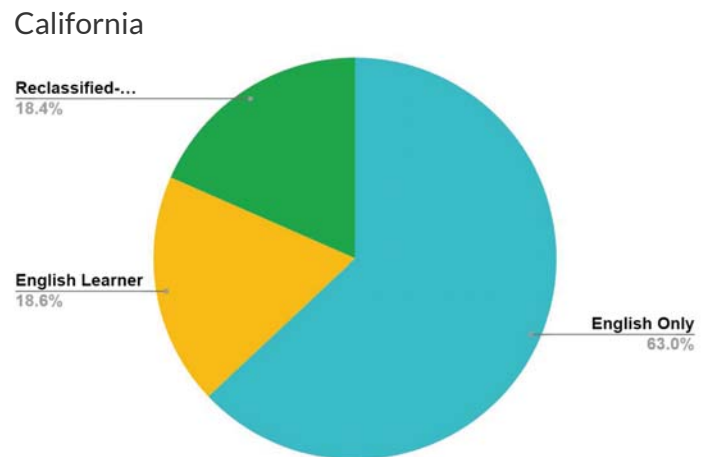
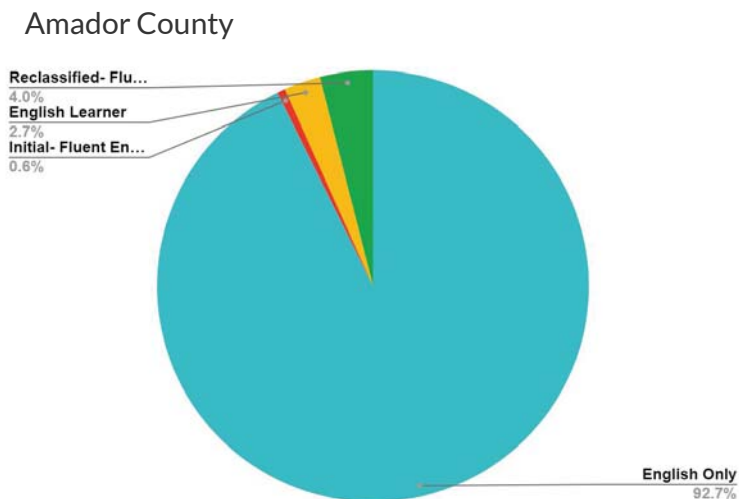


# English Learner Program Update

Presented to the Board of Trustees  
by Joseph Horacek, Sinead Klement,  
and Linda Daly  
EL Committee  
March 10, 2021

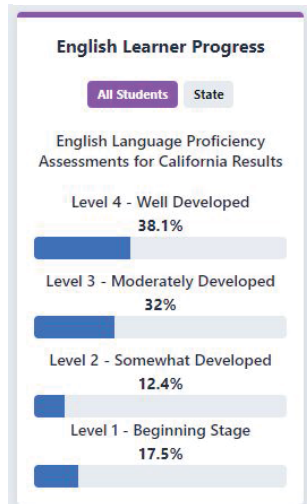


## Amador County and State Comparison

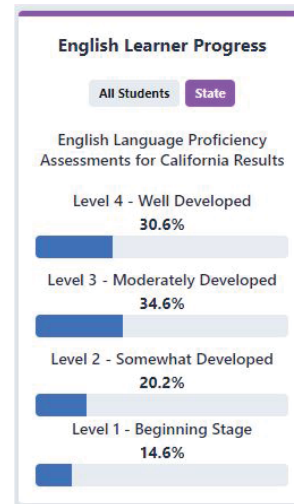


## English Learner Progress

### Amador County Data



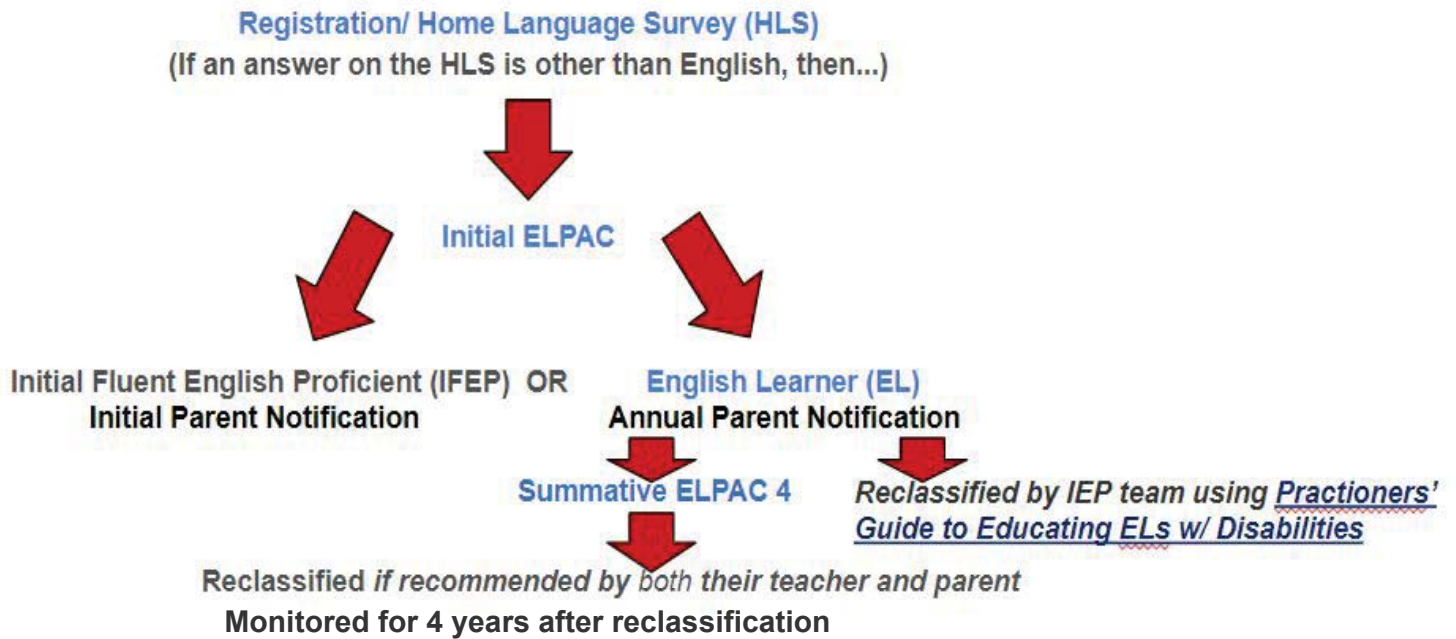
### State Data



## Why ELD? Ensure Equity

- **All** students deserve a world-class education.
- Schooling should help **all** students achieve their highest potential.
- **All** students are somewhere along the English Language Development (ELD) continuum and will benefit from intentional instruction in this area.
- Our Title 1 money is contingent on providing English learners **Integrated and Designated ELD**.

# Identifying our English Learners



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## ELD Instruction (adopted in 2014)

All teachers should attend to the **language learning needs** of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. ELD instruction will be described in two ways:

1. **Integrated ELD**; and
2. **Designated ELD.**



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## Integrated and Designated ELD

- ELs must receive both, **all day, every day**
- Integrated ELD needs to be included in all **content areas**. Content standards ‘take the lead’ and ELD standards are the scaffold.
- Designated ELD happens **daily** and is led by ELD standards using the context of content standards.
- Designated ELD is a **protected** time for EL students **only**



## Monitoring our ELs and RFEPs

- **EL progress** is monitored all year long (3-4 times per year)
- **RFEP progress** is monitored annually (4 years) for continued progress equivalent to their peers
- **Monitoring forms** are kept in the student’s permanent folder

