential with BCLAD emphasis</td>
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Professional learning

MPCSD provides professional learning to effectively implement the EL program to classroom teachers, administrators and instructional assistants. Professional learning is of sufficient intensity and duration in order to have positive and lasting impact on classroom instruction and includes the following topics:

● District EL Master Plan policies, procedures and guidelines
● ELD Standards (integrated and designated ELD practices)
● English language proficiency assessment (ELPAC) and implications for classroom instruction
● Instructional EL pedagogy and strategies
● Parent involvement and engagement
Chapter 5: Parent and Community Engagement

MPCSD recognizes that effective parent engagement is a critical factor in EL students’ academic success. Opportunities are provided to parents of English learners to be active participants in assisting their children to attain English proficiency and achieve academically.

Communication with Parents/guardians
Communication with parents of ELs in their primary language is essential to foster parent support, involvement, and engagement. Staff provides translation and interpretation services at school sites and the district office as needed. A Family Engagement Coordinator provides Spanish outreach and translation for both site and district meetings. In addition, the district provides over-the-phone translation support in multiple languages.

English Learner Advisory Committee (ELAC)
Each school with 21 or more ELs has an ELAC that has members that are elected by parents or guardians of ELs that are responsible for:

- Assisting in the development of the school-wide needs assessment and ways to make parents aware of the importance of regular school attendance
- Advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA)

District Learner Advisory Committee (DELAC)
The DELAC is composed of elected representatives from each ELAC and is responsible for:

- Development or revision of an EL Master Plan for education programs and services for ELs. The district master plan will take into consideration of the school site master plans.
- Conducting of a district-wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for ELs
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Review and comment on the development or annual update of the Local Control and Accountability Plan.
Chapter 6: Evaluation and Accountability

MPCSD conducts yearly evaluations of the EL program and provides information about effectiveness to school sites, district staff, and the Board. Decisions to continue, modify, or discontinue programs and/or program elements are made on the basis of evaluation results. Evaluation of programs examine both student outcomes and program implementation goals and objectives.

Student Outcome Goals and Monitoring

1. EL students will make annual progress towards achieving English proficiency within six years entering the EL program
   - Are EL students making adequate progress in learning English?
     - Measurements:
       - The percentage of EL students gaining one proficiency level every year on the state English language proficiency assessment increases annually.
       - 100% of EL students will meet or exceed the MPCSD EL Language Proficiency Expectations

   MPCSD EL Language Proficiency Expectations

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- Are EL students making adequate progress in attaining English proficiency?
  - Measurements:
    - The percentage of EL students attaining English proficiency on ELPAC increases annually.
    - 100% of entering Kinder cohorts of ELs shall be reclassified by the end of 5th grade.
    - The annual percentage of reclassified students, regardless of entry date, shall equal or exceed the state reclassification average.

2. EL and RFEP students will achieve academic success
   - How are EL and RFEP students achieving academically when compared to English only (EO) students?
     - Measurements:
• EL and RFEP students make comparable progress on benchmark assessments when compared with EO students.
• EL and RFEP students have the same passing rate or better in middle school ELA and Math courses as EO students.
  ○ What is the percentage of participation of EL and RFEP students in compacted Math classes compared to EO students?
    ■ Measurement:
    • EL and RFEP students have comparable participation rates in these courses as EO students.

In addition to student outcome goals, program implementation goals and criteria have been developed to monitor implementation of both Integrated and Designated English Language Development standards-based instruction.

Program Implementation Goals and Criteria

1. EL students receive instruction that will increase their language and academic proficiency.
   ○ Classroom teachers implement integrated ELD in rigorous standards-based academic setting
   ○ EL support and classroom teachers implement standards-based, designated ELD
   ○ Designated ELD is at least 30 minutes in elementary school and 45 minutes in middle school.
   ○ When feasible, teachers and staff utilize primary language support
     ■ Measurement:
     • Teacher schedules, bilingual aide schedules, master schedules
     • Lesson plans, anecdotal observations

2. District staff that support ELs will have sufficient professional learning and resources
   ○ Staff responsible for ELs have been provided with robust professional learning
   ○ Teachers have sufficient materials and resources to implement the EL program effectively
     ■ Measurement:
     • Sign in sheets and agendas for ELD professional learning sessions
     • Anecdotal observations, purchase orders, receipts

Site administration and Ed Services staff conduct regular classroom observations to monitor program implementation. Information gathered from self-reviews serve to identify site specific areas of need to plan for support and professional learning.
Chapter 7: Funding and Resources

District Funds
The core instructional program for ELs is fully funded through district general funds. This support includes EL teachers, instructional assistants, instructional materials, and professional development. MPCSD exceeds the funding recommendation of the California Local Control Funding Formula which reflects the district’s dedication to aligning resources to student needs.

Title III Funds
Title III federal funds provide supplemental funding to school districts to implement programs designed to help EL students attain English proficiency and meet the state academic content standards. Because it is supplementary funds, it cannot be used to fund the regular education program and is intended to be used to enhance the standard EL program.

Examples of uses for Title III funds:
- English language instruction educational programs provided outside of school hours (extended day, Saturday or summer programs)
- Professional development for classroom teachers, EL support teachers, administrators and other staff in topics such as instructional strategies for ELs, English language proficiency assessments, ELD Standards, alignment of curricula with state standards
- Parental involvement activities designed to assist and/or inform parents of EL students