



Master Plan for English Learners (EL)

2024/2025 through 2026/2027

*Approval by the BUSD Board of Trustees
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Master Plan for English Learner Program and Services

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INTRODUCTION

Mission Statement

Buckeye Union School District (BUSD) is committed to developing fluency in English listening, speaking, reading, and writing for all students whose primary language is not English. We strive to enhance students' self-esteem, promote cross-cultural understanding and provide equal opportunity for academic achievement. In addition to English Language Development (ELD) teachers, general education classes, and staff are included in the Master Plan to ensure the commitment of all personnel to provide the best possible educational services for English Learners (ELs).

Program Goals

The core foundation of BUSD's English Learner (EL) program is to provide equal access to enriching, quality, and rigorous curriculum to all students whose home language is not English. Our EL Program will offer services to all eligible EL and TBD students enrolled in Transitional Kindergarten through eighth grade. Students will progress successfully through the EL program as evidenced by defined district and statewide goals. The EL program will use the California English Learner Roadmap and the California ELD Standards/Framework as a guide. Educators will develop strong and caring relationships with all EL students to meet academic and social-emotional needs. The fundamental goal of the EL program is to provide students the ability to perform and access school successfully in the English language.

The goals of the English Learner program are as follows:

- Identify ELs in need of language services in a timely manner;
- Help students develop fluency in speaking, reading, writing, and listening in English as quickly and efficiently as possible;
- Provide EL services and programs until ELs are proficient in English, have demonstrated proficiency on the ELPAC, and can participate meaningfully in educational programs without EL support;
- Ensure teachers and personnel are trained and qualified to effectively implement EL programs and support EL students;
- Identify and evaluate ELs with disabilities and provide appropriate support, evaluation materials, and assessments;
- Encourage opportunities for parent engagement in order to facilitate successful student outcomes;
- Promote cross-cultural understanding for all students;
- Provide a pathway for progress for students who have been reclassified.

Acknowledgments

We want to acknowledge and thank the El Dorado County Office of Education for their support of the English Learner program at Buckeye Union, and for creating the EDCOE English Learner Handbook for local school districts to use. We also want to thank all the teachers, staff, and administration who support the English learner program through their work directly with students and families.

STUDENT IDENTIFICATION, ASSESSMENT, AND PLACEMENT

Initial Identification and Assessment of English Learners

Home Language Survey

Registration in the Buckeye Union School District will include the completion of the state-mandated Home Language Survey (HLS). The HLS is a legal document consisting of four questions. A completed HLS will be placed in the student's cumulative file. A HLS should only be given to a student upon initial enrollment in a California public school.

Process upon completion of HLS:

1. HLS indicates all English: This means that the student is English Only (EO). A copy of the HLS shall be placed in the student's cumulative file. No EL assessment or program services are needed. The student is placed in the regular academic program unless indicated otherwise through an IEP.
2. HLS indicates at least one response other than English on questions # 1-3: If the answer to any of the first three questions on the HLS is other than English, the student is designated as having a primary language other than English. The student will be referred for a primary language assessment. (EC 62002)
3. HLS indicates a language other than English only on question #4: Student profile will be discussed with parent or guardian to make a determination of whether the student should be given the ELPAC or deemed English Only (EO). A copy of the HLS will be sent to the teacher for awareness. NO EL testing or program services are required unless, in monitoring the student's academic progress, the ELPAC assessment seems warranted.

For a student previously enrolled in a California school but new to BUSD: If a student is entering a BUSD school from another California school, the student should NOT be given a second home language survey unless it is determined that the student has never been given the HLS. A request for records will be made promptly for the following documents: ELPAC test results, Primary language testing, and verification that the student has already completed an HLS.

HLS information for a student previously out of state: The HLS is given to any student from out of state who has never been enrolled in a California public school.

HLS information shall be inputted into the school database system by staff registering students and a copy of the HLS will be placed in the student's cumulative file.

If the student is referred for a primary language assessment. (EC 62002), the assessment process will occur within 30 days of initial enrollment.

At the time of identification and placement, an EL Student Folder shall be established by the EL coordinator and kept in the cumulative file for each EL student at their school

site. Additionally, Initial Identification Results indicating classification information will be entered into the district's database.

The following items are placed in the EL folder:

- Test results from all Initial and Summative ELPAC testing
- Home Language Survey
- Reclassification Form
- RFEP monitoring form
- Parental Opt-Out Forms/Waivers

Assessments

Students in grades TK-8 identified as having a primary language other than English, based upon the HLS, are assessed using the ELPAC to determine English proficiency level and appropriate placement. The ELPAC was designed to support various student needs and ensure accurate placement. Since accuracy is a priority, tools are available to support students while they take the assessment. All students may access universal tools. If students need more support, tools identified as designated supports or accommodations are resources to address barriers to success.

The ELPAC has two parts: an Initial Assessment (IA) and a Summative Assessment (SA). Both parts of the ELPAC are structured around four different areas, or domains, of the English Language.

The domains include:

- Listening
- Speaking
- Reading
- Writing

ELPAC examiners are proficient English speakers who have been fully trained in the structure of the assessment including accessibility and scoring calibration to ensure inter-rater validity and reliability.

Initial English Language Proficiency Assessment

If a student's HLS indicates at least one response other than English on questions # 1-3 the student is referred for a primary language assessment. (EC 62002). Potential ELs in grades K-8 are assessed using the Initial ELPAC for the purpose of determining initial proficiency and identification. Current law requires that parents will be notified prior to testing but permission to test is not required. Students can take the initial assessment only once. All scoring will be done by test administrators by utilizing the Local Scoring Tool (LST).

The IE, is given to students within 30 days of enrollment if the student has a primary language other than English as seen on the HLS.

Staff administering the IE will be trained for delivery and accurate input into the CALPADS system. Basic reminders are as follows:

1. Administer the HLS only once.
2. The school needs to access CALPADS before a student is tested.
3. Upload “TBD” in CALPADS if a student needs to take the IE.
4. Notify parents of testing. Notification is required. Permission is not needed.

New Guidance (June, 2024): Enrollment of Transitional Kindergarten Students Under existing federal and state laws, LEAs must identify and assess all students who may be English learners upon their initial enrollment in a California school. According to EC Section 313(h), “initial enrollment” does not include enrollment in a TK program. Therefore, effective at the start of the 2024–25 school year, state ELPAC requirements no longer apply to TK students (EC Section 60810[b]). As advised in the June 20, 2024, letter, LEAs should:

- Continue to conduct the Home Language Survey (HLS) during TK enrollment to identify whether the primary or native language of a student is a language other than English. Using the HLS will serve as an indicator for districts, schools, and classrooms that a child has multilingual experiences and may benefit from additional language support.
- Populate the English Language Acquisition Status (ELAS) field with “To Be Determined (TBD)” if the HLS indicates a primary language other than English or American Sign Language on any of the first three questions when submitting enrollment records to the California Longitudinal Pupil Achievement Data System (CALPADS), when applicable. “TBD” is solely applied as a status indicator of ELAS in CALPADS and not as a descriptor of students. As such, students should not be referred to as “TBD students.” It is appropriate to refer to these young learners as multilingual TK students. In August 2024, CALPADS released two flash communications to inform the field of the policy change and best practices to help LEAs maintain accurate records.

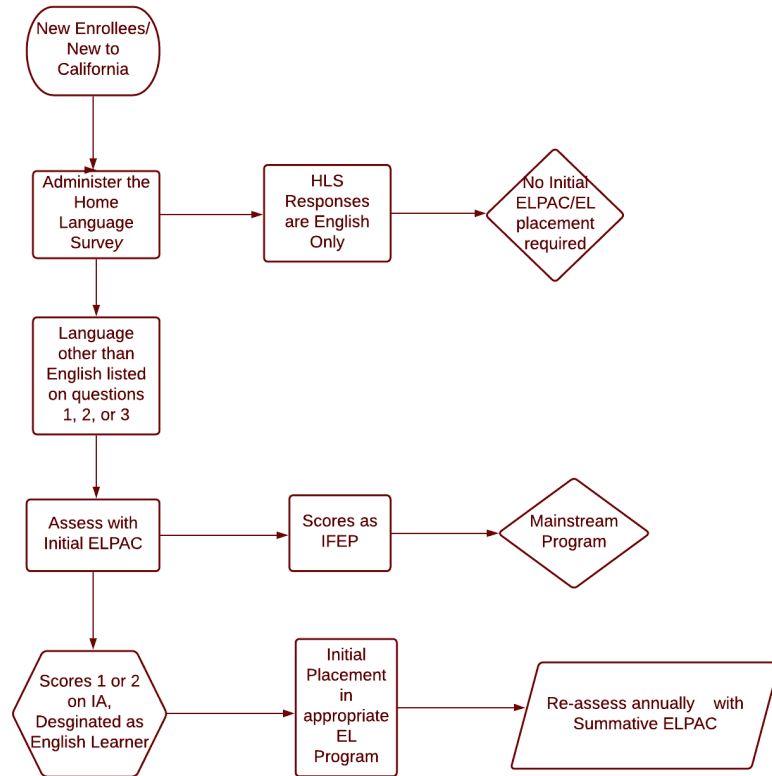
Annual Summative Assessment

Students who are identified as English Learners will be given the Summative ELPAC annually. The primary purpose of this assessment is to measure the skills in growth of EL learners in the four key domains of listening, speaking, reading and writing. The information gained in this assessment plays a role in determining progress and reclassification of students as English proficient. The summative assessment will be given each year in the spring during a specified testing window provided by the California Department of Education. Parents cannot opt out of the summative assessment. Students will participate in the summative assessment until reclassification.

Summative ELPAC results report on one of four approved language proficiency level scores that inform placement and instruction. Please reference the table below.

Summative ELPAC Level (K-12)	1 Minimally Developed	2 Somewhat Developed	3 Moderately Developed	4 Well Developed
Designation	Limited English Proficient (LEP)	Limited English Proficient (LEP)	Limited English Proficient (LEP)	Reclassified Fluent English Proficient (RFEP)

The following flow chart illustrates the process for identifying and placing new students.



Parent Notification

Parents will be notified of test results and student placement will be entered into both ALMA and CALPADS. Per state and federal requirements, parents may not opt out of ELPAC testing. All Initial ELPAC testing for English proficiency will occur within 30 days of initial enrollment. ELPAC notifications will be translated to comply with current law.

In order to inform initial placement and instruction, Initial ELPAC results report three approved language proficiency level scores. Please reference the table below.

Initial ELPAC	1	2	3
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Level (K-12)	Beginning	Somewhat/Moderately Developed	Well Developed
Designation	Limited English Proficient (LEP) Novice	Limited English Proficient (LEP) Intermediate English Learner	Initially Fluent English Proficient (IFEP)

A new feature in the IA allows for parents, administrators, and/or teachers to request a Correction of Classification at any time in the year prior to the beginning of the ELPAC Summative Assessment (SA) testing window. Once the SA begins, the opportunity for the Correction of Classification closes. A Correction of Classification can only be used once and is meant to determine best placement if a credentialed person, who works with the student and can speak to his or her language skills, deems an adjustment necessary. Parents may also make the request.

The California Department of Education provides a Quick Reference for this process as well titled “The Correction of Classification Process” please follow the step-by-step guidance to ensure correctness.

Buckeye Union recognizes that communication to families is fundamental to the success of each student’s progress. Parent’s must be well-informed and participate in their child’s education process. It is the responsibility of each school site to help parents and families clearly understand the EL program, the expectations of each site and classroom so that all students are set up for success. We encourage parents to become advocates for their children and participate in advisory committees.

Parent Notification Procedures

1. Parents/guardians will receive an annual letter providing information about the district’s EL program.
2. Notifications are required for all results from ELPAC (both IA and SA). An updated element of ELPAC requires BUSD sites to notify parents/guardians if students are to participate in the Initial Assessment prior to the assessment. *Permission to test is not needed.* Parents of Initially Fluent English Proficient (IFEP) students must receive results of their child’s English-language proficiency assessment. ELPAC notifications will be translated to comply with current law.
3. Parents/guardians will receive Summative ELPAC results within 30 days of receipt of official score reports from the ELPAC testing contractor.

TEACHING AND LEARNING: PROGRAM OPPORTUNITIES FOR EL STUDENTS

English Language Development (ELD) Instruction

Buckeye Union offers different program opportunities for English Learners so that students develop strategies that lead to fluency in speaking, listening, reading, and

writing. The following are general descriptors for the different types of programs used to support English language acquisition. Teachers may use variations of these in different courses for support. These designations align with federal and state guidelines.

Level Two Structured English Immersion (L2SEI)—A classroom setting where English Learners who have not yet acquired reasonable fluency in English receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but supported with a curriculum and presentation designed for children who are learning the language.

Level One Structured English Immersion (L1SEI)—A classroom setting for English Learners who have acquired reasonable fluency in English. In addition to ELD instruction, English Learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

At all Buckeye Union schools, English Learners' English proficiency is supported using both Designated and Integrated ELD. They can also be defined as follows:

Designated English Language Development - Instruction is provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist English Learners in developing the critical English language skills necessary for academic content learning in English. Although times may vary, the minimum standard is 30 minutes of Designated ELD instruction during the school day. All sites at Buckeye have Designated English Language Development (ELD) teachers who teach groups of students depending on ELPAC levels.

Integrated English Language Development - Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted content standards. Integrated ELD includes specially designed academic instruction in English (SDAIE) and this instructional strategy may be used throughout the school day in all grade levels. All classroom teachers are trained and expected to teach using the Integrated ELD strategies.

Curriculum

All English Learners will have access to and use the curriculum adopted for the site and used with all students. Teachers will use the curriculum along with evidence-based strategies known to effectively support English Learners based on their needs and levels. The school district has approved the following curriculum for use in classrooms and designated English Language Development settings.

English Language Development (ELD)	<i>On Our Way to English</i> (Houghton Mifflin Harcourt)
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	Rosetta Stone Foundations Leveled Literacy Intervention (LLI)
Language Arts	For the most updated curriculum information, please visit the Buckeye Curriculum, Instruction and Assessment website
Mathematics	
Science	
Social Science	

Exceptions and Waivers

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 a particular EL service 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 and are required to take the Summative ELPAC every year until they are reclassified. 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 Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

When exceptions/waivers are granted, student progress will be monitored in the mainstream classroom setting. If students are not making progress in developing English skills as appropriate, EDCOE sites have the responsibility to support them with evidence-based strategies for English Learners that will help them achieve developmentally appropriate progress. This is a civil rights obligation to the student. *Consent for all exceptions must be renewed annually.*

Procedure for Parental Exceptions:

1. Parents complete appropriate parental exception forms based on individual circumstances, as desired.
2. Exception forms are submitted to the site principal or program director.
3. The principal or program director must explain English Language programs to parents.
4. The principal or program director must ensure parents understand the waiver must be resubmitted annually, and that their child must still participate in the ELPAC Summative assessment each school year.
5. Principals or program directors should consider each request mindfully before granting or denying the request.

At-Risk and Long-Term English Learners

One goal of the English Learner program at Buckeye Union is for EL students to become proficient in English as swiftly as possible and to meet state academic achievement measures. In some instances, students do not develop English proficiency as quickly or efficiently as we would hope to see. When that happens, we must inform parents when their child is at risk of being identified as a Long Term English Learner or has qualified as a Long Term English Learner as defined in section 313.1(Article 3.5 added by Stats. 1999, Ch. 678, Sec.1).

“At-risk of becoming a Long Term English Learner” (ARLTEL) means an English Learner to which all of the following apply:

1. Is enrolled in any grades 3-12
2. Has been enrolled in the United States for four to five years.
3. Has scored at an Overall Level 3 or lower on ELPAC Assessments.
4. For students of grades 3-9, has scored Not Met on the prior year’s English Language Arts standards-based assessment test; the SBAC Assessment.*

“Long Term English Learner” (LTEL) means an English Learner to which all of the following apply:

1. Is enrolled in any grades 6-12
2. Has been enrolled in the United States for six years or more.
3. Has remained at the same proficiency level for two or more consecutive years, or has regressed to a lower English language proficiency level, as determined by the English language development test; the ELPAC Assessment.
4. For students of grades 6-9, has scored Not Met or on the prior year’s English Language Arts standards-based assessment test; the SBAC Assessment.*

Parents will be notified if their student is at risk of being identified as a Long Term English Learner or has qualified as a Long Term English Learner through a letter home. Parents are encouraged to work with their child’s principal, teacher and EL Coordinator to make a plan for progress.

In order to understand the needs of the students and develop appropriate supports, BUSD will rely on the most current data available through LTEL data released through the CDE and other local measures, ELA and ELD state standards, EL Roadmap, current curriculum, and the special education guide. BUSD school teams may choose to use improvement strategies or programs designed with UDL and MTSS in mind in order to correctly identify focus areas for individuals and groups of students. A team will meet at each site, including but not limited to: principals, ELD teacher, the EL coordinator, and the classroom teacher, to make a strategic support plan for students who are approaching At-Risk status in the hopes that they will avoid becoming an LTEL.

Progress Monitoring

Progress monitoring helps inform staff of gaps in knowledge and the effective application of programs. Data discussions about student performance helps site leadership and teachers make informed decisions about programs and interventions (if needed) to support students in all areas to promote student success.

Throughout the school year, staff will review student data regarding progress including academic, behavioral, and social-emotional information and the programs provided for student progress. This includes students identified as English Learners. Progress monitoring includes a suite of assessments such as formal and informal teacher-created assessments, benchmark assessments, and summative assessments in order to evaluate student progress.

Principals will also use various tools with teachers including, but not limited to data chats, walk-throughs, and formal and informal observations of English Learner programs in a classroom setting.

BUSD sites will utilize additional support and strategies if students are not making appropriate progress in English proficiency and grade-level content knowledge.

ENGLISH LEARNERS WITH DISABILITIES

The California Department of Education has prepared a new resource called “The California Practitioners’ Guide for Educating English Language Learners with Disabilities.” The guide was created because data shows that the percentage of English Learners who qualify for special education services is greater than the overall percentage of K-12 students who qualify for special education services in our state (CDE, 2019).

The guide considers best practices, tiered systems of support, and state and federal policy to help teachers and school staff navigate practices and decision-making that influence support for English Learners. It helps practitioners better determine if students need ELD supports, tiered supports, or special education supports. The guide provides extensive information in support of English Learners with disabilities and should be relied upon to access information beyond this handbook. If a student is truly in need of special education support, the guide also provides information about instructional programs that are guided by the IEP process.

BUSD staff will utilize the guide to help inform decisions about placement and program to align with statewide goals in support of students who are in one or both student groups with the idea of creating equity, access, and opportunity for all. The guide can be viewed here: <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf#page=391>

Assessment with the ELPAC

English Learners with disabilities are afforded the opportunity to participate in ELPAC (both IE and SE) based on state and federal law. Although known it must be stressed that a student's language proficiency level cannot be used to determine if a student has a disability. If a student is new to California, the HLS is used for language program identification.

School teams should consider appropriate placement and reclassification for students with disabilities based on student need. Depending on the IEP or the recommendation of the IEP team and evidenced appropriately, students can test in the following ways:

- take the ELPAC without accommodations (use of universal tools and designated supports) as documented by the IEP team;
- take the ELPAC with accommodations as documented by the IEP team and entered into TOMS;
- take elements of the ELPAC while leaving certain components out due to the type of disability based on IEP team recommendations. Directions are part of the ELPAC assessment;
- take the Alternate ELPAC: Students who have the most significant cognitive disabilities, as determined by their IEP team, and who are also ELs are required to take the Alternate ELPAC. Students will continue to be assessed annually with the Summative Alternate ELPAC until they are reclassified as fluent English proficient by the LEA. Please use the guidance listed on the [CDE Alternate Assessment IEP Team Guidance](#) webpage to determine if an alternate assessment is appropriate for the student.

The IEP team plays a critical role in determining goals and outcomes for students. Particular attention should be given to how a student will be assessed (i.e. the level of accommodations or modification) or if alternate assessments are needed based on the cognition and language ability of the student not due to being an English Learner. When considering decisions for an English Learner with disabilities, IEP members should include, at a minimum, school administration, parents/guardians of the student, general and special education teachers who work with the student or the standards of the grade level, and a person or persons knowledgeable about language support for the English Learner under consideration.

Most English Learners with disabilities participate in the ELPAC with the universal tools, designated supports, or accommodations. However, some students may qualify to take the Alternative ELPAC (starting 2021) due to factors evidenced in their IEP. Most of these students are non-verbal or have very limited expressive and receptive language ability related to the severity of their disability and not to cultural or linguistic factors. Per ELPAC guidelines, once a student is identified for an alternate assessment, the student will then take the alternate assessment for all standardized state assessments, including the CAA for English language arts/literacy, mathematics, and science, and the Alternate ELPAC.

Like all English Learners, after the appropriate assessment and placement, BUSD will monitor student progress and will provide opportunities for language development based on ELD standards. At least one element within the IEP should address the needs of the particular English Learner. Programming and redesignation will be considered in the IEP setting. Case managers are encouraged to use the IEP Team Checklist for English Learners at IEP team meetings.

RECLASSIFICATION

Criteria and Process

A recommendation for Reclassification as English proficient (RFEP) will be based on four criteria as defined in local policies and procedures that align with California criteria (CDE Guidance Letter, 2019). This side-by-side table shows the states criteria and BUSD’s Policies that reflect requisite state codes.

Required Criteria (EC Section 313[f])	BUSD Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Grades K-8: Teacher agrees that the student should be reclassified from English Learner (EL) to Reclassified Fluent English Proficient (RFEP) Any deficits in motivation or performance are unrelated to English language proficiency
Parental Opinion and Consultation	Parent is notified that child meets reclassification criteria and provided opportunity for opinion and consultation.
Comparison of Performance in Basic Skills	SBAC score or District Assessment of met or exceeded standard.

When a Summative ELPAC Score report is received by the district, and a student has received a score of 4, the EL Coordinator will begin the reclassification process. The EL coordinator will reach out to teachers, administrators, and parents for confirmation that all parties agree the student should be reclassified as English proficient. Teachers are asked to complete a short evaluation of English proficiency skills, and share most recent performance skills scores. Parents are asked to share feedback on their child’s English proficiency. If parents cannot be reached by phone or email, they are asked to come into the office to complete the form in person. If a teacher, parent or administrator has reservations about reclassifying the student, a plan will be made for either observing the student and collecting more data regarding English proficiency, or not reclassifying the student for that school year. Students who are not reclassified, regardless of already scoring a 4 on the Summative ELPAC, will be given the Summative ELPAC until formally reclassified.

Once all parties are in agreement regarding reclassification, the Reclassification Form will be sent using DocuSign. Once all signatures are received, the form is sent to the District Office for processing in CalPads and ALMA. The DO will then send a copy of the Reclassification Form to the student's site to be placed in their cume file.

Reclassification of Special Education Students

The ELPAC Information Guide states that students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (EC 313[f]) (accessible at: [https:// bit.ly/2VNknSS](https://bit.ly/2VNknSS)). In accordance with federal and state laws, the IEP team may address the individual needs of each English learner with a disability, using multiple criteria in concert with the four reclassification criteria in EC 313(f). These four criteria are the minimum required components that LEAs must include in their local reclassification policy. New guidance as of February 2025 is as follows:

The IEP team may be designated, in accordance with local policy, to make reclassification decisions provided that team members utilize codified state reclassification criteria and apply those criteria to students with disabilities according to state guidelines. IEP teams may not modify Criterion 1 for reclassification, which requires meeting the SBE-adopted Overall PL 4 on the Summative ELPAC or PL 3 on the Summative Alternate ELPAC. This allows for all students to be held to a consistent and rigorous standard in demonstrating ELP in order to be exited from EL services.

LEAs establish policies and procedures to designate the staff responsible for reclassification of dually identified students. The IEP team should include an EL specialist with knowledge of second language acquisition. Best practices suggest following a collaborative and integrated approach with English learner or multilingual departments and IEP teams that place the student's individual needs and abilities at the forefront. For more information, please see the U.S. Office of Special Education Programs (OSEP) Policy Letter 21-03 at <https://sites.ed.gov/idea/idea-files/policy-letter-november-15-2021-to-boals/>, as well as the U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division's Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, at <https://www.ed.gov/laws-and-policy/civil-rights-laws/race-color-and-national-origin-discrimination/race-color-and-national-origin-discrimination-key-issues/equal-education-opportunities-english>.

IEP teams have a significant role in identifying when domain exemptions on the ELPAC are necessary, ensuring that the assessment process accurately reflects the student's abilities in alignment with their IEP goals. Furthermore, IEP teams are responsible for ensuring that appropriate accommodations are provided during state assessments, such as determining specific accommodations for the ELPAC and other standardized

tests. Parental participation is an important element of the IEP team to ensure that the dually identified student's needs are considered when developing the student's IEP (34 *Code of Federal Regulations [CFR]* sections 300.320–300.324).

Redesignated Fluent English Proficient (RFEP) Monitoring

BUSD sites monitor Reclassification as English proficient (RFEP) progress for four years after reclassification to ensure that students still attain appropriate levels of achievement after exiting an English Learner program. Progress monitoring data is collected from teachers in the Spring and Fall. Support should be provided if student performance declines or continuous progress of similar peers is not shown. Support can include intervention as defined under the Catch-Up Plan (CUP). Student information should be reviewed twice a year by the site.

PARENT AND COMMUNITY INVOLVEMENT

Buckeye Union School District recognizes that parents are an integral part of the educational process and school-to-home community partnership. Research continues to show evidence of the benefits that parent involvement brings to the overall student achievement in school.

It is the responsibility of each program's school to help parents clearly understand the educational process so they can interact with the school and become advocates for the education of their children. Parents of English Learners will be encouraged to participate on all advisory committees, especially those related to services for English Learners.

English Learner Advisory Committee, School-based (ELAC)

Each school site with 21 or more English Learners must form a functioning English Learner Advisory Committee (ELAC). Parent members are elected by parents or guardians of English Learners. Parents of English Learners constitute at least the same percentage of the committee membership as their children represent the student body.

The school may designate an existing school-level advisory committee or subcommittee to fulfill the legal responsibilities of the ELAC if the advisory body meets those criteria. In order to combine ELAC with the School Site Council (SSC), the school must first establish a functioning ELAC that can make that decision for a period of up to two years and formally vote for that combination.

Minutes of this agreement must be kept on file. Sites may elect at least one member of the ELAC to the DELAC if one exists.

The ELAC is responsible for:

1. Advising the principal and staff on programs and services for English Learners and the SSC on the development of the Single Plan for Student Assistance (SPSA);
2. Assisting in the development of the school's needs assessment, and ways to make parents aware of the importance of regular school attendance. Minutes of meetings where these items are on the agenda need to reflect the discussions held. The ELAC receives training to assist them in carrying out their legal responsibilities.

District English Learner Advisory Committee (DELAC)

Under LCFF, school programs with at least 50 English Learners, and whose total enrollment includes at least 15% English Learners must establish a DELAC unless the LEA, in this case BUSD, designates for this purpose a subcommittee of an existing district-wide advisory committee. DELAC or the appropriate advisory committee must carry out specific responsibilities related to the LCAP. BUSD will monitor English Learner counts to determine the structure of parent committees for BUSD programs when BUSD is the LEA.

When the thresholds of the requirement are met, the DELAC is formed. Parents/guardians of English Learners make up the majority membership (51% or more) of the committee. School sites may elect at least one of its members as a site DELAC representative. The DELAC receives training in their roles and responsibilities so that the DELAC is able to advise the governing board on the following tasks:

1. Development of the EL Handbook for educational services for English Learners;
2. Conducting a district-wide needs assessment on a school-by-school basis;
3. Establishment of district program, goals, and objectives for programs and services for English Learners;
4. Development of a plan to ensure compliance with any applicable teacher and paraprofessional requirements;
5. Administration of the Annual Language Census report;
6. Review and comment on BUSD reclassification procedures;
7. Review and comment on the written notifications to be sent to parents and guardians;
8. If the DELAC 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 of the LCAP.
9. If DELAC does not exist, BUSD should describe the process used to consult with various groups including the Parent Advisory Committee, which includes parents of English Learners, as that group informs the creation of the LCAP and the annual review and analysis for the indicated LCAP year.

Heritage Festival & Other Events

The Buckeye Union School District hosts an annual Heritage Festival, celebrating the diverse cultures within its community. This vibrant event features cultural booths,

performances, and activities that showcase traditions from around the world. The festival offers students and families an opportunity to engage with and appreciate the rich cultural tapestry that makes up the district. Organized with the support of dedicated volunteers, the event highlights the district's commitment to fostering inclusivity and cultural awareness among its students.

See 2020 Style Magazine feature article:

https://www.stylemg.com/events/186965/el-dorado-hills-event-busd-annual-heritage-festival?utm_source=chatgpt.com

BUSD celebrates the success of recently reclassified English Learners through a Reclassification Ceremony hosted by the school district. Families of ELs recently RFEP'd are invited to attend the ceremony and each student is presented with a certificate of completion. BUSD also holds family nights for families who have moved to the district from other countries, most recently with their Ukrainian Family night at Oak Meadow. Schools also educate students about the ELPAC through ELPAC rallies which builds awareness about the ELPAC as well as the self-esteem of ELs taking the ELPAC. These events aim to connect families, celebrate our multilingual learners, and build community.

STAFFING AND PROFESSIONAL DEVELOPMENT

BUSD hires and trains teachers who meet the standards of the California Teaching Commission (CTC) when teaching English Learners. California has specific English Learner teaching authorizations that indicate that a teacher has had training in instructional strategies in support of English Learners. Additionally, administrators, teachers, paraprofessionals, and other staff receive ongoing training in an effort to provide continuous support using evidence based strategies and effective practices.

Training may include but is not limited to cross-cultural understanding, ELD teaching methodology, support of Long Term English Learner (LTEL) students, assessment practices, policy impact on schools and students, creating safe and welcoming environments, supporting English Learners with special education needs, and social-emotional supports.

BUSD has the support of EDCOE who offers collaboration opportunities with sites, districts, and departments to deliver training in support of teachers, administrators, and staff who support English Learners in the county. Those collaborations take on various forms depending on the needs of the communities and the goals written within LCAPs and SPSAs and requirements for training ELAC committees.

EVALUATION OF PROGRAM

Buckeye Union is committed to update and modify the EL program based on parent and site feedback. We look at EL data each year (including ELPAC scores, numbers of ELs

at each site, EL grades, and CAASPP scores) to ensure students are making progress across the district and make changes accordingly.

PROGRAM FUNDING

BUSD sites are committed to allocating sufficient funds to fully implement the programs and processes described in this English Learner Handbook. Funds are allocated following the mandates prescribed in Education Code, state and federal regulations, and BUSD and EDCOE policies. Adequate LCFF resources are used to provide each English Learner with learning opportunities in an appropriate program, including ELD and access and use of core curriculum with appropriate support.

The provision of such services is not contingent on the receipt of state or federal categorical funds. Expenditures are subject to audit by external auditors and through Federal Program Compliance monitoring. The Director of Curriculum, Instruction and Assessment monitors and approves expenditures with the Business Office.

GENERAL NOTIFICATION POLICY

Notifications are provided to parents or guardians of English Learners. When necessary, written and/or oral notification to parents will be delivered in other languages if student populations exceed a base level of 15% of student enrollment. Documentation of parent notifications and student placement is recorded and placed in the student's cumulative record.

There are times when parent communications and notifications are not allowable or possible. An example is Court-adjudicated youth may have legal requirements that prohibit parent contact or shared information. Information regarding assessment results and student placement is made available to probation staff, officers of the court or others designated by the court as responsible for the student's education. It is of utmost importance that appropriate staff is aware of these restrictions.

WEB-BASED RESOURCES

- ELPAC Website www.elpac.org
- CDE ELPAC www.cde.ca.gov/ta/tg/ep/
- Practitioners' Guide for Educating EL with Disabilities <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>
- ELA/ELD Framework www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp
- ELPAC Parent Guide www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp
- CDE Parent Notification www.cde.ca.gov/sp/el/t3/lepparent.asp
- ELPAC Final Regulations www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc
- Matrix Four assessment supports <http://bit.ly/2zVNEE5>
- 2017-18 California Student Assessment Accessibility for English Language Proficiency Assessments for California www.cde.ca.gov/ta/tg/ep/documents/elpacaccessibility2017.pdf
- CalEdFacts <http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>
- Dear Colleague Letter, English Learner Student and Limited English Proficient Parents www2.ed.gov/about/offices/list/ocr/ellresources.html
- Definitions for Designated and Integrated ELD www.cde.ca.gov/sp/el/er/eldstandards.asp
- CA Ed.G.E. Initiative Changes Due to Prop. 58 www.cde.ca.gov/sp/el/er/caedg.asp
- Parent Notification Sample Letters www.cde.ca.gov/ap/el/
- Teacher Authorizations www.cde.ca.gov/ap/sp/el/er/elteachersfaq.asp
- Reclassification Guidance (April 28, 2017) www.cde.ca.gov/sp/el/rd/reclass1718.asp
- CDE Federal Program Monitoring 2016-17 English Learner (EL) Instrument www.cde.ca.gov/ta/cr/documents/elinstrumentaug2016.pdf
- SP/BP 6174 and AR 6174 (September 2017) Education for English Learners (September 2017)
- AR 4126 Staff Teaching English Language Learners (3/6/2012)
- EL Road Map www.cde.ca.gov/sp/el/rm/

GLOSSARY OF ACRONYMS

AERIES - Student information system used at EDCOE sites.

ARs - Administrative Regulations

BPs - Board Policies

BICS - Basic Interpersonal Communication Skills

CALP - Cognitive Academic Language Proficiency

CALPADS - California Longitudinal Pupil Achievement Data System

CELDT - California English Language Development Test (sunseted due to ELPAC)

CDE - California Department of Education
COC - Correction of Classification
CTC - California Teacher Credentialing
CUP - Catch-Up Plan
DELAC - District English Learner Advisory Committee
EDCOE - El Dorado County Office of Education
ELA - English Language Arts
ELAC - English Language Advisory Committee
EL - English Language
ELD - English Language Development
ELL - English Language Learner
ELM - English Language Mainstream
EO - English Only
ELPAC - English Language Proficiency Assessments for California
ELP - English Language Proficiency
HLS - Home Language Survey
IEP - Individualized Education Program
IFEP - Initial Fluent English Proficient
IE - Initial ELPAC
LCAP - Local Control Accountability Plan
LCFF - Local Control Funding Formula
LEA - Local Educational Agency
LST - Local Scoring Tool
LTEL - Long-term English Learner
MTSS - Multiple Tiered Support System
RFEP - Redesignated Fluent English Proficient
SDAIE - Specifically Designed Academic Instruction in English
SEI - Structured English Immersion
SIS - Student Information System

SSID - Statewide Student Identifier

SA - Summative Assessment for ELPAC

SST - Student Study Team

TBD - To Be Determined

TOMS - Test Operations Management System

UDL - Universal Design for Learning

VCCALPS - Ventura County Comprehensive Alternative Language Proficiency Survey

504 - Section 504 is part of the Americans with Disabilities Act