

DISCOVERY CHARTER PREPARATORY SCHOOL

English Learner Master Plan

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DISCOVERY CHARTER PREPARATORY SCHOOL

EL MASTER PLAN

The ultimate goal of the Discovery Charter Preparatory School's English Learner Program is to prepare all students to be competitive in a university setting. In order to develop college level English language literacy, each English Learner (EL) is carefully monitored in order to ensure academic success comparable to native English speakers. The school recognizes that this goal can be accomplished through programs that are standards based, rigorous, and well designed so that students can access the entire curriculum while acquiring English. Language Acquisition Support and Content Instruction are delivered simultaneously, not sequentially. This will provide all learners with access to rigor at their grade level with the appropriate content standards.

The purpose of the EL Master Plan is to serve as a guide to schools in the ongoing development, implementation and assessment of programs for English learners. With a common staff understanding of the goals and procedures, English learners will receive consistent high-quality services designed to meet their academic and linguistic needs.

Federal case law requires that the main goals of the English Learner Program be to develop in each English Learner fluency in English as effectively and rapidly as possible and to develop mastery of the core curriculum comparable to native English speakers. Schools must ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, the school will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent choice
- Provide on-going high-quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program

Discovery Prep is committed to developing in English Learners academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity English learners bring to the community.

INITIAL IDENTIFICATION

Home Language Survey

At the time of enrollment, all parents fill out a Home Language Survey (HLS) which is used to determine the primary language of the student and is on file for each student in the school at the school site in the cumulative folder and in the student's English Learner folder. The Home Language Survey is available in English and Spanish. All students, including English-only students, must have a completed HLS on file, including a parent's signature and date.

If the first three responses on the Home Language Survey indicate a language other than English, the student is assessed if enrolled after the beginning of the school year in English listening, speaking, reading, and writing. The results of these assessments enable site personnel to determine the English language proficiency level of the student.

For students who are transferring from a California school school, the Home Language Survey shall not be administered. The only Home Language Survey that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school. For placement purposes while cumulative student records are in transit, the student shall be assessed for English language proficiency through the CELDT as explained below. Upon the receipt of student transfer records, the student's language status as determined by the originating district shall be honored.

English Language Assessment

The state-approved instrument used for language assessment is the California English Language Development Test (CELDT). The assessment determines the student's English language proficiency level (1, 2, 3, 4 or 5). The CELDT test should be given once for initial identification, and each year thereafter for annual progress monitoring. The post-assessment form may be used at the end of the school year.

The speaking portion of the CELDT is designed to assess the student's oral language proficiency. For all students, the oral portion of the test is administered individually and it is scored as the student responds to each item. Testing stops when the student has not answered five continuous test items correctly. The reading and writing portion of the test is administered as group tests. Scores from each test result in a rating of "non", "limited", or "fluent" English Reader/Writer.

These ratings are then combined with the oral language proficiency score to determine the designation of the student as either an English Learner or Fluent English Proficient (FEP).

CELDT overall	English Language Proficiency
1 & 2	Less than reasonably fluent
3 (scale score \leq 508)	Less than reasonably fluent
3 (scale score \geq 509)	Reasonably fluent
4 - 5	Reasonably fluent

Primary Language Assessment

State law requires that English Learners be assessed for primary language proficiency. Procedures for the evaluation of primary language differ, depending on the primary language of the student. For students whose primary language is Spanish, oral and written proficiencies of the individual students are assessed using a primary language assessment that requires proficiency at a 5th grade level incorporating grammar, spelling, reading comprehension and knowledge of idiomatic phrases.

EL 1: Parent Notification of Assessment Results

Parents are notified in writing in a language they can understand (and orally, if they are unable to understand written communication), of the results of the initial language assessment. The parent notification includes test results of, at minimum, English language proficiency (and primary language proficiency as testing resources allow), the programs offered in the school, and the student's initial placement. The notification is provided in English and in Spanish (see Appendix). The law requires that when 15% or more of the student population at a given school site speak a common language, all relevant parent notification be available in that language. Discovery Prep has an English Language Learner population that is primarily Spanish speaking. We provide all home communications in both Spanish and English.

PLACEMENT OF EL STUDENTS

The State of California English Language Development (ELD) standards provide a description of student expectations for each grade level and proficiency level.

CELDT Overall score	English Language Proficiency
1	Beginning
2	Early Intermediate
3	Intermediate
4	Early Advanced
5	Advanced

California law governing programs for English Learners requires that all English Learners be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. (An exception is Special Education where an IEP team determines placement.)

Placement in SEI – English Enhancement 9th

Placement for students in Discovery Prep with less than reasonable fluency in English is:

Proficiency Level	Recommended Placement
Beginning	SEI
Early Intermediate	SEI
Intermediate	SEI

Placement in Mainstream English – 10th, 11th, 12th, and 9th graders taking Humanities

Placement for students with reasonable English language fluency is:

Proficiency Level	Recommended Placement
Intermediate	Mainstream English
Early Advanced	Mainstream English
Advanced	Mainstream English

9th graders are administered a cloze reading comprehension test and divided accordingly.

PROGRAM OPTIONS

Discovery Prep's program options for English Learners include:

Option 1 - Structured English Immersion (SEI):

This instructional model is designed for English Learners whose English language proficiency is between the beginning and low intermediate levels and whose parents did not elect the Alternative Program. The program goal is to develop English language proficiency as rapidly and effectively as possible and provide developmental access to the core curriculum through English using ELD, SDAIE* (Specially Designed Academic Instruction in English) strategies when appropriate, and through instructional modifications to text, teacher language, and other strategies designed to make instruction comprehensible to a non-English proficient student. It should be understood that students in this program will not fully master the grade level content standards until they achieve English proficiency.

- English Learners are clustered homogeneously by English language proficiency level
- Teachers hold appropriate certification (CTEL, CLAD or equivalent)
- The instructional focus is on:
 - a. Developing proficiency in English through ELD
 - b. Providing increasing access to the core curriculum through EL Pedagogy (Specially modified instruction for non-English proficient students)
 - c. Support in the primary language (Spanish) provided as appropriate

At any time during the school year, a parent or guardian of an English Learner may have his or her child moved into a mainstream English language classroom. This program provides instruction predominantly in English. Students are taught language skills in English.

Primary language is used for clarification, support and reinforcement. The goal of the Structured English Immersion Program is for the English Learners to demonstrate "reasonable fluency" in English while learning most of the grade-level content standards in the core curriculum areas.

Program Requirements:

- Core subject instruction in language arts, math, science, and social science is "overwhelmingly" in English through EL Pedagogy with primary language support and SDAIE strategies.
- It is recommended that primary language support be provided as appropriate for equitable access to core content.
- All English Learners receive daily ELD instruction at each student's specific level of proficiency with the adopted curriculum by an appropriately certified teacher (CTEL/CLAD/BCLAD).
- An integration component that includes structured activities in the following areas: art, music and physical education.

Option 2 - English Language Mainstream Program:

English learners who have been assessed as having attained a good working knowledge of English (Intermediate - Advanced) may be placed in Mainstream English Program. For most students, the

regular English program represents a continuation of the Structured English Immersion Program or students may be placed in this program by parent request. The ELD focus of the program is students at CELDT levels 4 and 5. Instruction focuses on the linguistic and literacy gaps typically found in students at these proficiency levels. English learners in this program receive English Language Development from the classroom teacher until they are reclassified as English proficient. English is the language of instruction for all subjects with no primary language support.

Characteristics of the English Language Mainstream program include:

- Students have attained a good working knowledge of English
- The ELD focus is for students at levels 4 and 5.
- The instructional focus is access to grade-level core curriculum through the use of SDAIE strategies.

Students may be placed in this program based on achievement on the CELDT assessment or by parental request. For English Learners placed in Mainstream Programs by parental request who have not met program criteria, ELD will be provided daily at the student's specific level of English proficiency.

Program Requirements:

- Core instruction in language arts, math, science and social science is taught in English using state adopted materials and SDAIE methodology
- All English Language Learners receive daily ELD instruction based on the -adopted program from an appropriately certificated teacher. Instruction addresses the ELD standards in listening, speaking, reading and writing.

Staffing:

- All teachers must be appropriately authorized, i.e. CLAD or equivalent.

Materials:

- Adopted materials are used for all core subjects.
- State-adopted materials, Hampton-Brown "Edge" are used for the ELD instruction.

Staffing:

- All teachers must be appropriately certified, i.e. TC2M, TC1S, CTEL, CLAD, BCLAD

INSTRUCTIONAL PROGRAM

All students must have access to grade-level core curriculum. Instructional programs for English learners are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through:

- English Language Development
- Appropriately modified English language instruction
- Primary language support
- Or primary language instruction along with English language development

Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum.

English Language Development (ELD)

English Language Development is a part of each English learner's instructional program. The curriculum is based on the California English Language Development Standards using the adopted program, **EDGE**. These are supplemented with additional English Language Development materials.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. By the end of the early advanced proficiency level, students are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the CELDT.

Access to Core Content Instruction

The school's programs for English Learners are designed to enable English Learners to acquire English and learn grade-level academic content. Students enrolled in any of the program models are expected to master the ELD standards and eventually meet grade-level standards in the core academic subject areas.

Strategies for English Language Learner Instruction and Intervention

- Teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English language learners.
- The instructional design model to be used by Discovery Charter Preparatory 2 places a heavy emphasis on differentiating instruction to meet the needs of English Language Learners

based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of instructional strategies to be used specifically with English Language Learners. These strategies include, but are not limited to the following techniques:

- Total Physical Response (TPR). Developed by James J. Asher in the 1960s, TPR is a language- learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). (For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)
- Cooperative Learning. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful. (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).
- Language Experience Approach (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson,

O'Neal, & Cusenbary, 2000).

- Dialogue Journals (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nonthreatening opportunity for ELL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.
- Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (See Gibbons[2002] for specific scaffolding strategies.)
- Native Language Support. Whenever possible, ELL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

Implementation of the California Common Core Standards (CCSS)

The English department is moving forward and making progress in implementing the CCSS. The entire department, along with a majority of our faculty and administration, attended the UCLA CenterX Common Core institute in June 2013. The institute introduced ideas and information that we are using to plan and carry out implementation of the CCSS in our classrooms. At grade level and department meetings teachers are sharing models from Common Core teaching, including measuring rigor in reading, analyzing and interpreting data, project-based learning, and using evidence to support arguments. Literacy, reading comprehension, and expository writing are focal points across disciplines.

New teachers at Discovery Prep are incorporating Common Core standards into their lesson plans. Veteran teachers are updating their Skills Binders—which contain syllabi, pacing plans, unit plans, daily lessons, examples of student work, etc. — to reflect the Common Core standards. By October 2013, all teachers will use Common Core standards in their lesson plans.

The English department plans to attend the California Association of Teachers of English (CATE) conference in October, which specifically addresses the implementation of the CCSS in teaching non-fiction literature, and hopes to attend the larger CATE conference in February.

For the last three years, all math teachers attended the annual California Mathematics Council (CMC) in Palm Springs; therefore, math teachers are familiar with the upcoming changes in high school mathematics assessments and the CCSS's high level expectations and critical thinking requirements. For follow through, math teachers practice the nine elements of the Marzano's Instructional Strategies from his extensive research based studies of *What Works in Schools*, (2011). In addition, because the released questions from Smarter Balanced and other online resources are available, all math teachers are using those samples within their daily classroom instruction.

We have identified several challenges and there are surely challenges we have yet to realize or encounter. First, we are implementing an entirely new body of standards with which we are familiar but not experienced. Since the method of CCSS testing in some subjects is still unclear, we will need more information about the formats of assessment so we may prepare ourselves to prepare students for success. We must learn more about the standards and assessments through professional development, and then work in vertical and horizontal teams to utilize them efficiently and effectively. Our next challenge will be implementing our plans and assessing our success. We will need to consider our students' particular needs and continue to refine our methods.

In particular, we face the realities of our student demographic. Our school is Title I, with 94% of students qualifying for the free/reduced lunch program. In addition, our student population is comprised of many English Learners and students enter ninth grade with very low literacy. It will be an ongoing discussion and process as to how we can best support their transition and English language acquisition through CCSS. In addition, our students lack the social and organizational skills required in academia and in the workplace. This includes our students' unsatisfactory ability to use technology.

Each academic department and various grade level teams examine student test scores, class grades, and use input from past teachers to help identify areas of need, especially in literacy and math. We are using data from standardized testing such as the CSTs, CELDT, CAHSEE, practice (diagnostic) CAHSEE, PSAT, SAT, and ACT to determine areas of need. We are also using quantitative measures of student reading comprehension.

Upon admittance to Discovery Prep, ninth graders are required to take anchor assessments in English and mathematics, to identify specific weaknesses upon entering high school. Later, a diagnostic assessment with their assigned teacher reveals more about students' strengths and identifies concerns. Currently, we are using Kaplan diagnostics and Acellus (a state-accredited computer program) to evaluate and gather specific individualized information regarding each student. At each grade level, teachers meet to analyze and discuss students' assessment results and

performance, including EL and RSP students. Students of Concern will be placed into an intervention program at the end of 10th grade year.

Data Director, our school's computerized assessment program which is linked to state standards, has individualized results that are available for teachers, our school principal, and the leadership team for analysis. This analysis is used in order to maximize students' academic performance and educational achievements. English and math classes give a post-assessment to determine growth. In May of 11th grade, students are tested to see if they have improved their scores and to see if they meet the requirements for college admission. This information is used to determine whether or not students could potentially be placed in remedial classes in college. Students who do not meet the requirements will be offered an opportunity to enroll in community college the summer after 11th grade.

Currently, we are focusing on students' GPAs and CST scores to determine how student application to learning and efforts are addressed. There is a strong need for reading comprehension in the content areas. An uninterrupted silent reading program is conducted four times a week for a minimum of 15 minutes in our Advisory periods.

As teachers and administrators compare "power standards" from the California Content Standards with Anchor Standards from CCSS, we will see what we are already doing and what augmentations/changes we need to make in the curriculum. This will also help to create a vertical continuum of anchor standards, which will systemize scaffolding by department from 9th through 12th grade.

All students participate in SAT or ACT testing by senior year and all juniors take the PSAT free of charge. The college counselor and many other teachers provide opportunities for students to attend college and career fairs and, on many occasions, representatives from a variety of postsecondary options visit our campus to communicate with students. Student completion of the A-G requirements has been mandatory for graduation since the founding of our school, twelve years ago. DP's mission and vision are centered on preparing students to be college ready upon graduation. The college counselor assists all students as they apply for colleges and universities during their senior year and helps them to complete all necessary paperwork, applications and financial aid requests. Since DP serves less than one hundred seniors, the college counselor has ample time to meet with each student on many occasions and discuss their postsecondary educational availability and choices.

With our college and university partners, we have initiated a dialogue about the exchange of information. With this information, we will track DP's graduates at the UCs, CSUs, and community colleges using detailed information and data reflecting entrance exam scores, remediation rates, and overall performances.

Our preliminary collaboration with CSUN and Los Angeles Mission College started at the Long Beach CAPP seminar on August 1-2, 2013. At those meetings, we discussed students' college and career readiness. In speaking with professors about what students lack when entering college, social skills were emphasized as the leading cause of academic deficiencies. In response, our principal proposed a school-wide Social Skills Orientation for the 2013-2014 school year. After many hours of collaboration and professional developments, our teachers planned a four day seminar for each grade level, aimed at improving students' skills in four major areas: Study Skills,

Organizational Skills, School Expectations, and Respect. These seminars were essential for character building and college/career readiness; they were instrumental in creating a school climate of collegiality and paving a path towards postsecondary preparedness.

To gather baseline data on our alumni's college performance, we will work with the CSUs to collect EAP test results of Discovery Prep alumni. This data will show students' strengths and weaknesses in terms of skills and knowledge. We will use this data to determine benchmarks, to prioritize instruction, and to determine Tier 2 and Tier 3 interventions.

CSUN has agreed to provide various mediums (audio, recording, field notes, etc.) for teacher discussions about CCSS implementation. As teachers undergo the process of designing and implementing the CCSS-based curriculum, they will assess their needs for pedagogical supports through ongoing surveys and data collection. Also, instructional outcomes will be used to identify content focus and delivery of professional development. As specific areas of need are identified for teachers, CSUN will provide ongoing professional development. In addition, CSUN will provide professional development to help teachers understand the Smarter Balanced assessment: the concept of a "branched test," how the assessments are constructed, how to analyze results, and how to use results to modify curriculum and instruction.

Discovery Prep administration and teaching staff are in the process of learning about the new Common Core Standards. Adopting CCSS is a multi-year process, and many staff members have already attended trainings on the transition. Discovery Prep is facilitating the use of CCSS resources at our Wednesday Professional Development meetings.

We have an experienced administrator/curriculum coordinator to work with administration, staff and teachers to evaluate and assist operations and put policies into written form. Thus far, the evaluation process is ongoing and has resulted in positive outcomes. Principal's meetings and Calendar meetings are held weekly on Mondays with representatives from all stakeholders. The representatives are: CEO, CFO, Assistant Principal, College Counselor, Office Manager, Security, Department Chairs, and Athletic Director. The Leadership Team meets weekly to discuss concerns, as well as topics and activities for professional development. Faculty and staff meetings are held weekly, in different groups, wherein policies of the school are discussed, further defined and communicated. Parent Advisory Committee (PAC) and Parent Meetings are held monthly.

The policy decisions that govern the academic and curricular programs at DP are informed by the analysis of school-wide data and teacher input. The Leadership Team assesses student data to refine areas of focus and concern. Findings are shared during Wednesday professional development meetings. At department meetings during the year, teachers analyze and discuss student work; test scores and performance on assessments are used to better align instructional strategies and curricular choices with student needs.

Data Driven Decision Making:

DP is committed to reflective practice and gathering, analyzing and synthesizing data in order to guide our instructional program. The most recent CST, CAHSEE, SAT, AP and CELDT data is evaluated using our review process that begins with analysis of individual and content area data by department. This review includes providing recommendations for the upcoming school year based on the demonstrated weaknesses presented in the data. Next, the Leadership Team analyzes schoolwide data to make recommendations for programming and interdisciplinary projects

for the upcoming year. Throughout the year, teachers base their planning, pacing and assessment on the data-driven recommendations from their departments and going data provided by internal assessments.

Ongoing Assessment:

Data is reviewed and the principal meets with individual teachers to compare results with the target areas submitted at the beginning of the school year. If needed, an action plan is created to support areas of weakness and reassessed after two weeks of implementation. Academic departments meet once a month, or as needed. In these meetings, applications to teaching in the classroom are discussed and reviewed.

Measurable Effect of Professional Development:

When various strategies are presented during Professional Development, the administration, Leadership Team, and consultants conduct walkthroughs to look for indication of implementation. Often, individual grade levels or departments will choose to implement a strategy which will also be monitored by colleagues, administration and Leadership Team.

Student and school performance gains are achieved through regular reviews of results, followed by targeted adjustments to curriculum instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching. Teachers and the school benefit by “working smarter” through collaborative design, sharing and peer review of units of study.

English Learners in Special Education

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner’s IEP shall include linguistically appropriate goals and objectives based on the student’s level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.

CURRICULUM

Academic Core Curriculum

The Discovery Prep curriculum is guided by state and national standards. Course curricula are designed to meet the objectives outlined in the Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2001). Additionally, the Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 1994-2003) are incorporated by the core content areas. Discovery Prep offers each student an instructional program that meets the UC/CSU “a-g” requirements.

History/Social Science

Students begin by understanding world regions and their historical, cultural, economic, and political characteristics. Students will develop historical literacy by developing research skills, analyzing events for cause and effect, and understanding the importance of religion and other major belief systems. Additionally, students recognize the complex relationship between culture, politics, and social trends. Next, students learn the structure and function of American government. Finally, students explore basic economic problems and compare economic systems.

Grade 9: Geography

Students are introduced to physical and cultural geography worldwide. Students become familiar with world nations and cultures, and also receive the necessary background knowledge to prepare them for World History. Curriculum covers maps and encourages students to understand cultural geography in the context of current events.

Textbook: *World Geography and Cultures*, Glencoe Publishing, 2008.

Grade 10: World History

Students study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Textbook: *Modern World History: Patterns of Interaction*, McDougal Littell, 2006.

Grade 11: U.S. History

Students examine major turning points of American history in the twentieth century. Emphasis is placed on the expanding role of the federal government and federal courts. Students analyze the continuing tension between the individual and the state as well as between minority and majority power. Students trace the changes in the ethnic composition of American society and culture, and the movements towards equal rights for racial and gender minorities.

Textbook: *American Anthem: Modern American History*, Holt, Rinehart, and Winston, 2007.

Grade 12: Government/Economics

Government

Students study the history, concepts, and structure of United States government to enable them to become active and informed participants in their government. Students consider the theoretical and practical purposes of government and briefly explore different types of government. Students prepare for civic involvement by focusing on the Constitution and Bill of Rights, the three branches of government, the federal system, political parties, and the impact of elections and the media.

Textbook: *Magruder's American Government*, Prentice Hall, 2006.

Economics

Students learn the history, concepts, and ideas of American economics. Students cover personal finance and business, the current American economy, supply and demand, national and international markets, and the economic impact of globalization. Students become informed participants in the American economy and understand how their personal economic choices affect and are affected by the American and global economies.

Textbook: *JA Economics*, Junior Achievement, 2006.

Psychology

Students investigate a wide range of topics including the history of psychology, psychological philosophy, psychological development, and other related issues. Students are provided a broad introduction to the discipline of psychology, and are given a window to see the impact of psychology in their own lives.

Textbook: *Psychology: Eighth Edition in Modules*, David G. Myers, 2007.

AP U.S. History

Students interpret documents, master a significant body of factual information, and write critical essays. Major historical events are explored in the context of social, political, and cultural themes. Student develop their ability to analyze historical evidence and historical interpretations, and express their analyses in writing. Students analyze, synthesize, and evaluate the various primary and secondary sources to prepare for the AP exam.

Textbook: *The American Pageant* 14th Edition, Wadsworth Cengage Learning, 2006.

UC/CSU “a-g” Requirements

(a) History / Social Science – Two years, including one year of World History, Cultures, and Historical Geography **and** one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government.

English Language Arts

Students begin by learning the fundamentals of reading and writing, with an emphasis on improving reading comprehension. They read and create literary and professional documents using standard written conventions. Students increase their working vocabulary and gain greater understanding of academic vocabulary. Students write increasingly sophisticated essays and other forms of writing.

As students progress, they analyze significant works of literature. Additionally, students make connections between literature and the historical context in which it was produced. Students develop the habits of lifelong readers. Ultimately, students graduate from Discovery Prep ready to read and write at the college level.

Grade 9: English 9

Students gain a basic understanding of literature, writing, and the structures of professional documents. Students build on what they already know about reading and writing, and learn new ways to engage with texts. Students learn the parts of speech, the parts of a sentence, basic paragraph and essay structure, and read works from a range of authors.

Textbooks: *The Language of Literature Grade 9*, MacDougall Littell, 2006.

Supplemental Materials: *The InterActive Reader Plus for English Learners*

Grade 9: Humanities

Students focus specifically on reading and writing skills. Students apply what they learn in English 9 and cultivate additional skills with a second hour of literacy-based instruction. Additionally, they develop critical thinking strategies and engage with challenging moral questions through literature and art.

Textbooks: *Always Running* by Luis J. Rodriguez, *The Kite Runner* by Khaled Hosseini, *The Things They Carried* by Tim O'Brien

Grade 10: English 10

Students broaden their reading and writing skills. Writing practice focuses on student mastery of expository essays and MLA formatting. English 10 students will continue to use the writing structures they learned in 9th grade, and include all the critical components of essays in their expository and analytical writing. In reading, students engage with a variety of texts to work on their comprehension and analysis of literature. Students use active reading strategies to increase reading comprehension and become critical readers. Furthermore, students analyze how various literary elements impact the meaning of the work and the response of the reader. Additionally, students share what they know by participating in class discussions.

Textbooks: *Fahrenheit 451* by Ray Bradbury; *Othello* by William Shakespeare; *Animal Farm* by George Orwell; *Night* by Elie Wiesel; *The Catcher in the Rye* by J.D. Salinger; *The Language of Literature Grade 10*, MacDougall Littell, 2006.

Grade 11: English 11

Students read selected works from a variety of American historical periods and literary genres. Students advance their writing techniques to reflect the basic requirements of college-level writing. They continue to develop their literacy and reading comprehension through active reading. Students make connections across the curriculum by examining the way that literature relates to historical context.

Textbook: *The Language of Literature American Literature* MacDougall Littell, 2006; *The Great Gatsby* by F. Scott Fitzgerald; *The Crucible* by Arthur Miller; *In Cold Blood* by Truman Capote; *To Kill a Mockingbird* by Harper Lee; *The InterActive Reader Plus for English Learners*.

Grade 12: English 12

Students examine the literature of different countries and cultures by reading short stories, novels, essays, drama and poetry. They study a wide range of texts and learn to evaluate an author's purpose as well as literary and social impacts of the work. Students study the historical, cultural, social, economic and political influences on the author and his or her work. Students learn different methods of essay development and be expected to implement each method at least once in an essay. They write a personal narrative to use in college applications. Students refine the techniques necessary for college-level writing.

Textbooks: *Slaughterhouse Five* by Kurt Vonnegut, *Persepolis* by Marjane Satrapi, *Les Miserables* by Victor Hugo, *A Long Way Gone: Memoirs of a Soldier Boy* by Ishmael Beah, *Things Fall Apart* by Chinua Achebe, *A Doll's House* by Henrik Ibsen, *Love in the Time of Cholera* by Gabriel Garcia Marquez

The World of Shakespeare

Students are introduced to William Shakespeare by reading plays that represent the variety of his oeuvre. They study comedies, tragedies, and a history play, paying attention to the range of dramatic settings employed by Shakespeare. Students will experience the creativity of Shakespeare's language and inventive use of words. Students will study dramatic and linguistic devices, iambic pentameter, and several of the sonnets.

Textbooks: *Romeo and Juliet* by William Shakespeare, *A Midsummer Night's Dream* by William Shakespeare, *The Taming of the Shrew* by William Shakespeare, *Hamlet* by William Shakespeare, *Macbeth* by William Shakespeare

Speech

Students develop the competence and confidence to deliver formal and informal speeches, presentations, and debates. They learn how to prepare, research, and execute a variety of speeches. In addition, students become familiarized with the grammar of public speaking, how body language influences audience reception, and speaking to mass media. As students present speeches for their peers, they reduce verbal tics, over-reliance on notes, and increase effective verbal and non-verbal communication.

Creative Writing

Students create literature and read selected works from several genres. Students become better readers and writers as they participate in the creative process. They focus on the elements and conventions of literature as they compose narratives, poems, creative essays and other genres of writing.

UC/CSU "a-g" Requirements

(b) English – Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.

Mathematics

Students develop fluency in basic computational and procedural skills, an understanding of mathematical concepts, and the ability to use mathematical reasoning to solve mathematical

problems, including recognizing and solving routine problems readily and finding ways to reach a solution or goal when no routine path is apparent. They communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms. Additionally, students develop logical thinking in order to analyze evidence and build arguments to support or refute hypotheses. They make connections among mathematical ideas and between mathematics and other disciplines. Students apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics and in a wide array of mathematically related career choices.

Grade 9: Algebra I

Students learn the math in its abstract form and its application to real world scenarios. The key content area involves problem solving using different methods such as factoring, graphing, linear and quadratic equations. Students engage with real life scenarios and, after a series of lessons, solve the problems and present their solutions with written proofs. Students demonstrate their ability to reason symbolically. Students apply different methods to solve quadratic equations including factoring, completing the square, graphically, or through application of the quadratic formula. They also study monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion. By the conclusion of the course, students are prepared for the CAHSEE.

Textbook: *Algebra I: Concepts and Skills*, 4th Edition, McDougal Littell, 2004.

Grade 9/10: Geometry

Students analyze plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics students study include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. In addition, students develop critical thinking skills as they relate to logical reasoning and argument. Students are required to use different technological tools and manipulatives to discover and explain much of the course content.

Textbook: *Geometry: Concepts and Skills*, McDougal Littell, 2005.

Grade 10/11: Algebra II

Students complement and expand their understanding of the mathematical content and concepts of Algebra I. Students who master Algebra II gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

Textbook: *Algebra II: Concepts and Skills*, McDougal Littell, 2008.

Grade 11/12: Trigonometry

Students who have successfully completed Algebra I, Algebra II, and Geometry take Trigonometry. They explore the relationships of triangles and the theory of the period functions connected with them, and use the concepts as tools to solve problems in mathematics and sciences. Students who complete the Trigonometry course continue their studies with calculus and other advanced mathematics.

Textbook: *Algebra and Trigonometry: Structure and Methods*, McDougal Littell, 2000.

Grade 11/12: PreCalculus

Students learn the prerequisite skills needed for college level Calculus. They are introduced to topics covered such as the study of functions (polynomial, power, exponential, logarithmic, logarithmic, rational, irrational, and trigonometric), conic sections, polar coordinates, parametric equations, complex numbers, and vectors.

Textbook: *Precalculus with Trigonometry: Concepts and Applications*, Key Curriculum Press, 2007.

Grade 12: Statistics

Students engage in broader concepts as opposed to in-depth coverage. Students study sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions. Students will also learn about descriptive methods in regression and correlation, or contingency table analysis.

Textbook: *Statistics*, Houghton Mifflin Company, 2007..

UC/CSU “a-g” Requirements

(c) Mathematics – Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

Science

Students are introduced to the recurring concepts and connections made within the various science disciplines, Earth Science, Life Science, Physical Science, Biology, Chemistry, and Physics enriched by their application to technology and the environment. Throughout the disciplines, students develop their critical thinking skills, as well as on the role of creativity in scientific thought. Students at all grade levels are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collection, and drawing conclusions from data.

Grade 9: General Science

Students make important connections between the science they read about and what they experience every day. Students learn basic chemical principles such as matter, atomic structure, the periodic table, chemical reactions, acids and bases, and carbon chemistry. They also examine earth and space science and explore topics such as the earth’s interior, its surface and its relationship to the solar system.

Textbook: *Physical Science: Concepts in Action*, Prentice Hall, 2006.

Grade 10: Biology

Students are introduced to biological principles at the organismal and cellular level. They study general concepts in cell biology, as well as genetics, ecology, evolution, and physiology. Students focus on learning cell structure and function, heredity, gene expression, biodiversity, natural selection and the major body systems. During the laboratory section of the course, students apply their learning through use of microscopy, the scientific method, research tools and resources, data collection, specimen or sample preparation, data analysis and standard lab protocols.

Textbook: *Biology: The Dynamics of Life*, Glencoe/ McGraw Hills Science, 2005.

Grade 11: Chemistry

Students will explore and study the composition and chemical behavior of the world. They describe, explain, and predict behavior of a physical system; describe, analyze, and predict chemical reactions; and engage in effective inquiry into scientific problems. Students also use experimental evidence, logical argument, graphs, and mathematical equations. Students utilize technology, scientific instruments and equipment to collect, store, and analyze data.

Textbook: *Chemistry*, Published by Pearson Education Inc., 2005.

UC/CSU “a-g” Requirements

(d) Laboratory Science – Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.

Language Other than English

All students learn a foreign language. Students begin with the grammatical groundwork for Spanish or French sentences and reading passages, which gradually increase in length and complexity. Students complete special long-range projects which are designed to recognize multiple intelligences in student learning styles and interests. Teachers use audio and video tapes, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

Spanish 1 for Native Speakers

Students refine their oral skills, reading comprehension, grammar, and composition. The emphasis is on active communication, so students speak and write in Spanish only. Students develop functional language skills and apply them to various activities and disciplines. Students write and organize short compositions to demonstrate a general mastery of the content.

Textbook: *El español para nosotros level 1*, McGraw Hill, 2006.

Spanish 2 for Native Speakers

Students augment their communicative proficiency skills and enrich their cultural appreciation of the Spanish-speaking world. Students continue to refine their oral skills, reading comprehension, grammar, and composition. The emphasis is the use of Spanish for active communication, so students develop language skills that are useful for the students and that can be applied to various activities and disciplines. A great focus is going to be given to the organization and writing of compositions, so students will frequently compose sophisticated essays and other kinds of writing.

Textbook: *El español para nosotros level 2*, McGraw Hill, 2006.

AP Spanish Language

Students demonstrate the ability to comprehend formal and informal spoken Spanish, acquire the vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, to demonstrate the ability to compose expository passages and essays, and express ideas orally with accuracy and fluency. Students become familiar with the diversity of Hispanic and Latino cultures in the entire Spanish-speaking world including the United States. Students learn the vocabulary necessary to communicate about specific disciplines such as science, art, literature,

business, finance, etc. Students learn the grammatical (structural) aspects, the mechanics (punctuation) and spelling of the Spanish language. Students come to understand and appreciate the regionalisms that exist in a language that is spoken officially in many countries of the world. Students read the great literary works of authors of Spain, Latin America, and the United States. Students appreciate many literary forms and genres: poetry, prose, novel, short story, essay, fable and theater. Students are exposed to several forms of writing: narrative, expository, persuasive, descriptive, and personal and business letters. Students learn to organize their thoughts and present them in a coherent and interesting manner.

Textbooks: *Abriendo Paso: Lectura*, Prentice Hall, 2006; *Abriendo Paso: Gramatica*, Prentice Hall, 2007.

AP Spanish Literature

Students develop a confident sense of perspective regarding their own critical thought and understanding of literature. Students develop proficiency in written and oral communication within a vast range of styles and mediums. Students develop collaborative skills en route to completing challenging group projects. Students practice an inquisitive approach to literature. Students develop as earnest, motivated, and self-directed learners. Students engage in literary criticism in a manner that reveals a personal response to literature. Students critique logic of informational, rhetorical, and expository texts by analyzing organization. Students use text to substantiate assertions about author purpose. Students evaluate social, cultural, and political influences of a time period in relation to its literature. Students identify and discuss the effects of form, structure, diction, syntax, figurative language, rhetorical technique and style as employed by authors. Students identify and use phrases, clauses, and correct punctuation. Students use correct sentence construction and language. Students apply MLA style and format. Students identify and discuss various approaches and techniques of persuasive speech.

UC/CSU “a-g” Requirements

(e) Language Other Than English – Two years of the same language other than English.

Visual and Performing Arts

Through arts education, students have the opportunities to advance artistically and cognitively, develop self-expression and self-confidence, and experience accomplishment. The Discovery Prep Art Department emphasizes the California state standards for the visual and performing arts.

Art I

Students are introduced to the visual language of art through a combination of illustrated lectures, in class studio work and sketchbook assignments. The elements and principles of art are investigated and practiced. Throughout the year, students study drawing, painting, printmaking, collage, sculpture, and art history.

Art II

Students deepen their understanding of art through a combination of illustrated lectures, in class studio work, sketchbook and journal assignments. They draw from the previous year’s work in Art I to continue this analysis of a visual language with the intention to employ that language in a personal journey of expression, meaning, and culture. Students review the elements and principles of art and further investigate them in theory and in practice. They continue to explore two and three dimensional media. Students critique the work of well known artists as well as that of their

classmates to show how paintings, sculpture, architecture, prints and crafts are created as visual statements with unique expressive, historical, cultural and social meanings.

Textbook: *The Visual Experience*, Davis Publishing, 2004.

Yearbook

Students are introduced to all the elements of publishing and selling a yearbook in this course. Students spend time learning the elements and principles of design in order to produce a thoughtfully designed yearbook. They also are required to sell ad space and yearbooks after they design and layout the book itself. While producing the school's yearbook, they explore topics such as copywriting, photography, editing, marketing and accounting along the way.

Drama

Students learn theater appreciation and acting in this introductory course. They examine the structure of drama, evaluate various works and playwrights, and explore technical design. Students memorize and perform monologues and dialogues, as well as participate in improvisation and pantomime. Students also learn about and take part in play production.

STAFFING AUTHORIZATIONS

Discovery Prep takes an active role in the recruitment and staffing of authorized personnel for all English learner programs and makes it a priority to hire CTEL, CLAD and BCLAD teachers. The school prides itself in having all of teaching staff hold CLAD and BCLAD certification along with BCLAD Response to intervention coordinatua.

- Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.
- Teachers providing instruction in Structured English Immersion programs who do not provide primary language instruction shall be appropriately authorized to provide core content and ELD instruction via a CLAD or equivalent authorization.

PROFESSIONAL DEVELOPMENT

Discovery Prep works to provide on-going professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, program designs, curriculum expectations, processes and services for English Learners, and multiculturalism. Staff development opportunities include, but are not limited to the following:

- Teaching to the ELD Standards
- ELD strategies, techniques, and assessments
- SDAIE strategies and techniques
- Differentiated instruction
- Teaching to Multiple Intelligences
- California Association for Bilingual Education (CABE) conference

Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach. These opportunities are provided through, on-site trainings & in-services, education conferences, and site staff meetings.

RECLASSIFICATION

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (R-FEP). Discovery Prep recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through a variety of multiple measures including: 1) teacher evaluation of the student's classroom performance, 2) objective assessment of the student's English language proficiency (CELDT), and 3) core content achievement as measured by the California Standards Tests (CST).

Reclassification Criteria

The State Board of Education's Reclassification Guidelines serve as the foundation for Discovery Prep's reclassification criteria. Minimum scores required for each of the reclassification criteria are:

Evaluation	Minimum Scores
CELDT	Level 4 overall no domain score less than 3
CST <ul style="list-style-type: none">• English Language Arts• Mathematics	mid Basic (325 scale score)
Writing Assessment	3 (at grade level) (4 pts possible)
Teacher Input and Observation	<ul style="list-style-type: none">• Grade Level Achievement of Core Curricular Standards

Reclassification process

Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted in the fall and spring; however, the process may be initiated by the classroom teacher, administrators or parents at any time.

Monitoring of reclassified students

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The administrator in charge of English Language Learners will supervise the process of monitoring reclassified students. Long Term English Language Learners (LTEL), as well as R-FEP students will be monitored and services provided. School staff will use the CST, multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 24 months after reclassification. Student performance shall be reviewed at least at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of R-FEP students is recorded and filed in each student's cumulative file.

ACCOUNTABILITY AND EVALUATION

Program Implementation and Monitoring

In order to ensure that English Learners are receiving a program of instruction in accord with parent choice and instructional design, Discovery Prep conducts regular monitoring of classroom instruction. This monitoring is intended to result in consistent program implementation across grade levels and content areas. School staff with extensive experience in SDAIE train all content area teachers in the following areas:

- ELD curriculum and instruction
- SDAIE strategies
- Differentiated instruction
- instructional designs for SEI, Mainstream

PARENT ADVISORY COMMITTEE (PAC)

The goal of the Parent Advisory Committee is to promote positive collaboration between parents and the school. Through such committees, the school can:

- Include parents and community members in the decision-making, planning and evaluation of programs for English Learners.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents, community members and the School.
- Development and results of the school's needs assessment.
- Administration of the school's annual language census.
- Ways to make other parents aware of the importance of regular school attendance.

Translation Services:

Pursuant to NCLB Title III and EC section 51101.1(b)(3) as defined by EC section 48985, Discovery Prep will provide training and materials in the home language of the parent members of advisory committees.

The committee advises (reviews and comments) the principal and Schoolsite Council (SSC) on the development of the components of the school's Single Plan for Student Achievement which impact education services for English Learners. The PAC must certify that it has provided advise to the SSC regarding the Single Plan prior to its formal approval.

The school administration shall:

- Notify parents/guardians of all English Learners of the opportunity to elect PAC members and/or participate as a member
- Establish a functioning PAC
- Plan and provide training in consultation with PAC members
- Publicly announce meetings at least 72 hours in advance with agenda posted
- Provide all relevant information, documentation, and training regarding school programs and services for English Learners, including but not limited to:
 - A draft, prior to its formal approval, of the Single Plan for Student Achievement

- School budgets and planned expenditures which may impact English Learners
- Results of the annual language census
- A draft of and results of an annual school needs assessment
- Goals and objectives for each program offered at the school for English Learners
- Information on the on-going achievement of program goals and objectives
- Evaluations of each program offered at the school for English Learners

Each parent committee must:

- Develop and adopt its own agendas and develop its governance structure
- Choose whether to develop and adopt its bylaws
- Determine the manner of its functioning, including the recording of minutes
- Determine its meeting times, dates, and location
- Determine the manner for its provision of advice to the site administration and schoolsite council
- Provide feedback to the site administration as to the coordination and provision of training

Parent committees (as a whole) do not have the authority or legal entitlement to demand any of the following:

- Being included in the selection process of new school staff
- Being included in the evaluation of existing school staff
- Reviewing school staff credentials
- Monitoring program implementation (classroom observations)
- Changing the administration of programs, school calendar, or assignment of staff
- Changing the content of an SSC-approved Single Plan for Student Achievement

FUNDING

Appropriate use of Categorical Funds

The Economic Impact Aid-Limited English Learners (EIA-LEP) funds are used to meet the academic needs of the English Learners, but do not supplant the school's general funds, as well as any other categorical funds the school receives. EIA-LEP / Title III funds are spent for supplemental services and materials including, but not limited to, the following:

- Staff development for instructing English Learners
- Supplementary materials for English Learners
- ELAC/DELAC meetings
- Parent education, training, and involvement

Other Categorical Funding:

- Emergency Immigrant Education Program (EIEP)
- English Language & Intensive Literacy Program (ELILP)
- English Language Acquisition Program (ELAP)
- Migrant Education
- Title I Services
- Title III Services