



Executive Summary

The principal purpose of the *Master Plan for English Learners* is to serve as a guide for the specific procedures the Alvord Unified School District (AUSD) uses to identify, serve and monitor the progress of English Learners (EL). ELs face enormous challenges. They and their families must master a new language. They are expected to learn the content and meet demanding grade-level standards across the curriculum. Newcomers must also overcome significant hurdles in adapting to schools and communities that are very different from the ones they were familiar with in their countries of origin. In addition, all ELs must also master the social and cultural knowledge necessary to be able to participate effectively in classroom, school and community contexts.

The major goals of the state program for English Learners are to develop English learners' proficiency in English and in the District's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study (i.e. Dual Language Immersion Program). English learners are reclassified as Fluent English Proficient (RFEP) after meeting established criteria to ensure that they have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school District's average native English-language speakers.

AUSD's *Master Plan for English Learners* is based on:

- Federal law
- State law and regulations
- Case law
- Alvord USD policies
- California English Learner Roadmap
- Research-based and proven instructional practices for English Learners

In order to provide compliance, consistency, clarity, and continuing improvement in our programs and settings for English Learners, our District is purposefully structured and organized in order to meet these needs. The major organizational components are:

- English Language Learner Office
- Language Assessment Center
- English Learner Site Facilitator at each school site
- Procedures and documents to monitor English Learner programs and services in accordance with federal and state laws and regulations as well as board-adopted policies



The English Learner Office staff, headed by the EL Director, plays a key role in the District's coordination of EL programs and services. The EL staff, in coordination with the Educational Services Division ensures that the District departments coordinate their efforts related to programs and services for English learners.

In order to support the diverse needs of English learners, each principal selects an EL Site Facilitator to assist with the wide span of responsibilities attendant upon serving our English learners. The EL Site Facilitator is involved in the identification, assessment, placement, reclassification, and monitoring of the English learners at the site; thus, s/he works very closely with the District Director of English Learner Programs, the principal, teachers, support personnel (e.g. paraprofessionals, literacy teachers, office staff) and parents. This EL Site Facilitator position is key to the smooth implementation of the school's programs for English learners.

School Districts are required to offer language acquisition programs for English learners. Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English Language Development (ELD) standards. Alvord offers the following language acquisition programs:

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 students who are learning English. At minimum, students are offered Designated English Language Development (ELD) and provided access to grade level academic subject matter content with Integrated ELD. Some assistance may be provided in the primary language when available.

Dual-Language Immersion (DLI) Program: 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 Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in kindergarten (K) and is offered at Terrace and Valley View elementary schools. For information on this option for your child in first (1st) – fifth (5th) grade, please call (951) 509-5094.



Parents/guardians may choose 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.

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact the English Learner Support Services Department at (951) 509-5094 to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs

Schools are required to monitor the achievement of English learner students, including the expectation that students will increase English proficiency and achievement of grade-level content knowledge based on state standards and assessment requirements.

As the District and schools monitor student achievement, when EL students fail to make expected growth, the District and school is required to implement an EL Monitoring and Intervention Plan. This plan outlines the extent to which interventions are provided until EL students begin to again meet expected proficiency growth in English or have recouped gaps in core content knowledge.