

AMADOR PUBLIC SCHOOLS

217 Rex Avenue
Jackson, CA 95642



ENGLISH LANGUAGE LEARNER (ELL) STUDENT MASTER PLAN

Updated: January 2009

District Superintendent: Dick Glock

Address: 217 Rex Ave.

City: Jackson

Zip code: 95642

Phone: (209) 257-5353

Fax: (209) 257-5385

Signatures

The superintendent and governing board approve the revision of the "English Language Learner (ELL) Students: Master Plan".

Dick Glock

Printed or typed name of Superintendent

Date

Signature of Superintendent

Mary Walser

Printed or typed name of Board President

Date

Signature of Board President

**AMADOR PUBLIC SCHOOLS
MASTER PLAN
ENGLISH LANGUAGE LEARNER (ELL) STUDENTS**

POSITION STATEMENT:

The purpose of this program is to develop fluency in speaking, reading, and writing English in each student whose primary language is not English; promote cross-cultural understanding; and provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary. Regular education classes and staff are included in the MASTER PLAN to provide the best possible educational services for English Language Learner (ELL) students.

GOALS:

- ❖ EL Students will have equal access to the curriculum provided for all students. These students will make progress through the curriculum, experience success, and will sustain adequate psychosocial adjustment.

- ❖ EL Students will achieve adequate yearly progress at the same rate as students whose primary language is English.

- ❖ EL Students will work towards mastering grade level standards.

- ❖ The fundamental goal of our program is to have students function successfully in the English Language.

PART 1: INITIAL IDENTIFICATION

Registration in Amador Public Schools (Amador County Office of Education and Amador County Unified School District) will include the completion of the state mandated Home Language Survey on the Student Registration Form. If the answer to any of the first three questions on the Home Language Survey is a language other than English, the student will be referred for English and primary language assessment (EC 62002). Potential English Learners in Grades K-12 are tested according to District-approved criteria for the initial identification.

School site administrative assistants and school site administrators will be responsible for distributing and collecting the Home Language Survey and forward said survey to the Amador Public Schools Office of Curriculum and Instruction.

School site administrators will be responsible for forwarding information regarding English Learners to the District Office.

A. INITIAL ASSESSMENT:

1. The CELDT (California English Language Development Test) will be used as the primary indicator of English proficiency for the initial identification of English Learners. Testing will occur within 30 days of enrollment or prior to class placement when possible. School site administrators will be responsible for arranging for the CELDT administration. Once the CELDT is administered – it will be forwarded to the District Office so that it can be sent in to be scored in the proper window of time.
2. It is the responsibility of the school site administrator to make certain that he/she has a person at his or her school who is trained in CELDT administration. The District Office will hold training in late summer each year.
3. The District will use the CELDT to:
 - A. Conduct initial assessment upon enrollment to identify students who are English Learners and to determine the level of English proficiency.
 - B. Conduct annual assessment to assess the progress of English Learners in acquiring listening, reading, speaking, and writing skills in English until they are reclassified to Fluent English Proficient.
 - C. Each school site will forward an updated list of English Learners to the District Office no later than five days after the beginning of the school year.
 - D. Each school site will forward the name(s) of new English Learner students to the District Office no later than five days after any new student enrolls in school.
4. The District may score tests for initial identification on site prior to sending completed booklets to the state test contractor to ensure appropriate placement.
5. Based on test results, students receive a language designation and are considered for placement, instruction, and further assessment. In consultation

with the student's parents, a recommendation for placement is recorded. The five proficiency levels are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

- A. Students will receive an overall score identifying their English proficiency level according to the State of California ELD standards.
 - B. Students also will receive scores listing the proficiency levels for each test component: speaking/listening (grades K-1 only), reading, and writing.
 - C. A student will be considered Fluent English Proficient with a composite score of EA (Early Advanced) and no sub-score below I (Intermediate).
6. The student will be assessed for primary language proficiency within 30 days of initial enrollment using the CELDT.
 7. An EL green student folder shall be maintained for each EL student by the school site administrator. An EL green student folder should be established as soon as initial testing is completed. The purpose of the folder is to assist the teacher, parent, and school district administrators with program placement and development, student monitoring, and reclassification. The following items are placed in the EL folder:
 - A copy of the Registration Form with Home Language Survey.
 - Testing results from all initial testing, CELDT results and LAS results.
 - ACUSD/ACOE CELDT Reporting Form.
 - Copies of parent notification letters.
 - At the time of reclassification, the reclassification check sheet and reclassification form.
 - All STAR scores.
 - Student Achievement Plan.

B. ANNUAL ASSESSMENT

1. School Site will facilitate administration CELDT Test and return to District Office within the timeframe allotted by the State.
2. Annual Assessment: The district will submit completed tests to the contractor for scoring in one batch after testing is completed at the end of October each year.
3. The student will be assessed for primary language proficiency within 30 days of initial enrollment.
4. Additionally, ACUSD and ACOE will assess all English Learner students who have not been reclassified using the CTB McGraw-Hill LAS Assessment within four weeks of the start of school and again during the last four weeks of school.

C. PLACEMENT OF STUDENTS:

1. **English Learner Mainstream Process**
English Learners are placed in an English Learner Mainstream Program. The instruction in this program is primarily provided in English and may be provided in a regular education classroom. The student will receive adequate and

appropriate ELD (English Language Development) instruction daily including SDAIE (Specifically Designed Academic Instruction in English) from an authorized teacher. The student will have equitable access to the core curriculum. Support will be provided by a bilingual aide when necessary. After school tutoring programs will be available when necessary.

D. PARENT NOTIFICATION AND RIGHTS:

1. Parents received an explanation of the District programs for English Learners (English Language mainstream and Alternative Bilingual Education) along with their copy of parent notification and assessment results.
2. Parent Notification: Parents of all assessed students will annually be given written notification, in the primary language, of the results of their student's English and primary language assessment.
3. Parents have the right to refuse ELL services. Parents have the right request a specific classroom teacher. Requesting a teacher does not necessarily mean that student will be placed in requested classroom; however every effort will be made to accommodate parents and students.

PART II: INSTRUCTIONAL PROGRAM (K-12)

Schools implement an instructional approach in accordance with legal requirements. School sites choose one or more approaches that best meet the needs of the student population as outlined below:

1. Requirements and components of the language enrichment class include:
 - Daily English Language Development designed for non-native language speakers.
 - Clustered instructional approaches for core curriculum and a structured approach to reading and literature using SDAIE methods.
 - Primary language assistance for basic skills instruction to sustain academic achievement.
2. English Language Development (ELD):

The ELD Curriculum will guide the English Language Development for English Learners K-12. English Learners in grades K-6 receive daily ELD instruction in the District adopted ELD Curriculum embedded in the current Language Arts Adoption series. English Learners in secondary grades (6-12) receive daily instruction based on the District adopted ELD Curriculum utilizing the district adopted series. These are core materials for ELD instruction for English Learners regardless of instructional program placement. In addition to these, schools are expected to purchase supplemental materials out of categorical or other site funds to support standards – based ELD instruction and District program requirements.

INSTRUCTIONAL DELIVERY MODELS (K-12):

A. CLUSTERED CLASSROOM PULL-OUT MODEL

The language enrichment classroom is a self-contained ELD class of one or more grade levels designed to provide the English language learners with a rich language based curriculum. This model requires a team teaching approach to instruction. All students are heterogeneously grouped in classrooms. Instruction in other subject areas is provided through Specially Designed Academic Instruction in English (SDAIE).

B. REGULAR CLASSROOM MODEL w/ Structured English Immersion Setting

1. Requirements-Components

- EL students reclassified will continue to receive ELD (English Language Development) teaching techniques to provide equal access to the core curriculum.
- Primary language support will be provided when necessary to sustain academic achievement.
- Activities that will promote cross-cultural understanding shall be provided.
- A Structured English Immersion setting is one in which ELs who have not yet met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in an English-language acquisition process for young children in which **nearly all classroom instruction is in English**, but the curriculum and presentation are designed for children who are learning the language.

C. CONTENT AREAS CLASSES

1. Requirements-Components

- EL students will be provided with equal access to the core curriculum using SDAIE methods to access core content.
- Primary language tutors may be an essential part of the teaching team.
- Core curriculum classes will be taught using appropriate second language instructional strategies.
- The content area class curriculum will use SDAIE methodologies.

D. ADDITIONAL INSTRUCTIONAL SUPPORT

K-12 English Learners who are not meeting grade level standards must be provided additional academic support in order to improve academic achievement. This support will be provided in the appropriate language according to program placement.

E. ASSISTING STUDENTS IN RECOUPING ACADEMIC DEFICITS

The State and Federal regulations require that an intervention plan must be implemented to assist English Learners while they are acquiring English. The District developed intervention plan must be implemented to assist English Learners to recoup academic deficits incurred while learning English. Schools must utilize a variety of extended learning opportunities to provide additional support. Extended learning opportunities may include

one or more of the following: before school/intersession programs, extended day activities, and/or intensified strategies that facilitate student mastery of the district grade level standards.

PART III: STAFFING AND PROFESSIONAL GROWTH:

A. STAFFING:

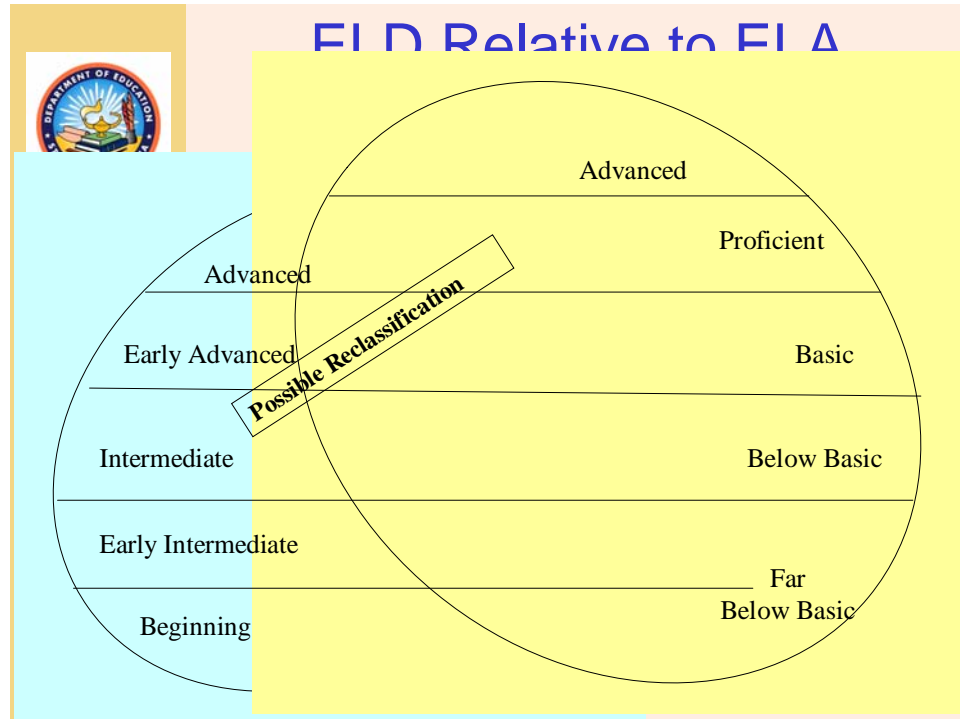
1. Language enrichment cluster classes must be taught by teachers who possess a bilingual credential, CLAD certificate, CTEL certification, who have been trained in accordance with SB395, or are in the process of being trained.
2. All teachers shall be provided with on-going training opportunities that include, but are not limited to, the following:
 - Cross-cultural understanding.
 - English language development teaching methodology (ELD).
 - Specially designed academic instruction in English (SDAIE).
 - Bilingual cross-cultural teaching methodology.
 - CLAD certificate, SB395, CTEL.

B. TRAINING:

1. The State requires teachers of EL students to meet specific credential requirements. These include skills in bilingual methodology, knowledge of the culture of the students that they teach, and strategies for making content accessible to EL students.
2. Teachers who need to obtain appropriate certification may participate in training through a university program or by taking the CTEL.
3. SB395 (not longer available)-certification training has been provided by a joint effort between the San Joaquin County Department of Education and the district. Teachers receiving this authorization can teach English Learners in SEI and Mainstream programs using ELD/SDAIE techniques at the elementary level. At the Secondary level, teachers with these certificates may provide SDAIE in the academic courses with the exception of English Language Development (ELD) classes.

PART IV: RECLASSIFICATION:

Students may be considered for Reclassification when they are achieving at or above their grade level. Administrator, teacher, or parent recommendation is necessary for Reclassification to be conducted on English Language Learner students. Reclassified students will be monitored annually to ensure that they are making adequate academic progress. These students will be considered for Reclassification to Fluent English Proficient, (R-FEP), after reviewing the following criteria:



Amador County Unified School District Reclassification Criteria are:

ACUSD Reclassification Criteria Grade 1:

- . CELDT Listening /Speaking: Intermediate
- . Results: Within a trimester of grade level benchmark
- . SOLOM: A score of 3.5 or higher
- . Curriculum Mastery: Report card indicates approaching grade level

ACUSD Reclassification Criteria Grade 2:

- . Overall CELDT score: Intermediate
- . CELDT Listening /Speaking: Intermediate or higher
- . CELDT Reading: Intermediate or higher
- . CELDT Writing: Intermediate or higher
- . Results: Within a trimester of grade level benchmark
- . SOLOM: A score of 3 or higher
- . Curriculum Mastery: Report card indicates Approaching grade level

ACUSD Reclassification Criteria Grade 3-12:

Assessment of English-Language Proficiency

Use the CELDT as the primary criterion. Consider for reclassification those students whose overall proficiency level is early advanced or higher and:

- Listening is intermediate or higher,
- Speaking is intermediate or higher,
- Reading is intermediate or higher, and
- Writing is intermediate or higher.

Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- At least the high Below Basic range of the CST English Language Arts Test.

The above reclassification levels are the same as the initial identification levels specified by the CDE.

Teacher Evaluation

- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English-language proficiency do not preclude a student from reclassification.

Parent Opinion and Consultation

- Provide notice to parents or guardians of their right and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents or guardians.

The Process of Reclassification

School and district personnel will complete the process of reclassification following the steps below to ensure that the data provides information on language proficiency and academic performance for all English Learners. District staff will monitor reclassified English Learners (EL's) to ensure that they have the language and academic skills necessary to succeed in the regular instructional program.

Steps to Reclassification

School and district personnel will move through the following steps to make certain that the supporting assessments are considered when considering an English learner for reclassification.

1. The classroom teacher, the EL AIDE Level 2 and/or the principal may make the recommendation that a student be assessed for possible reclassification.
2. The English Learner's current classroom teacher will complete the form for reclassification.
3. The parent will participate in a consultation process prior to the initiation of the reclassification process. At the consultation the parent will be informed of his or her right to participate in the reclassification process.
4. The parent and principal will review the reclassification form.
5. Once the reclassification process is complete multiple copies of the reclassification form will be distributed as follows: student cumulative file, district office, instructor, and parent.
6. Upon completion of the reclassification process, the Instructional Services staff will change the student's designation to R in the Aeries system and enter the date of reclassification.
7. The school will place all support paperwork in the student's cumulative file.
8. The reclassified student will be placed in a mainstream classroom in the fall.

RECLASSIFICATION TEAM/CST

School Site Administrators, bilingual aides and classroom teachers will review each EL student's progress and recommend Reclassification or other necessary options as required to maintain or improve the student's academic progress.

Bilingual aides and School Site Administrator will meet at least once per quarter.

1. The team will monitor a follow-up plan for each Reclassified student.
2. During the following school year, review each Reclassified student's progress at the following intervals: first quarter, third quarter, and/or as needed thereafter.
3. When a Reclassified or EL student is not making adequate progress or is being considered for retention, a member of the Reclassification Team will be notified and will attend that meeting. EL students will not be retained according to the A.C.U.S.D./A.C.O.E. Social Promotion / Retention forms if they are meeting the Academic Success Index benchmarks.
4. The Reclassification Team can make recommendations for class/grade placement.

PART V: PARENTAL INVOLVEMENT:

The District strongly supports the involvement of all parents, including those parents of English Learners, in the education process of their children. Research continues to show evidence of benefits that parent involvement brings to the academic achievement of student.

Parent involvement includes:

- Parent participation in school activities
- Parent participation in school, district and county committees
- Involvement in the "Parent as Tutors" program
- Other opportunities at various levels

PART VI: EVALUATION:

- A. The progress of English Language Learner students will be measured by means of the following assessment instruments when appropriate:
 - 1. The CELDT will be administered annually to assess the progress of English Learners in acquiring listening, reading, speaking, and writing skills in English until they are reclassified to Fluent English Proficient.
 - 2. Grades 2 & 11: STAR assessment, CTB McGraw-Hill LAS, ELL Portion of the CST for as long as it is State Mandated (12 months in the United States) and a writing sample.
- B. Each school site will use the criteria for reclassification or as a reclassification tool as part of their School Improvement Plan. These benchmarks are based on numbers of English Learners.

PART VII: SPECIAL NEEDS:

EL students shall be provided with fair and equal access to special services such as: GATE, Special Education, Title I/NCLB, Alternative Education, and extra curricular activities.

Submitted to DAC/DELAC Committee:

Signature

DATE