



**Amador County Unified School District
Amador County Office of Education
English Learner Master Plan
2019- 2020**

(Updated November 2019)
(Board Approved December 11, 2019)

District Mission

Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.

California’s Vision for English Learners

English learners (ELs) fully and meaningfully access and participate in a 21st-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

California’s Mission for English Learners

California schools affirm, welcome, and respond to a diverse range of EL strengths, needs, and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

About ACUSD

Amador County Public Schools consists of the Amador County Unified School District and the Amador County Office of Education. Our schools and communities are nestled in the heart of the Gold Country in the Sierra Nevada Foothills.

Our school district and county office work closely together to ensure our families receive a variety of educational services. We are a unified P-12 school district offering a range of programs including a STEM magnet school, a VAPA magnet school, state preschool, career technical education, adult education, a variety of special education services, as well as traditional programs.

We serve roughly 4,200 P-12 and adult students. Less than 3 percent of our students are English Learners, yet over 7 percent of our students are from families where English is not the primary language spoken. Although the majority of our English Learners

come from Spanish and Tagalog speaking families, as a whole our ELs represent 15 non-English languages. Using the guidance of the California English Learner Roadmap, our talented and committed teachers, support staff and administrators work hard to meet the individual needs of all of our students with the use of research-based and culturally responsive instructional practices.

Part 1: Initial Identification and Assessment

I. Initial Identification

Home Language Survey

When a student registers in Amador Public Schools (Amador County Office of Education and Amador County Unified School District) their parent or guardian completes the state-mandated Home Language Survey (HLS).

1. What language/ dialect does your son/daughter most frequently use at home?
2. Which language/ dialect did your son/daughter learn when he/she first began to talk?
3. What language/ dialect do you most frequently speak to your child?
4. Which language is most often spoken by the adults in the home? (Parent, Guardian, Grandparent or any other adults).
5. Has your child ever been given the CELDT Test (California English Language Development Test) or ELPAC (English Language Proficiency Assessment for California)?

The California Department of Education requires that all students that have at least one response other than English to questions 1, 2, or 3 have their English language skills assessed using the initial English Language Proficiency Assessments for California (ELPAC). The school site secretary initiates this process by marking the student's *Language Fluency* in Aeries as TBD and completing the electronic *Home Language Survey* form that alerts Educational Services that a student requires testing. The initial assessment must take place within thirty calendar days of enrollment unless this student has already completed an initial assessment in another school in California. Those results are found in either the students' cumulative record sent from their previous school or in California Longitudinal Pupil Achievement Data System (CALPADS). The completed Home Language Survey is retained in the student's cumulative file in addition to being entered into the school's Student Information System

(SIS). Aeries is our local SIS.

II. Assessment

Initial English Language Proficiency Assessments for California (ELPAC)

Initial ELPAC results are the primary indicator of a student’s English language proficiency. The Educational Services department is responsible for working with the Bilingual liaison to notify parents that their child will be taking the initial ELPAC as well as coordinating the administration of the test within 30 calendar days of a student’s start date in our schools. Students are tested in four domains- speaking, listening, reading, and writing. An overall performance level is assigned based on the student’s skills in each domain. There are three performance levels: Initial Fluent English Proficient (IFEP), Intermediate English Learner, and Novice English Learner. These performance levels apply across all grade spans.

Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 <i>California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i>.

<p>Intermediate English Learner</p>	<p>Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 <i>ELD Standards</i>.</p>
<p>Novice English Learner</p>	<p>Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 <i>ELD Standards</i>.</p>

<https://www.cde.ca.gov/ta/tg/ep/elpaciold.asp>

Special Education Students

Students in special education that are also English learners may take an alternative language assessment if determined by the IEP team.

Parent and Teacher Notification of Assessment Results

Once the Initial ELPAC establishes students' initial fluency, their Student Score Report (SSR) is sent home to their parents or guardians within 30 days. The score report is also sent home in Spanish to Spanish speaking families. Currently, the score reports are not translated into any other languages (2018).

A copy of a student’s initial score report is placed in a green, EL folder within the students’ cumulative file. The green EL folder also contains a copy of the Home Language Survey as well as copies of any parent notification letters. The score report is also uploaded to our student information system, Aeries, so that teachers, paraeducators, and administrators can access the data there. If the student is classified as an English Learner, their language fluency is flagged in Aeries so that they are easily identified by teachers.

Monitoring Student Progress

An English learner’s progress is measured each spring using the summative ELPAC. The ELPAC is aligned with California’s English Language Development (ELD) standards. <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf> The summative ELPAC, along with classroom evidence are used to determine students’ English language proficiency. Teachers monitor EL students quarterly as part of the district-wide MTSS cycle.

Summative ELPAC Performance Level Descriptors

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

3	<p>English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.</p>
2	<p>English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.</p>
1	<p>English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.</p>

<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Part 2: Reclassification

When sufficient evidence supports that an English learner's language proficiency does not hinder their academic progress, he or she is reclassified as fluent English proficient (RFEP). Starting the 2019-20 school year, the reclassification process will be initiated by the Educational Services department after the first quarter for secondary schools and first trimester for elementary schools.

Reclassification Criteria

For students in grades TK-2:

1. Overall score of 4 (well developed) on the Summative English Language Proficiency Assessments for California (ELPAC); and
2. Teacher recommendation based on classroom evidence, including but not limited to a review of the student's curriculum mastery (e.g. a score of 3 or 4 in ELA on the report card); and
3. Parent opinion and consultation; and
4. Demonstration of basic skills on the *Teachers College Benchmark Independent Reading Level Assessments* or *Basic Phonics Skills Test (BPST)* equivalent to English proficient students of the same age. (See chart on page 8 for Required Scores).

For students in grades 3-5:

1. Overall score of 4 (well developed) on the Summative English Language Proficiency Assessments for California (ELPAC); and
2. Teacher recommendation based on evidence, including but not limited to a review of the student's curriculum mastery (e.g. a score of 3 or 4 in ELA on the standards-based report card); and
3. Parent opinion and consultation;
4. Demonstration of basic skills on the *Teachers College Benchmark Independent Reading Level Assessments* or *Smarter Balanced Assessments for California (SBAC) in ELA* equivalent to English proficient students of the same age. (See chart on page 8 for Required Scores).

For students in grades 6-12:

1. Overall 4 (well developed) on the Summative English Language Proficiency Assessments for California (ELPAC); and
2. Teacher recommendation based on evidence, including but not limited to a review of the student's curriculum mastery (e.g. a grade of C or better in ELA); and
3. Parent opinion and consultation; and

4. Demonstration of basic skills on the *Smarter Balanced Assessments for California (SBAC) in ELA* equivalent to English proficient students of the same age. (See chart below for Required Scores).

Grade Range	Demonstration of “Basic Skills”	
	Assessment	Required Score
K	Teachers College Benchmark Independent Reading Levels OR	A or B
	(Basic Phonics Skills Test) BPST	Grade Level Benchmark
1	Teachers College Benchmark Independent Reading Levels OR	E or F
	(Basic Phonics Skills Test) BPST	Grade Level Benchmark
2	Teachers College Benchmark Independent Reading Levels OR	I or J
	(Basic Phonics Skills Test) BPST	Grade Level Benchmark
3	Teachers College Benchmark Independent Reading Levels OR	M or N
	Smarter Balanced Assessment (SBAC)- ELA	2- Nearly Met
4	Teachers College Benchmark Independent Reading Levels OR	P or Q
	Smarter Balanced Assessment (SBAC)- ELA	2- Nearly Met
5	Teachers College Benchmark Independent Reading Levels OR	S or T
	Smarter Balanced Assessment (SBAC)- ELA	2- Nearly Met
6- 12	Smarter Balanced Assessment (SBAC)- ELA	2- Nearly Met

Reclassification Guidance per California Department of Education:

Reclassification is the process whereby a student is reclassified from an English learner to Fluent English Proficient (RFEP). Local districts determine when the student has met the 4 criteria listed in *Education Code (EC) Section 313 (f)*, in accordance with the California Department of Education (CDE). <https://www.cde.ca.gov/sp/el/rd/>

Reclassification Monitoring

Students who meet the reclassification criteria and are considered fluent English proficient (RFEP), will receive academic progress monitoring for a minimum of four years after reclassification. An RFEP monitoring form resides in the student's cumulative folder with teachers updating over the four year monitoring period. An RFEP student whose grades fall below grade level will receive appropriate interventions. Supports may include but are not limited to conducting a Student Study Team (SST), working with a Response to Intervention teacher or Bilingual Instructional Assistant, participating in after-school tutoring, or taking an ELA or ELD support class (secondary). Reclassified students are flagged in Aeries as RFEP for four years to assist teachers in monitoring.

Part 3: Language Acquisition Programs / Instructional Program

Parental Notice of Language Programs

In our annual parent handbook, we inform all parents about the kinds of language and language acquisition programs offered.

Our handbook includes includes:

- Description and goals for each program
- Language(s) to be taught
- Description of the process to choose a program from those offered
- Description of the process to request the establishment of a new program at a School.

Description of Program Options and Goals for English Learners

- **Structured English Immersion (SEI) Program**: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

- **Dual-Language Immersion (DLI) Program¹**: Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.
- **Transitional Bilingual Program¹**: A language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction all in English.
- **Developmental Bilingual Program¹**: Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.
- **Heritage Language Program¹**: Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for grades 6-8 and 9-12.

Current Language Program Utilized

Currently we provide a **Structured English Immersion (SEI)** program district-wide. Using guidance from the English Language Development (ELD) framework, we support our ELs with both integrated and designated ELD.

Both integrated and designated ELD are provided to English learners.

Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.

Curricula

EL students access grade level curricula in all content areas. Each adopted curriculum includes embedded supports for English learners in the teacher’s edition of the textbook. Our English Language Arts curriculum had specific resources for both Designated and Integrated ELD (See table on page 9). *Rosetta Stone: English* also serves as a support for newcomers entering school at the secondary level.

Adopted Curriculum Supports Used to Provide Integrated and Designated ELD

Grade Band	Subject	Adopted Curricula	Supplementary Supports for ELD within the adopted curricula
TK	English Language Arts	Ready to Advance (Benchmark)	<ul style="list-style-type: none"> Designated English Language Development Handbook
K-6 (elementary)	English Language Arts	Benchmark Advance	<p>Designated ELD</p> <ul style="list-style-type: none"> Texts for English Language Development Advancing Foundational Skills for English Language Learners <p>Integrated ELD</p> <ul style="list-style-type: none"> Guidance for light, moderate and substantial support for each lesson within the <i>Teacher’s Resource System</i>
6-8 (middle school)	English Language Arts	California Collections (Houghton Mifflin Harcourt)	<p>Designated ELD</p> <ul style="list-style-type: none"> Language Workshop Teacher’s Guide Language Workshop Resources Language Workshop Assessment Handbook <p>Integrated ELD</p> <ul style="list-style-type: none"> English Language Support embedded in the Teacher’s Edition with support boxes to engage Emerging, Expanding, and Bridging Level learners
9-12	English Language Arts	Collections (Houghton Mifflin Harcourt)	<p>Designated ELD</p> <ul style="list-style-type: none"> Language Workshop Teacher’s Guide Language Workshop Resources Language Workshop Assessment Handbook

			Integrated ELD <ul style="list-style-type: none"> English Language Support embedded in the Teacher's Edition with support boxes to engage Emerging, Expanding, and Bridging Level learners
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Requesting a Language Program

Parents/Guardians may request a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a])³

The process to establish a language program not currently offered is as follows:

1. Parents/ Guardians submit a dated request for a specific language program in writing to the school site office.
2. The school administrator keeps track of all submitted requests in a binder maintained in the school office.
3. When parent/ guardians of 30 or more students in a school make a request or parent/ guardians of 20 or more students at a grade level in a school make a request, the district will:
 - i. provide written notification to parents and school personnel that a new language program has been requested within 10 days of reaching the above threshold.
 - ii. conduct a needs analysis to determine if it is possible to implement the requested program.
 - iii. provide written notice of the district's determination of whether it can implement the requested program within 60 days of reaching the threshold.

Parents may also provide input regarding language acquisition programs during the development of the Local Control Accountability Plan.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out⁵ of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, ACUSD remains obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Teacher Preparation

All teachers in California are required to complete a teacher preparation program approving them to teach English learners. After completion of the program, teachers

can provide instruction for English language development and specially designed academic instruction in English (SDAIE) within their subject area(s) and grade level authorization. In addition, teachers of English learners are offered updated training on best practices for ELD instruction.

Starting the 2019-20 school year, teachers of English Learners will receive a handbook describing the stages of English language development as well as best practices for working with these students in the classroom.

Bilingual Instructional Aides

Bilingual Instructional Aides serve our schools with the highest proportion of English Learners. Bilingual aides working in elementary schools support our English learners based on the needs of the site. In some cases, bilingual aides assist with designated ELD instruction by working with students in small groups outside of the classroom using the ELD components of our adopted ELA curriculum or by building phonemic awareness in grades K-1. When working with small teams in designated ELD, students are grouped by similar performance on the ELPAC. Some elementary Bilingual aides “push into” classrooms. In these settings, the bilingual aide may assist with integrated ELD instruction or work with small groups for designated ELD. In both cases, the bilingual aide can assist students in their primary language when appropriate. At the secondary level, a bilingual aide works with the ELD support class and helps monitor students’ “Individual English Language Development Plans.” Our secondary Bilingual aide also serves as a resource for tutoring during study halls.

Part 4: Parent and Community Outreach and Involvement

Amador County Public schools values and encourages parents to take an active role in their child’s education. In order to facilitate this partnership between our non-English speaking families and our schools, several measures are in place.

- Parents’ preferred language of communication is requested upon registration.
- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Success Team (SST) meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level.
- Notices, reports, statements, and records sent to Spanish speaking parents are written in English and translated into Spanish.

- The district has a list of translators/ interpreters to assist with department and parent communication concerning district-level services. All requests for translations and interpretations needs are submitted to the Educational Services Department.

Bilingual Parent / Family Liaison

Our bilingual parent liaison provides the following supports for English learners and their families:

- Provide support for English Learners with assigned classwork and English Language acquisition and proficiency
- Plan and conduct home visits to families to assist parents in increasing their effectiveness as their child's first teacher
- Follow up on home visits by connecting families to necessary community services and notifying staff of family needs
- Assist families in site-based learning activities under the direction of the instructors.
- Participate in staff meetings, parent meeting, and in-service training
- Translate forms, printed information to Spanish
- Attend meetings including Student Study Teams (SSTs) and Individual Education Plan (IEP) meetings during the school day and outside of the school day to act as an interpreter for parents who do not speak English
- Support, encourage and promote English Language acquisition and proficiency for parents/guardians of English Language Learners
- Use English Learner data to target support

Parent Advisory Committees

District English Learner Advisory Committee

The California Department of Education requires all school districts with more than 51 designated English Learners to form a District English Learner Advisory Committee (DELAC). ACUSD's DELAC committee meets multiple times each year. The main function of the DELAC is to advise the district on the development of district procedures and policies for English Learners as well as conduct ongoing review and revision of the district Local Control and Accountability Plan (LCAP).

School Site English Learner Advisory Committee

Schools with more than 21 English Learners must form an English Learner Advisory Committee (ELAC). Currently, Lone Elementary and Plymouth Elementary have ELAC meetings. The purpose of ELAC is to provide advice and feedback on the School Plan for Student Achievement (SPSA) as well as site-specific EL programs.

Community Events

Secondary English Learners have the opportunity to participate in two local events promoting college and career readiness. Each fall, a group of students participates in the *Feria de Educacion* at Sacramento State and in the winter they are able to attend the *Steps to College Event and Scholarship Opportunity* in Sacramento. The purpose of these events is to prepare primarily Spanish speaking parents and students for college success by sharing useful information and resources.

Both Lone Junior High and Argonaut High School host a Latin X club exploring and celebrating Hispanic Culture as well as studying relevant issues in the Latino community.

The Latino families at Plymouth Elementary hosts a Dia de los Muertos celebration each October for the community.

Starting during the 2019-20 school year, a reclassification ceremony will take place before winter break celebrating the students' growth in English language proficiency.