

Master Plan for English Learners

Acton Agua Dulce School District

2021 - 2022



Dr. Eric Sahakian, Superintendent

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Acknowledgements

The Acton-Agua Dulce School District Master Plan for Services to English Learners was developed through the dedicated effort and collaboration of district teachers, administrators, support staff, and parents. We greatly appreciate the guidance, support, and time they gave to provide input.

We are indebted to the Acton Agua Dulce School District's Board of Trustees: Mr. Tim Jorgensen, Mr. Chad Wadsworth, Ms. Brianna Taksony, Mr. Ken Pfalzgraf, Ms. Kelly Jensen. We thank all who dedicated their time and insight to the development of our Master Plan by participating in the Task Force.

Task Force

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We received guidance from the EL master plans prepared by several California school districts. We are particularly grateful for the examples from Auburn Union School District, Pomona USD, Poway USD, Sulphur Springs USD, and Oxnard USD.

Finally, we are thankful to the parents and staff who provided feedback by submitting their input. Due to the effort and commitment of all these people, the Acton Agua Dulce District Master Plan for Services to English Learners is now our guiding document for improving the delivery and implementation of programs for Acton Agua Dulce's English Learners.

Message from the Superintendent

January 2022

Our Students

The Acton Agua Dulce district aims for outstanding programs for all our students. English learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language. There are 129 English learners in the district 14% percent of all enrollment.

Our Mission and Vision

The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals that can achieve their highest potential and who will responsibly and intelligently shape our future.

Based on our 2019-2020 SARC: The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals who can achieve their highest degree of potential and who will responsibly shape the future.

The Master Plan for Services to English Learners

To make sure we reach optimal results for English learners this Master Plan was developed to ensure that our English Learners learn English well and are proficient, have full access to a challenging academic curriculum and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that consistent, coherent services are provided to each and every English learner in our district. All employees of Acton Agua School District are all expected to follow the plan. It provides specific ways for us to hold ourselves accountable for obtaining optimal results for every English Learner in our district.

Support to Schools and Teachers and Families

As we move ahead to implement this plan, we are fortunate to have the enthusiastic support of our board. We will provide professional development and guidance to each school each so that they can provide effective instruction that each student needs and deserves. Through the plan, it is our intent to work closely with parents and community members as we work to strengthen the bonds of collaboration between our schools, our families for the success of our students.

ELD Program Expectations

The Acton Agua Dulce School District EL Master Plan serves as an operational guide for all district personnel as we ensure access to quality instruction for English learners (EL). The plan, adopted by the local board in the winter of 2022, describes how we identify, serve and support students who initially enroll in Acton Agua Dulce schools with limited proficiency in the English language.

Program Objective: English learners will reclassify within five years of enrolling in the District.

Metric: English learners, by 2023-24 will improve 2% in English proficiency, as measured on the Summative ELPAC assessment and AADUSD.

District Expectations:

1. *We will fully develop and implement an English Learner (EL) program at each school in the district.*
 - a. *The program will include best practices in which our staff will be trained.*
 - b. *It will be tailored to push students to the next English language proficiency level.*
 - c. *Students will be grouped by Emerging, Expanding, and Bridging levels.*
 - d. *Lessons will be aligned to the ELD standards.*
2. *We will work to strengthen the bonds of collaboration between parents of EL students, EL students, and the school.*
3. *English learners will improve by at least one level in English proficiency each year, as measured on the Summative ELPAC assessment.*
4. *English learners will reclassify within five years of enrolling in the District.*

It is our expectation that all staff will implement this plan with fidelity, will deliver the highest quality education to English learners and their families, will monitor its outcomes, and will contribute to its revision and improvement over time. This plan is based on state and federal laws, district board policies, research, and input from stakeholders who worked throughout the 2021-2022 school year to ensure that the very best pedagogy, practice, and procedures will be used in the Acton Agua Dulce schools. This plan will be published simultaneously in hard copy and on the district website.

For support with any aspect of English learner services, please contact:

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The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017. This policy is intended to provide guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) builds on the EL Roadmap Policy and provides further guidance on educating English learners. The CA EL Roadmap supports the Local Education Agency (LEAs) as they implement the EL Roadmap Policy.

Vision

English learners fully and meaningfully access and participate in a twenty-first-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.

Mission

California schools affirm, welcome, and respond to a diverse range of English learner (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.

The Principles

The principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first-century education for all English learners.

Underlying this systemic application of the CA EL Roadmap principles is the foundational understanding that English learners are the shared responsibility of all educators and that all levels of the educational system have a role to play in ensuring the access and achievement of the over 1.3 million English learners who attend California schools.

- [Principle One](#): Assets-Oriented and Needs Responsive Schools
- [Principle Two](#): Intellectual Quality of Instruction and Meaningful Access
- [Principle Three](#): System Conditions that Support Effectiveness
- [Principle Four](#): Alignment and Articulation Within and Across Systems

Part 1: Initial Identification, Assessment, Classification, and Family Notification

Initial Identification: The Home Language Survey

For all students in K - 12, upon first enrollment in a California public school, districts are required to determine a student's primary language. This process begins with the parent or guardian completing the Home Language Survey or [HLS](#) as required by state law. This survey is completed the first time the parent enrolls the child in the district, and the results are maintained thereafter in the district's student information system and the child's cumulative record (CUME).

- If the answers to Items 1, 2, 3 on the HLS are "English", the child is classified as English Only or EO.
- If Item 1, 2, *or* 3 on the Home Language Survey is answered with a language other than English, the student will be classified and will be tested for English proficiency with the initial ELPAC Assessment.
- If *only* Item 4 on the Home Language Survey is answered with a language other than English, the Site Administrator must determine whether to continue with the assessment of English or to identify the student as English Only (EO) without such assessment.

Initial Assessment and Parent Notification of Language Status

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment. The initial ELPAC is California's assessment that is used to determine a student's English language proficiency. The Initial ELPAC is only administered once during a student's time in the California public school system. The Initial ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading, and Writing. The child receives a score for each part of the test that is taken as well as an overall score.

El Coordinator from the district will use the Data Entry Interface (DEI), found at elpac.org to calculate the official Initial ELPAC score. Students will score in one of three categories: Novice, Intermediate or Initial Fluent English Proficient (I-FEP). Students who identify as IFEP will be placed in the school's mainstream English setting. Students who do not meet I-FEP criteria will be classified as English learners (EL)

The results of the Initial ELPAC, including proficiency level results for each subtest and their child's language designation, will be communicated to the parent no later than 30 days after the student's initial enrollment through the [Initial Family Notification Letter](#).

Within 30 days of receiving the official ELPAC scores from the Educational Testing Service, the Coordinator of English Learners will send families a copy of their child's scores along with one of two letters, based on the student's ELPAC score:

- Annual Notification of ELPAC Progress for EL Students if the test results indicate that the child is an English Learner.
- Annual Notification of ELPAC proficiency for I-FEP, if the ELPAC data indicates that the child scored Fluent English Proficient on their initial ELPAC Assessment.

ELPAC results are maintained in the student's red English Learner folder inside the CUME folder, and in the district's student information system for future use in monitoring of student

progress and in program evaluation.

Summative Assessment and Parent Notification

The Summative ELPAC is given only to students who have previously been identified as English learners based upon the Initial ELPAC results. The Summative ELPAC is used to measure how well a student is progressing with English development in each of the four domains: Reading, Writing, Listening, and Speaking, to help inform proper educational placement and to identify when a student is ready to be reclassified. The Summative ELPAC is important in ensuring that students are receiving the support they need to do well in school. Students who have been identified as EL based upon the Initial ELPAC results will take the Summative Assessment every year until they are reclassified as fluent English proficient. The summative assessment is taken by students sometime between February and May as determined by the AADUSD district calendar. An ELPAC [Summative Notification Letter](#) will be sent out prior to testing to each parent of an English Learner.

AADUSD will within 30 days of receiving official ELPAC scores from the Educational Testing Services send families a copy of their child's score along with one of two letters, based on the student's ELPAC score:

- [Initial ELPAC Letter](#) for EL based on the Summative ELPAC test results indicating that the child is still an English learner.
- Annual Notification of ELPAC progress for RFEP based on the Summative ELPAC test results if ELPAC data indicates that the child is a potential candidate for reclassification.

Copies of all family notifications should be placed in the RED EL folder in a student's cumulative file.

Special Education - Alternate ELPAC

The alternate ELPAC is California's statewide assessment for students with the most significant cognitive disabilities. The purpose of the Alternate ELPAC has the same purpose as the ELPAC. The initial Alternate ELPAC is used to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP). The Alternate Summative ELPAC will provide annual progress towards the student becoming English language proficient and support students towards being reclassified as fluent English proficient. The Alternate ELPAC is aligned with English language development connectors and is linked to the English Language Development Standards. The Alternate ELPAC will replace all locally determined alternate assessments and provide a consistent, standardized measurement of English Language Progress (ELP) across the state for students with the most significant cognitive disabilities.

Assessing Students with Disabilities

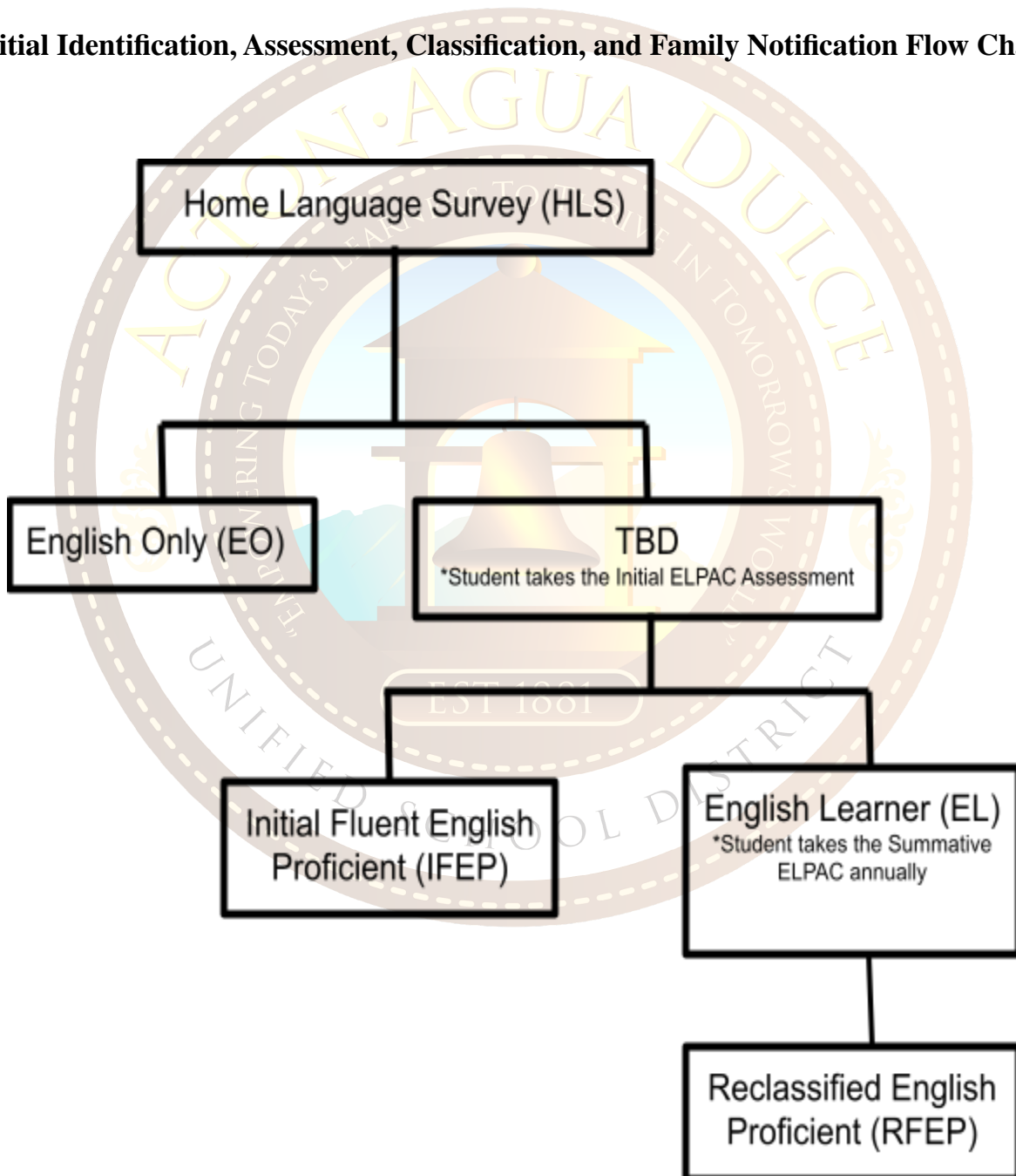
In accordance with Education Department (ED) guidance issued in July of 2014, the ED requires that all EL's with disabilities participate in the state's ELP assessments. Federal law requires that all EL's with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- By taking the regular ELPAC assessment without universal tools, designated supports, and accommodations.

- By taking the regular ELPAC assessment with universal tools, designated supports, and accommodations.
- By taking the Alternate ELPAC assessment, if the IEP team determines that the student is unable to participate in the regular ELPAC assessment with or without universal tools, designated supports, and accommodations.

Most students with disabilities are able to participate effectively in the ELPAC.

Initial Identification, Assessment, Classification, and Family Notification Flow Chart



Summary of Roles and Responsibilities for Identification, Assessment and Parent Notification

Description of Responsibilities	Responsible Person	By When?
Initial Identification		
Completion of Home Language Survey (HLS) at the time of initial enrollment.	Reviewed by School Secretary/Records Clerk/Office Clerk	Upon enrollment
HLS information is put in Aeries and a copy of the student enrollment form placed in the cume folder.	Reviewed by School Secretary/Records Clerk/Office Clerk	Upon enrollment
Aeries query to identify To Be Determined (TBD) students.	EL Coordinator	Students MUST receive the initial ELPAC assessment within 30 days of enrollment.
Initial Assessment		
Site Initial Assessment Test Schedule	EL Coordinator/Site Principal	
Initial ELPAC Assessment given	EL Coordinator/Trained ELPAC Assessment Staff Members	Within 30 days of enrollment
Family Communication about the student receiving Initial ELPAC Assessment	Site Principal/Bilingual Aide/EL Coordinator	Prior to Initial ELPAC testing
Determination of ELPAC testing with accommodations, modifications or Alternative Assessment using ELPAC Participation Criteria for Alternative Assessment	IEP Team, including EL Coordinator	Within 1 st 30 days of enrollment
Classification of the student as EL or I-FEP based on Initial Assessment results	EL Coordinator	Within 1 st 30 days of enrollment
Classification of student updated in Aeries from TBD to either EL or I-FEP	Reviewed by School Secretary/Records Clerk/Office Clerk	Within 1 st 30 days of enrollment

Audit of all initial scores to verify correct classification of EL or I-FEP	EL Coordinator	Upon receipt of official scores
Family Notification		
Family Notification of Initial Assessment and Placement	Site Principal/Bilingual Aide/EL Coordinator	Within 1 st 30 days of enrollment
Annual Notification of assessment and classification via email, phone call or mail.	Site Principal/Bilingual Aide/EL Coordinator	Within two weeks of the testing window.
Summative ELPAC		
Site Summative Test Schedule	EL Coordinator works with Site Principals	Testing Schedule falls between February and May
Summative ELPAC Assessment	EL Coordinator/Trained ELPAC Assessment Staff Members	Determined by District Calendar - Falls between February and May

Part 2: Instructional Programs

This section will go over Program Placement, Structured English Immersion, English Learner Groups, how to Request a New Program and Family and Community Engagement.

Program Placement

Acton-Agua Dulce School District offers a Structured English Immersion (SEI) Program. Structured English Immersion is a language acquisition program for English learners in which all classroom instruction is provided in English, but with a curriculum presented for pupils who are learning English. Students are offered English Language Development (ELD) and access to grade-level academic subject matter content.

All instruction designed for EL students must contain the following components:

- Explicit systematic, standards-based, differentiated English Language Development (ELD) instruction designed for English learners.
- Well-articulated, standards-based, differentiated core curriculum instruction provided with primary language support as needed.
- Implementation of SDAIE (Specifically Designed Academic Instruction in English) strategies.
- Structured activities designed to develop multicultural competence and positive self-esteem.

Structured English Immersion (SEI) Program Overview

Grades TK - 6th: EL students will be taught using a small group pull-out model for ELD Designated and Integrated within their grade level language arts lessons.

Setting	Structured English Immersion (SEI) Intervention		Mainstream Language Arts
Course Offering	ELD Level 1/2 Pull Out Model	ELD Level 3/4 Integrated	Grade Level Language Arts
Eligible Students	Students who receive an overall score of Level 1 or 2 on the ELPAC	Students who receive an overall score of Level 3 or 4 on the ELPAC	All Students who are English Learners
Program Elements	An Explicit Designed ELD Class: A Standards-based based class with differentiated English Language Development (ELD) instruction designed for English learners.	An Explicit Designed ELD Class: A Standards-based based class with differentiated English Language Development (ELD) instruction designed for English learners.	Integrated ELD: Within mainstream English, English learners will use core content standards as well as the CA ELD Standards.
Staffing	A qualified teacher who is CLAD or Equivalent Primary language support provided by a CLAD certified teacher or a Bilingual Instructional Assistant		

Grades 7th - 12th: EL students will be taught using a small group pull-out model for ELD Designated and Integrated within their grade level language arts lessons.

Setting	Structured English Immersion (SEI)		Mainstream English
Course Offering	ELD Level 1/2 Course (7th - 12th)	ELD Level 3/4 Course (7th - 12th)	Grade Level English
Eligible Students	Students who receive an overall score of Level 1 or 2 on the ELPAC	Students who receive an overall score of Level 3 or 4 on the ELPAC	All Students who are English Learners
Program Elements	Explicit Designated ELD Class: An ELD standards-based class with differentiated English Language Development (ELD) instruction designed for English learners with the focus being on the ELD	An Explicit Designed ELD Class: An ELD standards-based class with differentiated English Language Development (ELD) instruction designed for English learners with the focus being on the ELD	Integrated ELD: Within mainstream English, English learners will use core content standards as well as the CA ELD Standards.

	standards.	standards.	
Staffing	A qualified teacher who is CLAD or Equivalent Primary language support provided by a CLAD certified teacher or a Bilingual Instructional Assistant		

For all EL student’s K -12, if additional support services are needed and/or recommended they will be implemented as appropriate. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- One on one pull-out time for students to work on grade-level standards not yet mastered.
- Participation in Interventions - SOAR (K - 4)
- After School intervention programs
- Primary language support as needed

AADUSD ELD Course Descriptions

Designated ELD: English language development instruction where teachers use the English language development standards as the focal standards in their content instruction. The goal is the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.

AADUSD Expectations for Designated ELD instruction:

- English learners receive daily focused academic English language instruction targeted specifically towards their English proficiency.
- Language instruction includes the integration of student learning outcomes from other disciplines needed to develop content learning in English.
- EL students are taught by a qualified CLAD certified teacher.

Expected student learning outcomes for students in Designated ELD classes:

- Engage in a variety of academic collaborative methods (paired, small group, whole group).
- Develop academic vocabulary.
- Build language awareness of how English works.
- Use language skillfully when writing across different content areas.

Integrated ELD: Integrated English language development is academic English language instruction provided throughout the instructional day. Teachers with English learners use the CA ELD standards in addition to their focal English language arts standards. The role of the teacher is to ensure the integration of English language development standards in the content area by:

- Using core content area standards with the ELD/literacy standards.
- Creating authentic, action-based learning opportunities that require students to interact in challenging and meaningful ways in grade-level disciplinary-related text and tasks.

- Supporting EL's linguistic and academic progress.

AADUSD Expectations for Integrated ELD instruction:

- Use and develop Academic English as students simultaneously learn content knowledge.
- Engage in meaningful interactions with others, through intellectually rich content texts and tasks that require them to interpret and discuss.
- Write a variety of different text types and justify their opinion by persuading others with relevant evidence.
- Use language in a meaningful way through discussion and writing based upon discipline, topic, task, purpose, audience, and text type.

AADUSD English Learner Groups

1. ELs who are making expected progress toward language and academic goals.
2. Long Term ELs (LTELs - designated as English Learners five or more years)
3. Newly arrived ELs with adequate formal schooling
4. Newly arrived ELs with limited formal schooling

ELs who are making expected progress towards language and academic goals are:

- Showing expected growth on the ELPAC (One level per academic year)
- Are scoring proficient or close to proficient on statewide and district standard-based assessments
- Moving along the pathway leading to the English language mainstream program setting after starting in SEI.

Long Term ELs

- Have had more than five years of uninterrupted schooling.
- They often have high oral fluency in English and in some cases have attained “reasonable fluency” but have not yet achieved academic criteria to qualify for reclassification.

It is important in determining program placement for these students to first identify the students' academic and linguistic needs and consider their educational history, in order to determine if the student's performance is related to their level of ELD or some other factor related to their academic performance. A long-term EL will need counseling and monitoring to ensure that the student is enrolled in appropriate classes. They might need intervention support and/or a designated ELD group for Long Term ELs.

Newly arrived ELs with adequate formal schooling:

- These students have had a formal educational program in their native language.
- Many will have the knowledge background in their content areas in their primary language.

Newly arrived ELs with inadequate formal schooling:

- These students have little to no prior schooling and are at the beginning level of reading and writing in their primary language and have low skill levels in other subjects.

- These students lack the background knowledge necessary for success in a grade-level program.
- These students will need an academic program that will address their primary language literacy needs.

If a parent elects to have his/her child who is “not reasonably fluent” placed in the Mainstream English program rather than in a Structured English Immersion program or an Alternative program model, the district will have a [Parent Waiver Form](#) and will honor the parent’s informed preference.

English Learner Advisory Committee (ELAC)

ELAC is a school-level committee composed of parents, staff, and community members designed to advise school officials on English learner programs and services. A California public school with 21 or more English learners is required by law to form an ELAC committee. The ELAC committee has the following responsibilities:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council.
- Assisting in the development of the school-wide needs assessment.
- Come up with ways to make parents aware of the importance of regular school attendance.
- Elect one member to be a part of the District English Learner Advisory Committee (DELAC).
- R30
- Elect Officials
- Review student data and advise on program
- Review reclassification procedures
- Review parent notification letters

Composition Requirements: The percentage of parents of English learners is to be the same as that of English learners at the school.

Elections: All parents (English learners, non-English learners, staff, etc) are provided the opportunity (invited to a general meeting) to vote for committee members. Elected committee members will consist of parents or guardians of English learners. The committee elects one parent representative to the District English Learner Advisory Committee (DELAC). Members will vote for a chairperson, vice or co-chairperson, secretary, and DELAC representative.

Training: The district provided training and material to assist each member to carry out his or her responsibilities.

District English Learner Advisory Committee (DELAC)

A district-level English Learner Advisory Committee composed of parents, staff, and community members designed to advise district officials on English learner programs and services. A California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC). The DELAC committee has the following responsibilities:

- Development of a district master plan for EL educational programs and services. The district master plan will take into consideration the school site master plan.
- Conduct a district-wide needs assessment.
- Establish district programs, goals, objectives, and services of EL students.
- Develop a plan to ensure compliance with any applicable teacher and/or instructional aid.
- Review and comment on school district reclassification procedures.
- Review and comment on the written notification required to be sent to parents and guardians.
- If the DLAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Composition Requirements: The percentage of parents of English learners is to be the same as that of English learners at the school.

Elections: All parents (English learners, non-English learners, staff, etc) are provided the opportunity (invited to a general meeting) to vote for committee members. Elected committee members will consist of parents or guardians of English learners.

Training: The district provided training and material to assist each member to carry out his or her responsibilities.

Part 3: Monitoring Student Progress

A crucial component of the English Learner Plan is progress monitoring. AADUSD's primary objective is that English Learners will reclassify within five years of enrolling in the district. To meet this goal, we need to monitor our English Learners' progress. Key components to monitoring English Learners' progress are: Engaging Instruction that integrates the English Language Development Standards, ongoing assessments and evaluation of the California English Language Development Test (ELPAC), and in-class assessments that are aligned with ELD standards.

The California English Learner Roadmap Characteristics states that “student learning outcomes are ultimately products of classroom instruction and student engagement in learning. It is for that reason that it is imperative that the AADUSD leadership ensures that:

- Teachers have materials and training to ensure that ELD standards are integrated into instruction for all English learners. Teacher instruction will include:
 - Time for students to use language and materials purposefully to describe, explain, persuade, inform, justify, negotiate, entertain and retell.
 - Time for students to contribute actively to class and group discussions, such as by asking questions, responding appropriately, clarifying or seeking clarification, building on what others say, or providing useful feedback verbally and in writing.
 - Time for students to demonstrate metalinguistic behaviors while engaged with structured cohesive texts, expanding and enriching ideas or combining and condensing ideas.
- Teachers, Administration, Bilingual Aids, and the EL Coordinator will monitor ELD standard-based assessments and respond with intervention when needed.

- This could include:
 - Local interim/benchmark assessments
 - Intervention Assessments
 - CAASPP
 - ELPAC
 - Classroom assessments
 - Students progress towards reclassification criteria
 - Reclassification percentages
- Teachers will have access to ELPAC scores through Aeries to help determine how to best meet the needs of their English Learners.
- Administration, teachers, EL coordinators, and bilingual aids will identify students in regards to the number of years in EL programs to ensure interventions are in place so English Learners are progressing.
 - EL - 0 - 3 years
 - “At Risk” - 4 - 5 years
 - Long-Term English Learners (LTEL) - 5+ years

Part 4: Reclassification

Reclassification is the process whereby a student is reclassified from EL status to Fluent English Proficient (R-FEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. There are 4 reclassification criteria that the State Board of Education has set forth. The ELPAC Overall Performance Level (PL) 4 was approved by the State Board of Education as the statewide standardized ELP criterion (1). The other 3 criteria: Teacher Evaluation, Parent Consultation, and Basic Skill Performance are all determined by AADUSD.

- Criterion 1 - Summative ELPAC Score - The student receives an ELPAC Overall Performance Level (PL) 4 on their annual summative assessment.
- Criterion 2 - Comparison of Basic Skills - Students being considered for reclassification must score CAASPP Standard Nearly Met or higher on the CAASPP English Language Arts (ELA). For students who do not take the CAASPP (Grades TK - 2) work samples and local district assessments will be used.
- Criterion 3 - Teacher Evaluation - A student’s classroom teacher must judge that the student will be successful in an all-English program of instruction not designated for English learners. A student may demonstrate this readiness with a minimum GPA of 2.0 and a grade of C or higher in content classes.
- Criterion 4 -Parent Opinion and Consultation - When a student has met the first three criteria for redesignation, the parent will be called and explained the first three criteria. The form will be sent home for their signature and given a chance to express any concerns or ask questions about their child’s redesignation. The school will then send the district form Notification of Redesignation from English Learner to Fluent English Proficient completed in the language understood by the parent and signed by the administrator. The Notification of Redesignation form will be mailed or sent home with the student. A copy of the notification form or record of the notification must be filed in the student’s individual EL Program Folder.

Category	Grades K - 2nd	Grades 3 - 6	Grades 7 - 8	Grades 9 - 12
Criterion 1 Summative ELPAC	Students received an overall score of Level 4 on the Summative ELPAC.			
Criterion 2 Comparison of Basic Skills	Students met or nearly met on district common assessment.	Students met or nearly met on district common assessment. or Standards nearly met or met on the SBAC ELA assessment.	Students met or nearly met on district common assessment. or Standards nearly met or met on the SBAC ELA assessment.	Students met or nearly met on district common assessment. or Standards nearly met or met on the SBAC ELA assessment.
Criterion 3 Teacher Evaluation	A student's classroom teacher must judge that the student will be successful in an all-English program of instruction not designated for English learners. A student may demonstrate this readiness with a minimum GPA of 2.0 and a grade of C or higher in content classes.			
Criterion 4 Parent Opinion and Consultation	Parent input is requested in this process. Parent meetings can include in-person, virtual, or via phone to review the student's data.			

Process for Reclassification

1. District and school personnel ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all English learners.
2. A student may be recommended for reclassification at any time during the school year upon meeting the criterion for reclassification.
3. The person making the recommendation (generally the EL Coordinator) completes the [AADUSD Reclassification Form](#).
4. The EL Coordinator and Site Administrator collects test data (ELPAC, CAASPP, and/or Benchmark) and consults with the teacher(s) in regards to academic performance to confirm that the student is ready to be reclassified.
5. EL Coordinator, Bilingual Aide, or Site Administrator will consult with the family that their child is eligible to be reclassified.
6. The Site Administrator and EL Coordinator will review and sign the AADUSD Reclassification Form.
7. The Reclassification Form and the [Notice of Reclassification](#) is sent home for a parent's

- signature (a copy is made in case the form is lost in the process).
8. Upon receiving the signed Reclassification Form and Notice of Reclassification:
 - a. The attendance clerk will make the changes in Aeries,
 - b. The attendance clerk will file the form in the student's RED folder within their CUM folder and the top of the RED folder is marked with RFEP and the date
 - c. The attendance clerk will notify the counselor and site administrator to ensure the student is placed in the mainstream program.
 - d. The attendance clerk will notify the EL Coordinator that the process is complete.
 9. The EL Coordinator will send an email to the CALPADS administrator to ensure that CALPADS has been updated.
 10. Throughout the year, CALPADS Administrator, Site Administrator, and EL Coordinators will run queries to verify the accuracy of Language classification of all Students.
 11. R-FEPs are monitored by the EL Coordinator, Bilingual Aides, Site Administrators, and teachers for a minimum of four years to ensure correct placement, any need for academic support or interventions, and that the student is continuing to demonstrate grade-level achievement.

Monitoring Reclassified Students

State and federal laws require four years of monitoring of students who have reclassified (R-FEP) from English learner (EL) status. (20 U.S.C. Section 6841 (a)(4)(5); California Code of Regulations, Title 5, Section 11304).

AADUSD will establish a rigorous monitoring system that ensures students who have been reclassified have not been prematurely exited and that students are meaningfully participating in the standard instructional program. During this monitoring period, AADUSD will ensure that R-FEP students have met the same academic achievement goals for all students. If these students do not yet meet those standards, interventions, and support are to be provided.

AADUSD will monitor RFEP students a minimum of six times during the four-year time period.

- 30 days after RFEP
- 180 days after RFEP
- 1 year after RFEP
- 2 years after RFEP
- 3 years after RFEP
- 4 years after RFEP

Site EL Coordinator, Bilingual Aides, Site Administrator, and teachers will monitor R-FEP students through student coursework, benchmarks, and teacher evaluations. At the time of review it will be determined if the student needs to have interventions (I), can continue to be monitored only (M) or should really be re-evaluated as R-FEP (R). Aeries will be marked accordingly to reflect the findings of each review period.

Description of Responsibilities	Person Responsible	Timeline
Identification of students	EL Coordinator	Reclassification may be

meeting criteria for reclassification.		initiated at any time.
Coordinates reclassification process, including completion of Reclassification Form	EL Coordinator,	
Evaluates student academic achievement and provides other academic information needed for reclassification	Teacher, Site Administrator, Bilingual Aide, and EL Coordinator	
Participates in the reclassification process and final decision.	EL Coordinator, Bilingual Aide, Teacher, Site Administrator, family, and IEP team if applicable.	
Completes and maintains records of documentation for RED Folder and Cume Folder	Attendance Clerk EL Coordinator	Within 10 days of reclassification
Updates student's language fluency data in Aeries	Attendance Clerk	Within 10 days of reclassification
Monitors and documents R-FEP progress	Site Administrator, Teacher, Bilingual Aide	30 days after RFEP 180 days after RFEP 1 year after RFEP 2 years after RFEP 3 years after RFEP 4 years after RFEP
Records monitored progress in Aeries	Attendance Clerk	30 days after RFEP 180 days after RFEP 1 year after RFEP 2 years after RFEP 3 years after RFEP 4 years after RFEP
Provides interventions as needed to struggling R-FEP's	Teachers, Counselor, and Bilingual Aids	When identified through R-FEP Monitoring

Part 5: Testing and Accountability for English Learners

Test Name and Content	Participants	Designated Grade Levels	State Testing Window
Smarter Balance for English Language Arts/Literacy (ELA) and Mathematics	<p>All students at designated grade levels except:</p> <p>Eligible students participating in the California Alternate Assessment (CAAs) for ELA and Mathematics</p> <p>English learners in U.S. schools less than 12 months do not take the ELA CAASPP</p>	Grades 3 - 8 and 11	February - July *See district calendar to determine exact window each school year.
CAAs for ELA and Mathematics	Students with the most significant cognitive disabilities whose active individualized education program (IEP) designates the use of an alternate assessment.	Grades 3 - 8 and 11	February - July *See district calendar to determine the exact window each school year.
California Science Test	All students in designated grade levels, except eligible students participating in the CAA for Science	Grades 5 and 8 and once in high school (ie grades 10, 11, or 12)	January - July *See district calendar to determine the exact window each school year.
CAA for Science	Students with the most significant cognitive disabilities who active IEP designates the use of an alternate assessment	Grades 5 and 8 and once in high school (ie grades 10, 11, or 12)	January - July *See district calendar to determine exact window each school year.
Initial ELPAC	Students who primary	Grades K - 12	July - June

<ul style="list-style-type: none"> ● Listening ● Speaking ● Reading ● Writing 	language is not English as indicated on the Home Language Survey (HLS); administered within 30 calendar days of enrollment		*See district calendar to determine exact window each school year.
<p>Summative ELPAC</p> <ul style="list-style-type: none"> ● Listening ● Speaking ● Reading ● Writing 	Students identified as English learners (EL), participate annually until reclassified fluent English proficient (R-FEP)	Grades k -12	February - May *See district calendar to determine the exact window each school year.

Accountability results for English Learner (EL) students are published annually on the California School Dashboard. The Dashboard provides information about how local educational agencies (LEAs) and schools are meeting the needs of California’s diverse student population. Visit the [California School Dashboard](#).

Part 6: Professional Development for Staff, Teachers and Administration, and Curriculum Adoption

It is AADUSD’s desire to serve and provide an excellent educational opportunity for all students including those who are English Learners. As we work to ensure that we are meeting the needs of our EL student population, AADUSD will be working closely with administrators, teachers, and staff to ensure the implementation of the English Learner Master Plan.

In order to work towards successfully implementing the English Learner Master Plan, AADUSD will need to train teachers and staff, incorporate ELD courses within the course matrix at each school and adopt a curriculum that is aligned with ELD standards.

Professional Development for administrators, teachers, and staff.

- AADUSD will need to provide professional development opportunities for administrators, teachers, and staff, that allow them to understand what the ELD Standards are and how to implement them within their classrooms.
- AADUSD will need to provide professional development opportunities for administrators, teachers, and staff in regards to SDAIE strategies and how they can be implemented in the classroom.
- AADUSD will need to provide training to secretaries and attendance clerks for
 - initial identification of students using the HLS
 - Updating and inputting information in Aeries in regards to Language Fluency and Language Programs
 - Working with Cume Files so that implementation is standard across the district.

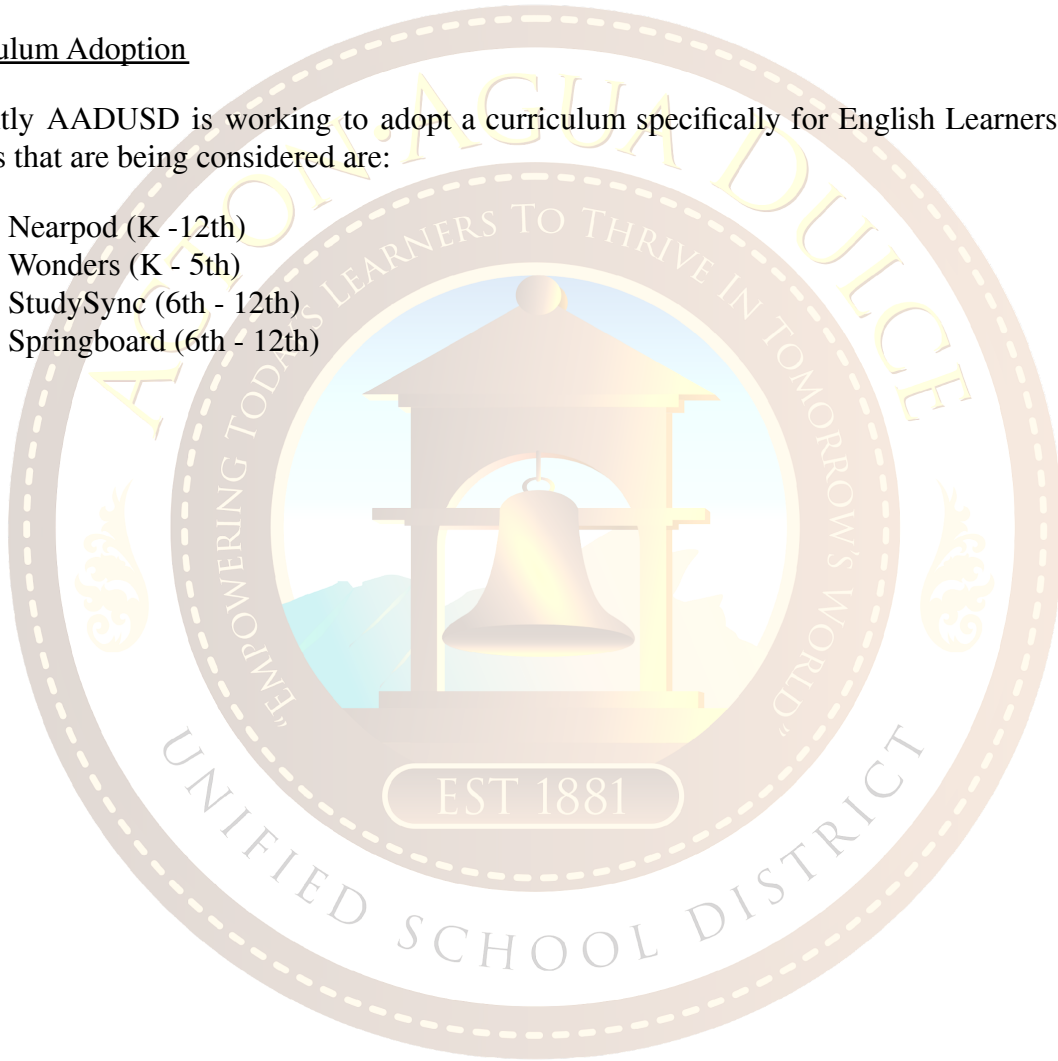
Course Matrix

- Administrators and Counselors at each school site (7th - 12) will need to ensure that ELD course(s) are within the course matrix each semester to ensure that ELD courses for all EL students are available.
- Administrators for graded TK - 6th, will need to develop a pull-out program for all EL students in order to receive instruction and support using the ELD Standards.
- Administrators will need to ensure that teachers are implementing the ELD standards into the curriculum in order to meet the needs of all AADUSD level EL students.

Curriculum Adoption

Currently AADUSD is working to adopt a curriculum specifically for English Learners. Some options that are being considered are:

- Nearpod (K -12th)
- Wonders (K - 5th)
- StudySync (6th - 12th)
- Springboard (6th - 12th)



Part 7: Resources

Exhibit 1: Home Language Survey (HLS)

Exhibit 2: Initial Family Notification Letter

Exhibit 3: Annual ELPAC Summative Family Notification Letter

Exhibit 4: Score Report Examples

Exhibit 5: Parent Waiver Form

Exhibit 6: Request for Reclassification

Exhibit 7: Notification of Reclassification

Other Resources

[ELA/ELD Framework - English Language Arts \(CA Dept of Education\)](#)

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

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

<https://www.cde.ca.gov/sp/el/rm/>

