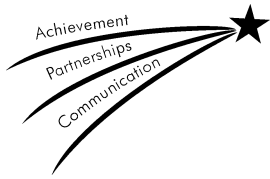


Pleasanton Unified School District



**Local Control Advisory Committee Meeting**

**Tuesday, October 21, 2014**

**6:00 – 8:00 p.m.**

District Office – Board Room

4665 Bernal Avenue

Pleasanton, CA 94566

**AGENDA**

1. Welcome and Introductions
2. FY14/15 LCAP Update
  - a. Instructional Coach – Response to Intervention
  - b. Instructional Coach – English Learners
3. FY15/16 LCAP Planning
  - a. Membership and Terms
  - b. Proposed LCAP Changes
4. Adjournment

**Pleasanton Unified School District  
Educational Services Division**

**Response to Intervention (RTI) Steering Committee  
2014-15 School Year**

<b>Psychologists – Mental Health Pre-Referral (2 positions)</b>	<b>*RTI Instructional Coach</b>
<b>Itinerant Resource Specialist (RSP)</b>	<b>Behavior Specialist</b>
<b>Child, Welfare, Attendance (CWA) Specialist</b>	<b>TK-12 Instructional Coach (Adult Volunteers for Intervention)</b>
<b>General Ed Teacher – ES &amp; MS/HS</b>	<b>Counselor</b>
<b>Association of Pleasanton Teachers (APT) Rep</b>	<b>CA School Employees Association (CSEA) Rep</b>
<b>PBIS (Positive Behavior Intervention &amp; Supports) Grant Program Coordinator</b>	

\*Committee Lead

**District Administrator: Assessment Coordinator**

# Committee Members

Name	Position

# RTI Program Delivery

- Students receive high quality, evidenced-based instruction by qualified staff in their general education setting.
- General education instructors and staff assume an active role in students' assessment in that curriculum.
- School staff conduct universal screening of academics and behavior.
- School staff implement specific, evidenced-based interventions to address the student's difficulties.

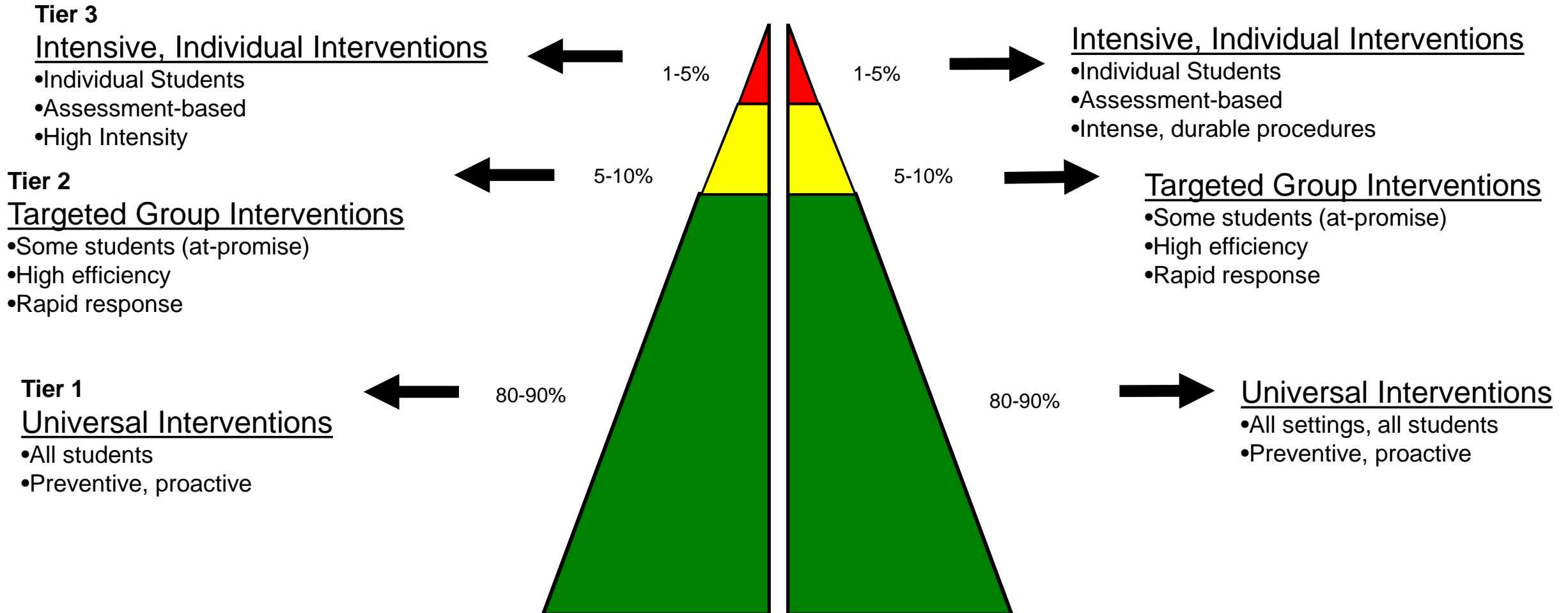
# Response to Intervention (RTI)

## Designing School-Wide Systems for Student Success

### Three Tiered Model of School Supports

#### Academic Systems

#### Behavioral Systems



**Pleasanton Unified School District  
Educational Services Division**

**English Learners (EL) Systemic Program Delivery  
2014-15 Planning Committee**

<b>*EL Instructional Coach</b>	<b>District Parent Liaison</b>
<b>District CELDT Coordinator</b>	<b>EL Teacher – MS &amp; HS</b>
<b>Elementary Teacher</b>	<b>6-12 English/Language Arts Instructional Coach</b>
<b>Site Administrator – ES, MS, HS</b>	<b>Association of Pleasanton Teachers (APT) Rep</b>
<b>CA School Employees Association (CSEA) Rep</b>	

**\*Committee Lead**

**District Administrator: Special Projects & Program Improvement Coordinator**

# Committee Members

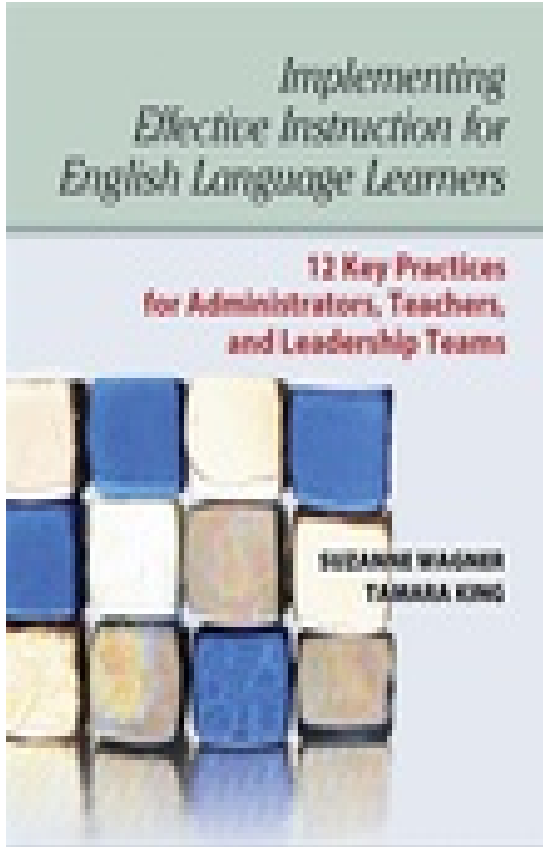
Name	Position

# Possible Committee Goals

1. Identify research-based Pre-K-12 program delivery models, quality indicators, and a continuum of recommended services based on language proficiency levels to maximize student achievement and English language acquisition
2. Develop and utilize a rubric to identify a list of research-based programs and instructional materials that are aligned with the English Language Development standards
3. Determine systemic formative and summative assessments for student placement/exit, academic progress, and re-designation
4. Develop a list of effective instructional practices associated with research-based programs for English Learners
5. Prepare consistent guidelines for ELAC (English Language Advisory Committee) and DELAC (District English Language Advisory Committee), including parent/guardian outreach
6. Develop a professional development plan to implement the English Language Development standards, including culturally and linguistically responsive teaching strategies and curriculum



# Twelve Key Practices



This book provides step-by-step guidance for any administrator committed to ensuring that the ELLs in their classes, schools, and districts are successful and can reach high core content and English language development standards.

Implementing Effective Instruction for English Language Learners takes a comprehensive, systemic, and strategic approach to educating all students, particularly ELLs. The 12 Key Practices Framework is divided into four parts:

- Shared practices at the district, school, and classroom levels
- Common classroom practices for ALL ELL educators
- Core instructional practices of every program for ELLs
- Organizing the key practices into effective program configurations

Administrators, teachers, and leadership teams can use the 12 Key Practices Framework and checklists to plan, implement, monitor, evaluate, and improve ELL education in their districts and schools.

# Service Delivery Program Models and Configurations

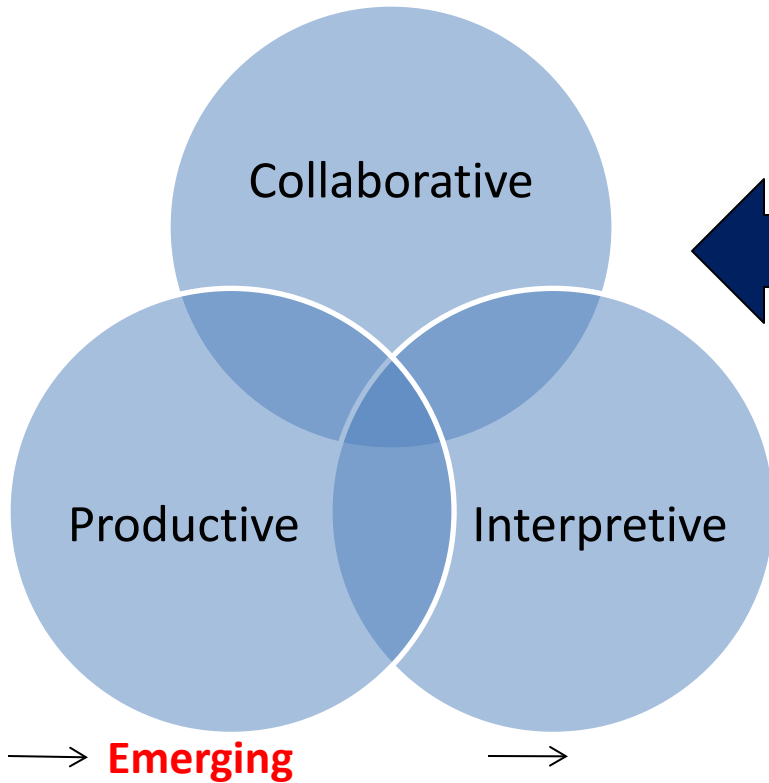
	Program Models	Program Configuration
<b>English Learners (EL)</b>	EL academic content class EL newcomer class EL/bilingual resource class EL extended day instruction –before/after school	Sheltered (self-contained) classes Pull-out programs Resource rooms
	Instruction in general education classroom with EL/bilingual support as needed	Push-in programs
<b>Bilingual Education</b>	Bilingual instruction Dual language immersion	Instruction in general education classroom taught by bilingual teacher

# CALIFORNIA NEXT GENERATION ELD STANDARDS

*aligned to the Common Core ELA*

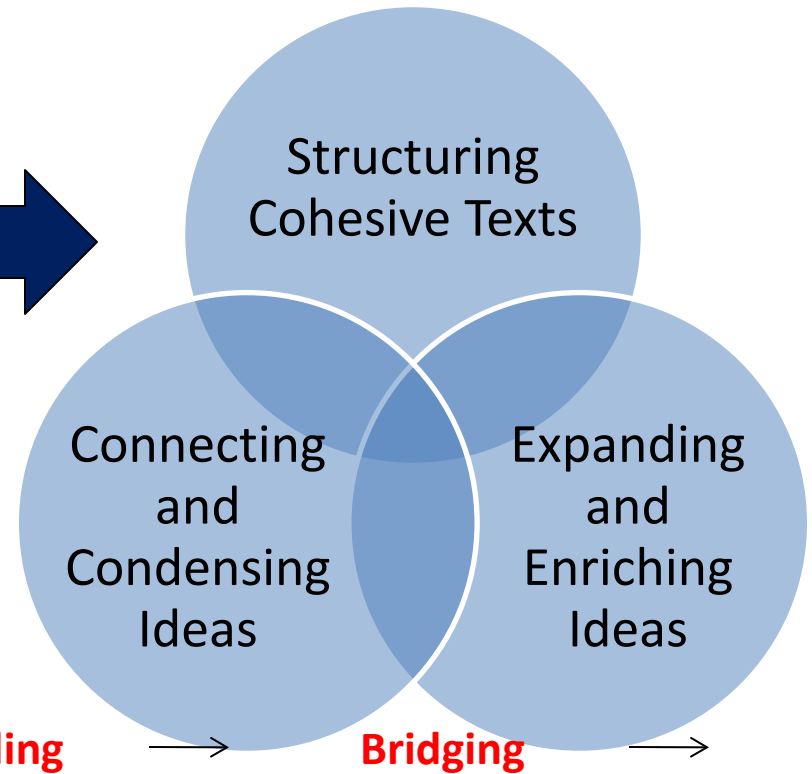
## LANGUAGE MODES

*Interacting in Meaningful Ways*



## LANGUAGE PROCESSES

*Learning How English Works*



*Using Foundational Literacy Skills*

# TRANSITIONING TO NEW ELD

	Dedicated ELD class	Other academic courses
<b>Transition Level 1</b>	Continue using current program – try to infuse engagement, oral language; Learn about new standards	Teachers use SDAIE strategies to promote access; teach academic vocabulary; learn new ELD standards
<b>Transition level 2</b>	Can use existing scope and sequence, ELD routines, but begin to build in academic content from another subject; more focus on key new ELD standards	Begin to plan small group scaffolds in assignments, preview/review appropriate to level; Deepen learning about scaffolding
<b>Transition level 3</b>	ELD that is connected to and responsive to academic demands and materials – allowing for deeper linguistic focus, practice	ELD differentiation is regular feature of classes; focus on academic language development