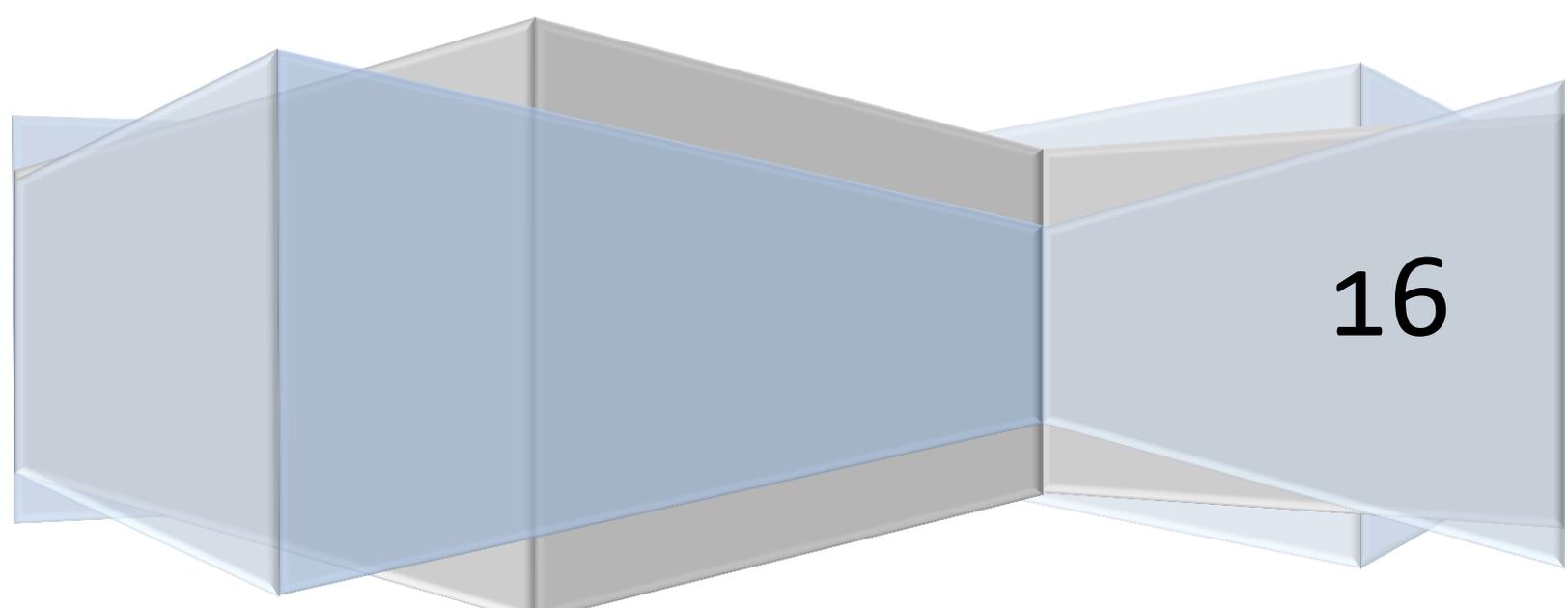


English Learner Master Plan

HAMILTON UNIFIED SCHOOL DISTRICT



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INTRODUCTION

- Mission
- Goals
- Message From the Board/Superintendent
- EL Master Plan Overview

Mission

The mission of the faculty, staff, and administration of Hamilton Unified School District is to provide a comprehensive educational program for all students so that all may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for life-long learning, and a genuine concern for the welfare and cultural diversity of others.

Goals General & Specific to English Learner Program

1. Academic success for every child we serve.
2. The development of good character in all.
3. English Learners will be redesignated within three years of starting the program.
4. English Learners will move up one language level each year.

Message from Board/Superintendent

The Governing Board intends to provide English Language Learners with challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. The district's program shall be based on sound instructional theory and shall be adequately supported so that English Language Learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

Message From Board

Overview

The new *English Learner Master Plan* provides guidance and direction to administrators, teachers, paraprofessionals, and students regarding the options available to parents and the expectations the District holds for each school and classroom in the District. It offers a practical guide for all staff to ensure that consistent, coherent services are provided to every English Learner (EL). All educators are expected to implement this plan with fidelity, and we will hold each other accountable for doing so while continuously improving our services and outcomes.

Hamilton Unified School District is committed to providing the highest level of educational programs to all of our students. Over the past five years, we have made instructional improvement

and student achievement our highest priorities. A central part of that effort has been spent on reviewing not only our instructional practices for English Learners (EL), but the assumptions and beliefs we have about these learners and how English is best taught and learned. The *English Learner Master Plan* crafts Hamilton Unified School District’s policies, programs, and instructional practices for our English Learners.

Chapter 1- Identification and Assessment

- Home Language Survey
- English Language Proficiency Assessment
- Parent Notification of Assessment Results
- Timelines for Initial Identification

Home Language Survey

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5CCR 11307)

Upon enrollment in Hamilton Unified School District, parents/legal guardians complete a Home Language Survey. This survey is included in the HUSD Student Registration Form and required of all California Public Schools. The Home Language Survey is available in English and Spanish. The Home Language Survey will remain on file in the students' cumulative folder. The student's primary language shall be determined through the use of the Home Language Survey. This information will be entered in the district's Student Information System (AERIES); as well as, CALPADS.

English Language Proficiency Assessment

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT). (5CCR 11511)

All students with a language other than English on Questions 1, 2, or 3 of the Home Language Survey will be assessed in English Language Proficiency within 30 calendar days of initial enrollment in a California school. When a language other than English is entered for Question 4 only, testing is optional. Each school has a designated language assessor who administers and scores the Assessment. (See Form 1)

Students who arrive from another California public school with records of a Home Language Survey and initial language classification will not go through the initial identification process. The HUSD ELD Coordinator will request the CELDT results from the previous district. This data will be entered into the AERIES Student Information System and CALPADS(See Form 2)

Students entering HUSD who are new to California will need to follow the initial identification procedure for new students.

Students with a home language other than English as reported on the Home Language Survey are classified based on the English Language Proficiency Assessment (CELDT soon to be replaced by ELPAC). These classifications are stored in the HUSD AERIES Student Information System for access by district and school personnel and linked with CALPADS.

Students receiving Special Education Services participate in the initial assessment process to the extent as specified in their Individualized Education Programs (IEP) or Section 504 Plans. Students with Section 504 Plans may not use an alternate assessment for the CELDT. The Language assessment staff will follow the CELDT Administration Guidelines for appropriate modifications or accommodations or alternate assessments as specified on the student's "English Language Development Assessment Information" form included in all special education English Learner's Individualized Education Plans.

The classifications are:

EL – English Learner

IFEP – Initially Fluent in English

RFEP – Reclassified Fluent English Proficient

EO – English Only

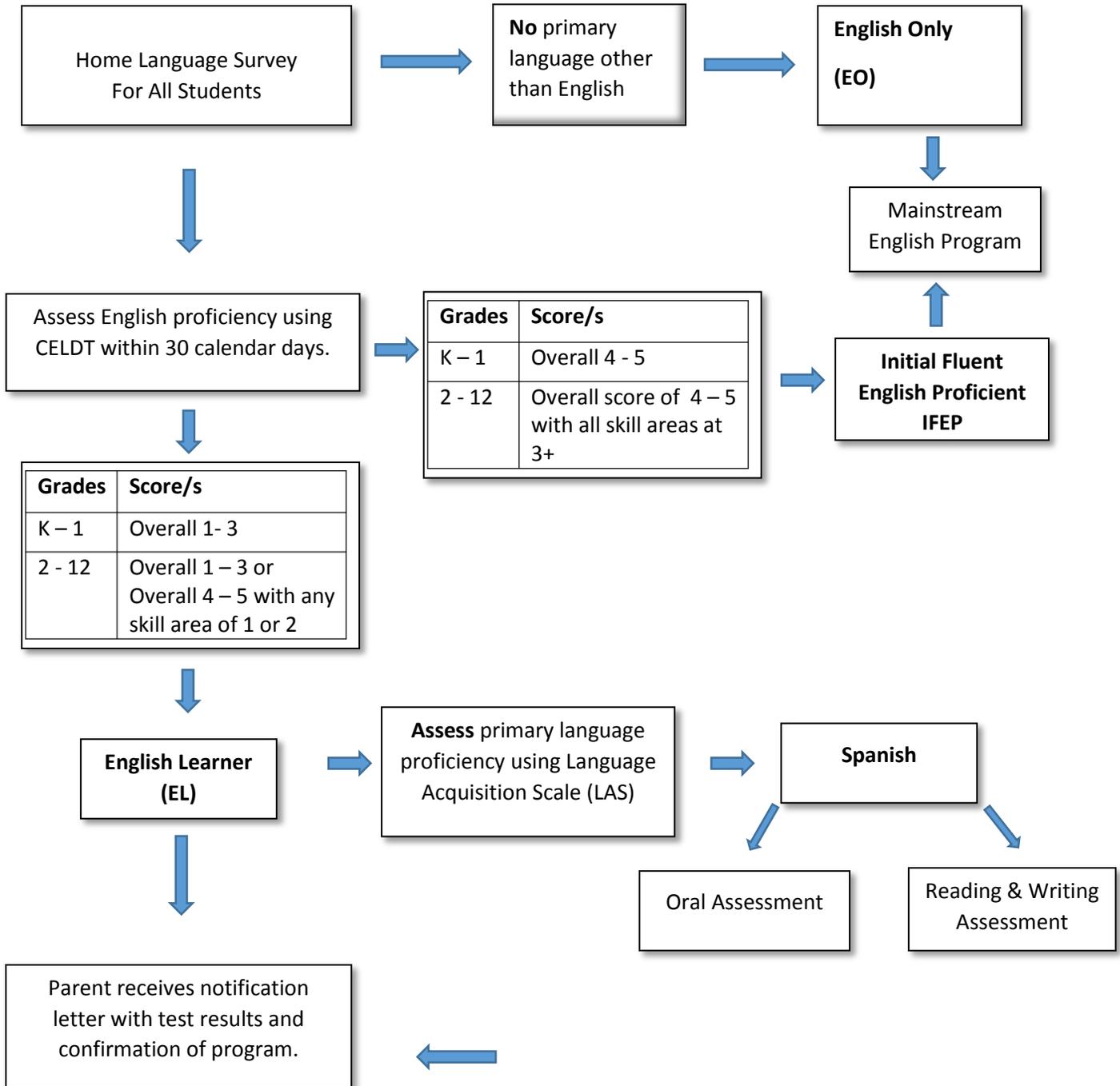
Parent Notification of Assessment Results

The district shall notify parents/guardians of their child’s results on the CELDT within 30 calendar days. (5CCR 11511.5)

Initial - Within 30 days of the time a student is placed in an English Learner program, the district will provide parents/guardians with their child’s results on the English Language Proficiency Assessment, instructional program information, and parental rights in the form of a district letter. These letters are also sent to families of new IFEP and RFEP students to notify them of initial assessment results and language classifications. Official initial CELDT (or ELPAC once implemented) scores are sent to parents/guardians with a district cover letter when they are received from the publisher. (See Form 3)

Annual – No later than 30 days after the beginning of each school year, the District informs the parents/guardians of English Learners of students’ most current available annual assessment results and program information regarding the English Learner program in which their child participates. Official annual CELDT (or ELPAC once implemented) scores are sent to parents/guardians with a district cover letter when they are received from the publisher (See Form 4)

Timeline for Initial Identification



Chapter 2- Instructional Programs for English Learners

- *Language Star Overview*
- *Guiding Key Language Acceleration Principles*
- *Language Star Program Levels and Placement*
- *General Design of Language Star Program*

Language Star Overview

BP 6174 (a) guarantees that HUSD provides a challenging curriculum for English language learners.

The Accompanying AR 6174 (a) delineates the process for which the curriculum, identification and assessment are delivered.

Hamilton Unified School district is committed to providing English Learners with an accelerated language program that equips students with the language skills needed to be proficient in grade level reading, writing and content expectations. Hamilton Unified School District has adopted an accelerated language program, *Language Star*, which is constructed around the linguistic research that there are five key elements of language that learners must know and use to be considered fluent language users. These elements include: phonology, the production and reception of the sound system, morphology, the smallest units of meaning, syntax, the rules that govern the English language and lexicon and semantics which make up vocabulary. These five elements of language formulate our definition of language.

Based on these elements of language, Hamilton Unified's *Language Star* program is designed to accelerate language learning and build a balanced language competence which will increase students' skills in reading, writing and speaking.

Guiding Key Language Acceleration Principles

Hamilton Unified endorses five *Key Language Acceleration Principles* which guide the instructional methods of *Language Star*.

1. *Grouping students by their language proficiency level enhances the focus of teaching and accelerates English learning.*
2. *Language skills are best learned when teachers and students know what the exact language is and the desired outcome of the instruction.*
3. *Sentences are the basic units of language and their use by teachers and students accelerates English language learning.*
4. *Students produce their way to higher levels of language proficiency and must therefore produce correctly at least half of the language during a language lesson.*
5. *Language growth occurs when students are pushed to operate out of their linguistic comfort zone.*

Language Star Program Levels and Placement

Students in grades K-5 who are designated English Learners are given a placement assessment and placed into one of two program levels, foundational or academic.

Both the Foundational Language Star and the Academic Language Star are designed to provide 60 minutes of English language instruction that focuses on the rapid development of English speaking, listening, reading and writing skills. Students also receive core subjects at their grade level.

Students in grades 6th -12th are given a placement assessment and placed into one of four course levels. Students receive one course of explicit instruction in a designated Grammar and Writing course which focuses on the rapid development of English speaking, listening, reading and writing skills. Students also receive core subjects at their grade level.

Like any foreign language program, the students are grouped for language instruction based on their language levels. Each level follows a discrete language Scope and Sequence and takes benchmark assessments every eight weeks. Unlike other programs, HUSD *Language Star*, is an accelerated language program which sets students up to move up language levels as they demonstrate their language ability.

General Design of Language Star Program

1. During *Language Star* (Designated English Language Development time) English learners are grouped by their language proficiency level. There are no English only or Fluent English Proficient (RFEP) present at this time.
2. *The Language Star* program is designed to accelerate students' language acquisition;
3. *Language Star* groupings may include students of different grade levels. The primary grouping consideration is students' language proficiency.
4. *Language Star* classes are taught by credentialed teachers who possess the proper supplemental authorization (LDS, CLAD, SB 2042, BCLAD, SB1969, SB 395, or AB 2913), or who are in a district-approved training program for one of these authorizations.
5. *The Language Star* program has strict yet flexible entry and exit criteria that ensure students' have the ability to move through their levels of proficiency as demonstrated in the accelerated language model.
6. *The Language Star* program features a designated block of instructional time in which specific methods and language objectives are taught. These specific language objectives and methods come from the district's ELD Scope and Sequence and Methods Mix.

Chapter 3- Reclassification Procedure and Academic Progress Monitoring

- Reclassification Procedure
- Academic Progress Monitoring
- ELD Progress Monitoring
- Academic Progress Monitoring/Support/Intervention for Reclassified Students
- Special Education

Reclassification Procedure

Each of the following four criteria is required to redesignate English Language Learners to Redesignated Fluent English Proficient (RFEP). The only exception to this would be English Learners in special education programs. See Alternative Assessments Guidelines and Accommodations for the California English Language Development Test. (AR 6174 h) (California *Education Code* Section 313) (Form 5, 6)

Criteria	Method	District Standards
#1 Assessment	State approved Language Assessment CELDT	Overall Proficiency level is Early Advanced or higher-and <ul style="list-style-type: none"> • Listening/speaking is Intermediate or higher • Reading is intermediate or higher • Writing is intermediate or higher
#2 Teacher Evaluation	ELL Teacher Input	English Grade of “C” or better on most recent report card.
#3 Comparison of Performance in Basic Skills	ELD Benchmark Assessment ELA District Benchmarks	80% or higher Comparable to RFEP/EO Peers
#4 Parent and Student Opinion and consultation	Letter to parent informing them of intent to redesignate to RFEP. Meeting or phone call to parent may be used in addition to the letter.	Documentation: Copy of parent letter in cum folder.

Academic Progress Monitoring

Academic progress is monitored on multiple levels during the school year for all students equally whether the student is an English learner or the student is a native English speaker in a mainstream program. Teachers monitor growth informally each day during the course of lessons in all subject areas (including ELD) to determine the degree to which students understand the lesson objectives and the grade level content being taught. This progress monitoring is often referred to as *formative assessments* or *assessments for learning* because the teacher is adjusting his/her teaching based on how students are learning the content.

Students also take curriculum embedded assessments upon completion of chapters, units of study, and the end of grading periods to determine their overall understanding and retention of the content delivered. These are often referred to as *summative assessments* or *assessments of learning* because they are administered after the lesson sequence is completed. The instructional materials and curriculum in all of the content areas (including ELD) have state content standards aligned summative assessments. In addition to the curriculum embedded assessments, HUSD teachers administer common assessments to students (including English learners and reclassified students) at all grade levels K-12 to monitor their general achievement in English Language Arts and Mathematics three to four times a year

depending on the grade level. These are also considered summative assessments because they are administered after the content has been delivered.

ELD Progress Monitoring

English Language Development (ELD) progress is also assessed every six-eight weeks. All English learners are assessed on the ELD Benchmarks. These are also considered summative assessments because they are administered after the content has been delivered. Students who score 80% or higher move up to the next program level.

All English learners are required to take the California English Language Development Test (CELDT, soon to be replaced by the ELPAC) annually until they have been reclassified. The CELDT assessment is administered between July and October each school year. The CELDT assessment is designed to monitor the progress English learners are making as they acquire the English in four specific language domains: reading, writing, listening, and speaking.

Academic Progress Monitoring/Support/Intervention for Reclassified Students

Reclassified students will receive two years follow-up monitoring by the classroom teachers, administrators, and the district. Progress will be checked and recorded on the district monitoring form each semester of the year following reclassification. (See Form 7)

If the student's applicable assessment scores – fall below the basic level in English Language Arts or the student's grades fall below average in any academic area, the school site team will re-evaluate the student's lack of progress and interventions will be recommended.

Follow-up support services will be provided for students who do not demonstrate satisfactory progress. These may include, but are not limited to: intervention courses, additional tutoring or counseling, training in test taking strategies, and modified work in reading, language areas, and mathematics.

Special Education

The procedures and services for all special education students also apply to special education English Learners. Alternative reclassification criteria may be utilized on an individual basis. Any decision to alter the reclassification criteria must be made by the IEP team in accordance with State and Federal requirements.

Long Term English Learners

Long Term EL students will be monitored after three years in the U.S. Students will be evaluated based on their CELDT level and progress, CAASP scores, and grades in both ELA and Math. Students that are not meeting the benchmark criteria will be placed on an intervention (Catch-up) Plan. The Action Plan will be documented on the Long Term EL Monitoring and Plan Form.

(Form # 8)

Chapter 4- Staffing and Professional Development

- Teacher Certification
- District Language Coach
- Professional Development

Teacher Certification

Hamilton Unified School District ensures that all teachers assigned to provide ELD instruction to English Learners in the *Language Star* program are highly-qualified with the proper authorization.

BP 4112.24 (a) ensures that the Governing Board recruits certificated staff that meets the requirements of No Child Left Behind and are highly qualified to instruct within their respective credential area.

AR 4112.24 (a) is the accompanying procedures for accurately recruiting and assigning teachers to core instructional assignments.

AR 4112.22 (a) demonstrates that the District has a clear procedure for providing English Language Development. The strategies required by AR 4112.22, that the Superintendent requires that all teachers who teach ELD/SDAIE course have appropriate credentials granted by the CTC authorizing instruction to second language learners.

District Language Coach

Hamilton Unified recognizes that professional development requires ongoing coaching with opportunities for feedback and reflection for full implementation of new strategies and techniques. In order to ensure that our English Learners are provided the highest level of instruction, HUSD employs a full time District Language Coach.

The Language Coach is equipped to provide a variety of services to the staff including:

- i. Professional development and training for staff;
- ii. Co-planning of lessons with teachers;
- iii. In-class coaching and direct feedback of lesson instruction;
- iv. Monitors adherence to the district adopted Scope and Sequence for the Language Star program;
- v. Facilitates and records benchmark assessments and data;
- vi. Evaluates and monitors student placement within the program.

Professional Development

The district is dedicated to providing multiple professional development opportunities to all teachers assigned to instruct language learners. There are two fundamental objectives of the professional development opportunities:

- i. Deepen educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately;

- ii. Prepare educators to understand and value English Learners (and other students with particular needs), create safe, orderly and supportive learning environments, and hold high expectations for academic achievement

The district ensures that all *Language Star* instructors will receive specific professional development that provides them with an understanding of the program's methods, principles and design; as well as, schedule designated times to work with the district coach.

The district understands that all of our students are language learners and provides additional professional development to staff with an emphasis on integrated ELD and specific reading and writing strategies to increase the language skills of all students.

Chapter 5- Family and Community Involvement

- Parent Advisory Committees (ELAC/DELAC)
- Communication With Parents and Community

Parent Advisory Committees

HUSD recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. As part of the District's effort to systematically involve parents of ELs in the education of their children, the District establishes policies and procedures for ELAC at the school-site level and DELAC at the District level. At each committee level, parents of ELs have opportunities to be involved in their child's education, collaborate with District staff, evaluate instructional services and provide recommendations.

English Learner Advisory Committee (ELAC)

According to the California Education Code, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELAC is not a decision making council nor does it approve expenditures from any funding source. However, it does provide input and advice on school decisions and the use of funding sources dedicated to ELs.

Parents who serve on the ELAC are elected by parents/guardians of EL and must make up at least the same percentage of the committee membership as their children represent of the student body. The minimum percentage of EL parents on the ELAC is fifty-one (51) percent.

Each school-level ELAC maintains records of all meetings that include agendas, minutes, and sign-in sheets.

District English Learner Advisory Committee (DELAC)

Each District with fifty-one (51) or more ELs must establish a functioning DELAC. After the Local District ELAC membership has been established, the committee must elect a Representative and Alternate to participate in the DELAC. Parent participation in DELAC is proportionately determined by the total number of ELs enrolled within a Local Educational Service Center.

Communication With Parents and community

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Translation and interpretation services are provided by staff to ensure that parents have full access to communication about their students' learning and progress. Translators are provided for Back to school Night, Parent Conferences, Student Study Teams (SST), and IEPs.

Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. In addition, the District recognizes that under federal law, a school must ensure that all parents, including those who speak low incidence languages, receive meaningful access to important information. Important written information such as IEPs must be translated even when less than 10% of the student population speaks the language of a parent. In cases where families are not literate in their native language, oral communication will be provided.

Chapter 6- Monitoring, Evaluation, and Accountability

- Purpose of EL Program Monitoring
- Program Evaluation and Accountability

Purpose of EL Program Monitoring

Hamilton Unified is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and to hold itself accountable. EL program monitoring, evaluation, and accountability practices will address the following purposes:

1. Monitor implementation of instructional program and principles as defined in the English Learner Master Plan;
2. Determine effectiveness of the program in accelerating English for ELs;
3. Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system
4. Support continuous improvement in the implementation of instruction, learning and program design and identify needed modifications.

Program Evaluation and Monitoring

The district administrative team in collaboration with the district language coach work together to identify consistent and inconsistent implementation of program methods and principles. Site administration regularly does walk-throughs during ELD instruction and provides teachers with direct feedback. In addition, the district coach monitors the daily instruction and assists teacher with adherence to the district adopted Grammar Scope and Sequence and Methods Mix. Furthermore, site administration will do two program evaluations a year (one at the end of each semester) which will be used to assess the quality and consistency of the implementation of the instructional methods and principles of the program.

Student learning is monitored and assessed every eight weeks. A benchmark assessment is administered to all EL students. This data is entered into the Student Information and Data System (EADMS) and students who pass with an 80% on the semester benchmarks are moved to the next level. In addition, student learning is monitored using the CELDT results and grade level benchmarks.