

DRY CREEK JOINT ELEMENTARY SCHOOL DISTRICT (DCJESD)

- Initial Identification
- Correction of Classification
- Reclassification
- Instructional Program
- Parent Involvement
- Staffing
- Authorizations
- Funding
- Accountability
- Special Education
- Glossary



**ENGLISH LEARNER
MASTER PLAN**
2025 - 2026



Dry Creek English Learner Master Plan

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I. INTRODUCTION & BACKGROUND

DCJESD Mission:

The Dry Creek Joint Elementary School District, a partnership of families, community and educators, prepares students to become active and responsible citizens in a diverse society by engaging students in a challenging curriculum that provides a solid foundation of academic skills in a safe learning environment.

DCJESD Vision:

The Dry Creek Joint Elementary School District strives to build a community of learners where all students are challenged to meet their full potential socially, emotionally, and academically. We will provide a safe and secure environment and opportunities for growth and change. Strong educational programs will meet the diverse needs and interest of students. Imagination, creativity, and innovation drive a continuously evolving curriculum that prepares students to become lifelong learners and responsible citizens.

Goals and Objectives of the DCJESD English Learner Master Plan:

The primary purpose of the Dry Creek Joint Elementary School District's English Learner Master Plan is to provide a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services. The Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELAC); the annual evaluation of English learner programs; and the use of state and federal funds for EL programs and services.

As a district, Dry Creek is committed to working towards implementation of the English Learner Roadmap, "an aspirational policy designed to support all aspects of English learner education."¹ We aim to create assets-oriented and student responsive schools; support programs and practices that provide intellectual rigor and meaningful access for English learners; ensure supports across our district; and align and articulate our practices across our district.

DCJESD is committed to reviewing our EL Master plan with our staff, families, students, and community partners over the coming years, "to ensure that our district welcomes and embraces the cultural, linguistic, social, and creative capital of our diverse English Learners (ELs)"² while ensuring access to a rigorous academic program designed to support all of our students.

¹ Californians Together, California English Learner Roadmap, 2021

² Loyola Marymount University's English Learner Master Plan Playbook, 2021

DATA

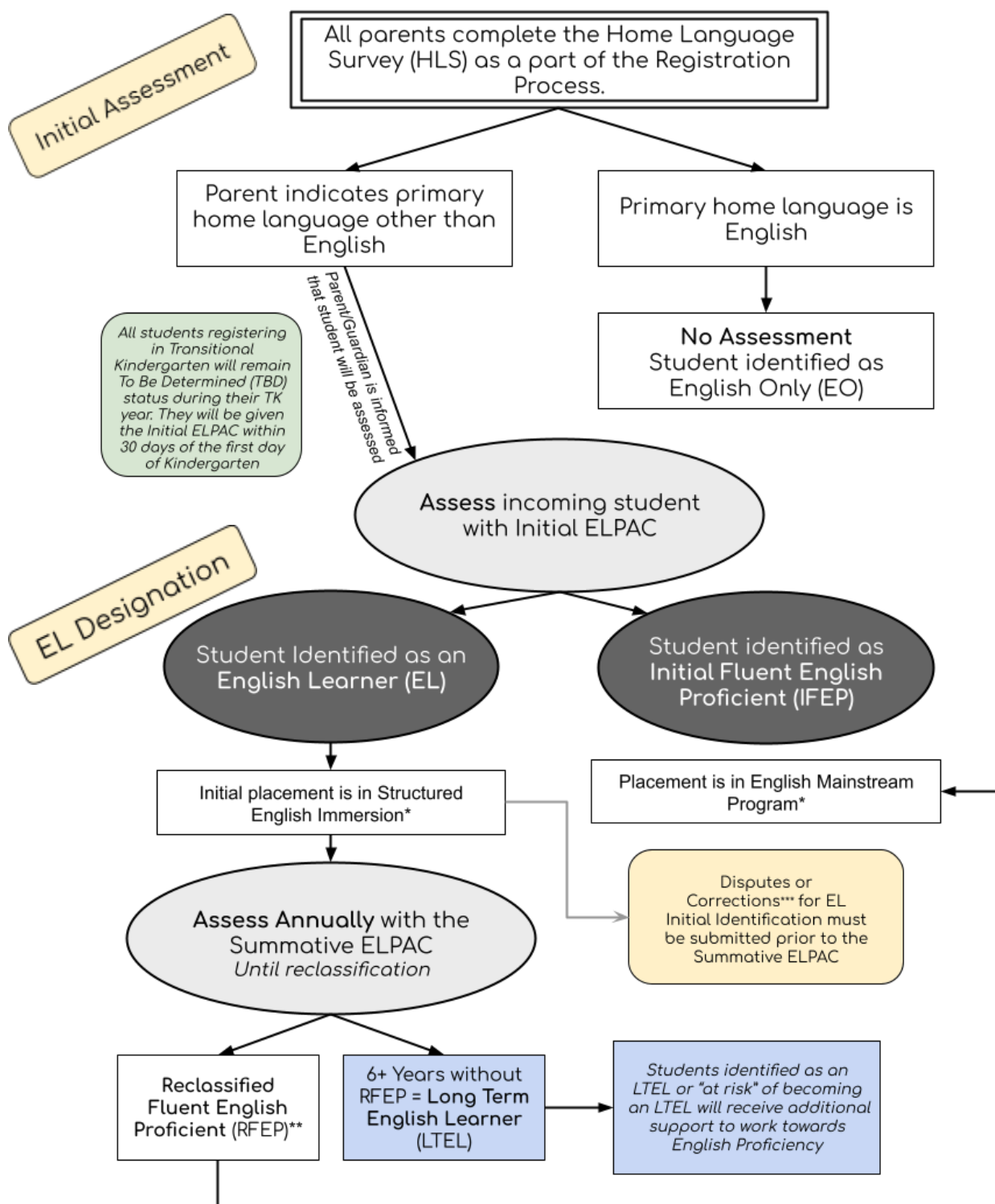
English Learner Enrollment in Dry Creek Schools

School Site	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Antelope Crossing	17%	15%	15%	13%	18%	18%	21%
Antelope Meadows	27%	24%	24%	18%	17%	18%	19%
Barrett Ranch	41%	36%	36%	37%	34%	34%	33%
Coyote Ridge	14%	15%	15%	21%	21%	21%	24%
Creekview Ranch	21%	20%	20%	16%	14%	11%	12%
Heritage Oak	5%	4%	4%	8%	7%	7%	9%
Olive Grove	28%	26%	26%	30%	7%	24%	25%
Quail Glen	6%	5%	5%	5%	4%	4%	4%
Silverado	4%	4%	4%	7%	7%	8%	10%
District Total	17%	16%	16%	16%	16%	16%	17%

Languages Spoken in the District School Year 2024-2025

Language	# Stu	% of DC	Language	# Stu	% of DC	Language	# Stu	% of DC	Language	# Stu	% of DC
English	4,974	73.14	Filipino (Tagalog)	30	0.44	Burmese	5	0.07	Lao	2	0.03
Russian	394	5.79	Filipino (Tagalog)	30	0.44	Tamil	5	0.07	Nepali	2	0.03
Ukrainian	259	3.81	Rumanian (Romanian)	27	0.40	Bulgarian	4	0.06	Polish	2	0.03
Spanish	232	3.41	Uzbek	23	0.34	Italian	4	0.06	Bosnian	1	0.01
Farsi (Persian)	225	3.31	Urdu	15	0.22	Thai	4	0.06	Ilocano	1	0.01
Punjabi/ Panjabi	188	2.76	Mandarin (Putonghua)	12	0.18	Swahili	3	0.04	Kurdish	1	0.01
Other Non-English languages	124	1.82	Portuguese	12	0.18	French	2	0.03	Marathi	1	0.01
Vietnamese	74	1.09	Armenian	10	0.15	German	2	0.03	Telugu	1	0.01
Arabic	63	0.93	Hmong	9	0.13	Greek	2	0.03	Tigrinya	1	0.01
Pashto	61	0.90	Turkish	8	0.12	Japanese	2	0.03	*Total number of students in district: 6,801		
Spanish (Castilian)	56	0.82	Cantonese	6	0.09	Kannada	2	0.03			
Hindi	39	0.57	Amharic	5	0.07	Korean	2	0.03			

II. IDENTIFICATION PROCESS



*In Dry Creek, EL students are supported in English Mainstream classrooms with Designated and Integrated ELD with qualified teachers. (See Instructional Program)

**EL students must meet 4 criteria to be RFEP: 1) Demonstration of English Proficiency; 2) Teacher Evaluation; 3) Parent Consultation; & 4) Basic Skills (relative to English Proficient peers). (see Reclassification)

***A request for correction can be requested by a parent/guardian or school staff if initial EL status is considered incorrect. Steps for Correction are outlined in this document.

*****GUIDANCE FOR CORRECTION OF CLASSIFICATION**

The home language survey (HLS) is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. If the HLS is completed incorrectly, the parent or guardian may make a request to change it prior to the local educational agency (LEA) administering the English Language Proficiency Assessments for California (ELPAC), specifically the Initial ELPAC or the Initial Alternate ELPAC. However, once a student is identified as an English learner (EL) on the basis of the results of the Initial ELPAC or Initial Alternate ELPAC, and the student has been administered the Summative ELPAC or Summative Alternate ELPAC, revising or correcting the HLS is no longer allowable unless there was an administrative error. Note: The LEA coordinator and California Longitudinal Pupil Achievement Data System (CALPADS) coordinator must collaborate to make any necessary changes to a student's language classification.

Per ELPAC regulations (California Code of Regulations, Title 5, Section 11518.20, there are three correction of classification processes, A, B, or C, that can be used to correct a student's current English Language Acquisition Status (ELAS). More information about the three correction of classification processes is available on the California Office of Administrative Law California Code of Regulations Subchapter 7.6 web page or on the California Department of Education Multilingual Learners webpage, <https://www.cde.ca.gov/sp/ml/>.

When making any decision to correct an ELAS, LEAs must collect and review locally-determined evidence to support their decisions. Evidence shall include:

- Results of the HLS
- Results of the assessment of the student's proficiency in English, using an objective assessment instrument, including, but not limited to, the Initial ELPAC or Initial Alternate ELPAC
- Parent or guardian opinion and consultation results
- Evidence of the student's performance in the LEA's adopted course of study and the student's English Language Development, as applicable, obtained from the student's classroom teacher and certificated staff with direct responsibility for teacher or placement decision

III. RECLASSIFICATION

Reclassification is the process that determines whether an English learner should be reclassified as Fluent English Proficient (RFEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English. Reclassification policies and procedures are aligned with California Department of Education guidelines. Four criteria are utilized to establish that the student is ready to be reclassified; 1) Demonstration of English Proficiency; 2) Teacher Evaluation; 3) Parent Consultation; & 4) Basic Skills. These criteria include comparisons which demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for a student of the same age whose native language is English.

It is the goal of Dry Creek to reclassify our EL students quickly upon entry into our schools. Many factors impact a student's readiness to reclassify, including but not limited to: age, literacy level in home language(s), access to school prior to US entry, and exposure and instruction in English.

Reclassification Follow-up Requirements

Reclassified students' progress will be monitored by school-wide assessment data for four years to ensure his/her academic success. Student progress will be monitored through analysis of schoolwide Language Arts performance. DCJESD ensures that each RFEP student who is not sustaining adequate academic progress will receive targeted support and intervention services.

Below is a copy of the 2024-2025 Reclassification Worksheet for DCJESD.

Dry Creek Joint Elementary School District
ENGLISH LEARNER RECLASSIFICATION WORKSHEET 2024-2025

Student Name: _____ Date of Birth: _____ Date of Meeting: _____

Criterion #1 - Demonstration of English Language Proficiency: Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed pursuant to [EC Section 60810](#).

The English Language Proficiency Assessments for California (ELPAC) constitute the required state assessments for English language proficiency (ELP) administered to students whose primary language is a language other than English. With the possible exception of students with unique needs or who are dually identified, EL students who do not have either a Summative ELPAC or Summative Alternate ELPAC score are not eligible to be reclassified, even if they have met other locally-determined criteria.	
ELPAC Overall 4	Alt. ELPAC Overall 3
Meets Standard: Yes	

Criterion #2 - Teacher Evaluation: Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery based on diagnostic and formative assessments per the requirements of [EC Section 313.3](#)

K-5 ELA - whereas a majority of assessments of essential standards are Near Target or Target	K-5 Math - whereas a majority of assessments of essential standards are Near Target or Target	Meets Standard: Yes
6-8 ELA - whereas a majority of assessments of essential standards are 75% or better	6-8 Math - whereas a majority of assessments of essential standards are 75% or better	

Criterion #3 - Parent Consultation: LEAs use parental opinion and consultation with EL families to answer questions, discuss student performance on each criterion (Criteria 1–4), and set goals for the next school year. Parental consultation and opinion, not consent, is required per [EC Section 313 \(f\)\(3\)](#).

Date of Meeting:
Parent/Guardian Comments:

Criterion #4 - Basic Skills Relative to English Proficient Students

K-3rd Grade: Proficient or Above on District Literacy-Comprehension Assessments	4th-8th Grade: CAASPP scores within the average of grade level across the district: 3rd: 2442 4th: 2431 5th: 2478 6th: 2521 7th: 2531 8th: 2561	4th-8th Grade Alt. Assessment: Level 3 or better on CAA ELA
Meets Standard: Yes		

IV. INSTRUCTIONAL PROGRAM

INSTRUCTION FOR ENGLISH LEARNERS

DCJESD is committed to providing English Learners with high quality instruction that adheres to four basic principles:

- High expectations for all
- Use of research based practices
- Instruction designed to accelerate learning and development of academic English
- Instruction designed to meet all grade level content standards

Dry Creek Joint Elementary School District establishes and implements instructional programs that enable English learners to develop full proficiency in their use of the English language, which in turn provides them with access to the core curriculum and rigorous academic language.

For the purpose of ensuring receipt of appropriate instructional services in any instructional setting, students will be placed in one of the following three programs:

- **Structured English Immersion (SEI)**, is designed to promote the rapid and effective acquisition of English for students who have not yet developed “reasonable fluency” and lack the foundational skills to succeed in an English Language Mainstream Classroom. Teachers utilize curriculum and instructional practices appropriate to each student’s level of English language proficiency to promote access to the core curriculum. SEI is primarily designed to support our Newcomers and Long Term English Learners (LTELs).
- **Integrated and Designated English Language Development** is DCJESD’s primary mode of instruction for our EL students. English learners at all English proficiency levels and at all ages require both Integrated ELD and Designated ELD. More description outlined below.
- **Alternative Bilingual Education Program** is an alternative program in which instruction is in the student’s primary language. Alternative Bilingual Ed can be offered when there are 20 students in a given grade level with approved waivers. In cases where the waiver is denied, the parents/guardians must be informed in writing of the reason(s) for denial, and advised of the procedures to appeal the decision.

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (California Code of Regulations, Title 5 [5 CCR] Section 11300[a]) In Dry Creek, Designated ELD may be provided by the classroom teacher or by the site EL Coordinator.

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]) In Dry Creek, Integrated ELD occurs throughout the school day and across the content areas. Teachers are trained in Guided Language Acquisition Design (Project GLAD) to ensure intentional unit and lesson planning includes meeting the language needs of our EL students in order to access grade level content standards.

STAFFING

Administration and leadership teams will provide opportunities to develop a deeper understanding of teaching English Learners by sharing research-based instructional practices at faculty, department, grade-level meetings, and continuous collaboration. Staff are responsible for supporting all students, including English learners, to achieve academic success. In order to support all EL students, staff will:

- Analyze assessment data and use data to determine next steps for instruction
- Examine evidence of learning demonstrated in student formative and summative assessments
- Observe student performance in all ELPAC domains in the classroom; Listening, Speaking, Reading, and Writing
- Plan effective Tier I instruction that supports all learners in the classroom access the grade level content
- re-teaching opportunities and enrichment lessons to accelerate learning for EL students

Professional Development targeted to support EL students in Dry Creek will focus on improving teachers understanding and abilities, including but not limited to:

- Building a broader repertoire of effective EL instructional strategies
- Focusing on research based instructional strategies for improving achievement of ELs
- Providing on-going professional learning to enhance teachers' understanding and use of adopted materials and assessments for ELs
- Identifying appropriate interventions to help EL students learn
- Improving engagement strategies
- Involving parents of EL students in their children's education
- Specific strategies and practices for supporting Newcomers
- Understanding and using assessments and assessment data to improve classroom practice and student learning
- Integrated and Designated ELD
- ELA/ELD Framework and ELD standards

Authorizations

All teaching personnel whose assignment includes English Language Learner students will hold appropriate authorization to provide necessary instructional services to English learners. Teachers must hold a valid California teaching credential and one of the following authorizations:

- Cross Cultural, Language, and Academic Development (CLAD) Certificate or English Learner Authorization
- Bilingual Authorization (previously issued documents: Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate or Bilingual Certificate of Competence)
- Bilingual Crosscultural Specialist Credential
- Certificate of Completion of Staff Development (SB 1969, SB 395, AB 2913, SB 1292)
- Single Subject – World Language: English Language Development (ELD)

Those teachers hired without the proper authorization are required to apply for an emergency CLAD. There are renewal requirements on the emergency CLAD that require coursework or taking the CTEL exam in order to continue on an Emergency until they can obtain the full authorization. The CTEL Examination includes three subtests, each of which may be taken separately. The HR Director will oversee and monitor the teacher staffing.

ACCOUNTABILITY

DCJESD has implemented a process and criteria to determine the effectiveness of its programs for English learners. Decisions to continue, modify, or discontinue programs and/or program elements are based on analysis of results. Evaluations of programs examine both student outcomes and progress towards DCJESD identified Goals and Objectives (p.2).

Student outcomes are measured three times a year during Collaborative Conferences. During Collaborative Conferences, language learners' data on district benchmark assessments is monitored to ensure students who are not at or above grade level are receiving additional support to attain English proficiency. Ongoing student data monitoring occurs during designated site Professional Learning Community (PLC) meetings.

The English Learner Teachers from each of our nine school sites meet regularly with the Coordinator of Educational Services to discuss best practices, analyze data, and ensure consistent implementation of district wide processes and procedures.

SPECIAL EDUCATION

English learners are eligible for special education opportunities. Lack of prior schooling in and of itself is not a special education issue. Once identified and placed, appropriate action to develop English language proficiency and to remove language barriers becomes part of the Individualized Education Plan (IEP). The student's needs, including ELD and primary language support, are addressed in the IEP.

Special Education referrals of English Learners must include documentation of all attempted interventions, their duration, and outcomes that have occurred in the general education classroom. Multiple criteria must be used for assessing/identifying students for special education services in order to distinguish educational needs based on disability separate from educational needs based on lack of English proficiency.

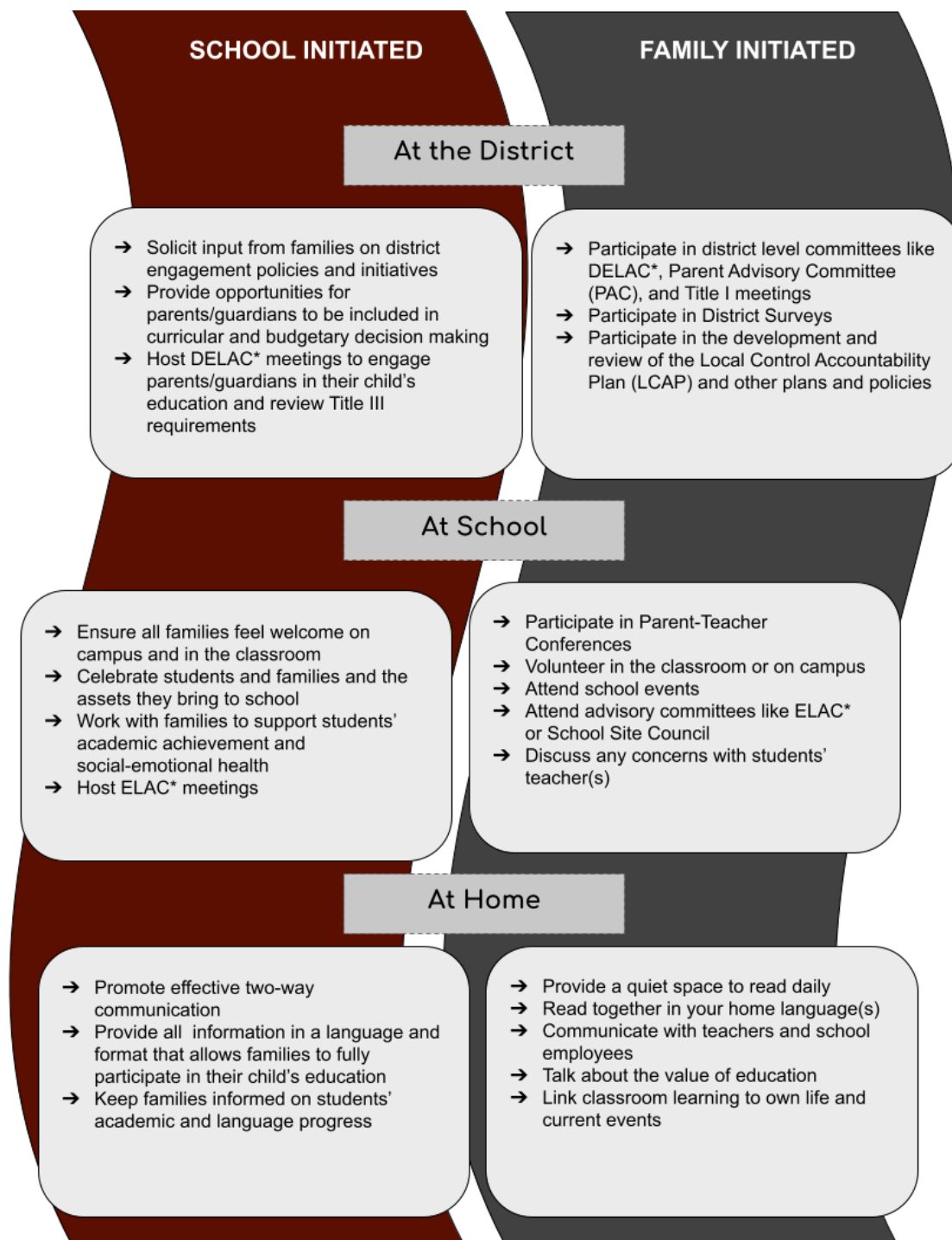
When ELPAC Testing EL students with an IEP, the IEP team will determine which possible test variations, accommodations and/or modifications the student may need in order to participate in the ELPAC testing.

The IEP must specify exactly how and for what domain(s) of the ELPAC that test variations, accommodations, and/or modifications are to be implemented relative to the student's disability. Any alternative assessment(s) the student will use must be identified in the IEP and the domain(s) of the ELPAC the alternative assessment(s) is replacing must be noted.

Special Education EL students will receive appropriate instruction in their classroom placement as determined by their IEP.

V. FAMILY ENGAGEMENT

In Dry Creek, we value our students, their families, and the community we have the privilege to partner with in educating our children. Our families are encouraged to join the many events, meetings, and committees at the site and district levels. In addition, we encourage all of our families to partner with Teachers, Counselors, Site Administrators, and District Administrators to support their child outside of the classroom as well. Below outlines many of the ways our families are invited to engage with our schools.



***ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)**

ELAC is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English learner program services. The purpose of the ELAC is to inform parents of English learners of the educational programs and reclassifications criteria, gather recommendations for the schools' English learner programs, and advise the School Site Council on the SPSA (Single Plan for Student Achievement). ELAC meetings are open to the public, all parents are encouraged to attend.

All schools in California with 21 or more English Learners must form an ELAC, and the ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting that plan to the School Site Council (SSC) for consideration of inclusion in the School Plan for Student Achievement (SPSA).
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee.

Additional information and requirements, including legal requirements, for site ELACs can be found on the [CDE website](#).

***DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)**

Dry Creek has more than 51 English learners, and therefore must form a District English Learner Advisory Committee. The DELAC is a district level committee comprised of parents, staff, and community members designated to advise district officials on English learner programs and services. The purpose of the DELAC is to inform parents of English learners of the educational programs and reclassification criteria, gather recommendations for the District's EL programs and advise the District and School Board regarding the Local Control Accountability Plan and the District English Learner Master Plan. Each school's ELAC shall have the opportunity to elect at least one of its members to be a site representative DELAC member at the first ELAC meeting.

1. The committee has had the opportunity to advise the district governing board on the following tasks:

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting of a district wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- 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 or annual update of the Local Control and Accountability Plan (LCAP).

Dry Creek Joint Elementary School District encourages all parents to participate in a variety of activities offered, such as:

- Back to School Nights
- Open House Nights
- Middle School/High School Parent Information Nights
- Parent Academies (education and training workshops) on topics such as vaping, social emotional issues, parent involvement in school, etc.
- Parent/Guardian & Student events
- DELAC/ELAC
- End of the Year Barbecues
- LCAP Community Forum
- School Site Council
- Adult ESL Classes
- Family Math, Literacy, and Coding Programs
- Site Parent Volunteer Programs
- Elementary/Middle School Math Nights
- Parent Volunteer Celebrations
- Starstruck
- College Parades
- Class Parties
- Family Picnics
- Docent Programs
- School Plays
- World Fair
- Coffee with Counselors and Principals
- Other School/District Activities
- Parent Teacher Association (PTA) / Parent Teacher Student Association (PTSA)

The Dry Creek Joint Elementary School District will ensure that parents and families of English learners are actively and meaningfully involved in the education of their children. DCJESD will communicate effectively with the parents and families of English learners in ways that are ongoing, meaningful, and comprehensible and will ensure that the parents and families of English learners are full partners in the decisions that affect their children.

VI. FUNDING

Title III is a federal program designed to help English language learners (ELLs) acquire English proficiency and meet the same academic standards as their peers. It provides funding to schools with a high concentration of ELLs. Title III supports language instruction for English learners and immigrant students. To receive Title III Immigrant Education Program funding, LEAs must have at least 5 eligible immigrant students AND have grown by at least 0.5% each year to receive funding.

Title I funding may also be used to support English language learners. Title I is a federal program designed to help schools improve the academic achievement of students from low-income families. It provides extra funding to schools with a high percentage of students who qualify for free or reduced-price lunch.

In addition to Federal Title III funding, the state uses Local Control Funding Formula (LCFF), which includes supplemental and concentration funds to provide additional services for English learners, low income, and foster youth students.

Allowable funds are to be utilized to promote EL acquisition and academic achievement of English Learners. Funds such as these will be used to support the involvement of English learner parents; and to strengthen compliance with state and federal mandates.

For more detailed information see respective Local Control Accountability Plans posted on the District website at www.drycreekschools.us.

VII. COMMUNITY RESOURCES

Learn and Practice English

ROCKLIN LIBRARY:

- **Daytime ESL Classes:** Please call 916.782.3952 for more information.

[Rocklin Library](#)

4890 Granite Drive
Rocklin, CA 95677
library@placer.ca.gov

ROSEVILLE DOWNTOWN LIBRARY:

- **Conversation Club:** Ages 18+. Practice English as a second language. Drop-in. Free. Two moderators present who give topics and use targeted conversation to facilitate using English. Tuesdays and Thursdays, 11:15 a.m. – 12:30 p.m.
- **Movie Club:** Adults 18+. “Learn conversational English watching movies with other learners.” This is a free, drop in program. No registration required. Wednesdays, 10:00am-12:00pm.

[Roseville Library, Downtown](#)

311 Vernon Street
Roseville, CA 95678
916.774.5221

SACRAMENTO COUNTY LIBRARY

- **English Conversation Groups:** Friendly discussion groups to help you practice English led by trained volunteers, hosted at several locations.
- **Mango Languages:** Immerse yourself in another culture and study more than 70 languages.
- **Pronunciator:** Citizenship prep and ESL curriculum in more than 50 languages.

[Sacramento Public Library](#)

828 I Street
Sacramento, CA 95814
Toll Free: 800.561.4636
Phone: 916.264.2920

Literacy & Academic Support

CALIFORNIA DEPARTMENT OF EDUCATION

- CDE – [Parent's Toolkit to Multilingual Education](#) - This toolkit includes PowerPoint presentations and printable parent guides in English and Spanish for parents about the benefits of multilingual education, multilingual programs, and how to become involved in their children's education.

PLACER COUNTY FAMILY LITERACY PROGRAM:

- [Literacy Support Council of Placer County](#)
P.O. Box 5291
Auburn, CA 95604-5291
530.886.4530

ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT:

- English Learner Services -
 - Isabel Govea Director II Multilingual Learner Support igovea@rjuhsd.us
 - Madison Cho Department Secretary mcho@rjuhsd.us
- WOODCREEK HS:
Marcelina Zamora M.S.
Intervention Counselor
ELL Coordinator
916.771.6565 X4022
mzamora@rjuhsd.us
- ANTELOPE HS:
EL Parent Coffee & Chat at Antelope HS:
All meetings @ 9:30am-10:30am
- 1/8/25, 2/5/25, 3/5/25, 4/2/25

SACRAMENTO UNIFIED SCHOOL DISTRICT

- Multilingual Literacy - Dr. Vlastimil Krbecek, Coordinator II 916.643.9120

Community Engagement

LATINO LEADERSHIP COUNCIL

- [Latino Leadership Council](#)
2945 Bell Road #274
Auburn, CA 95603
503.333.3283

UKRAINIAN HERITAGE CLUB OF NORTHERN CALIFORNIA

- **Club** geared toward recent immigrants.
 - They partner with schools and come in on International Days. They have a Kids Ukrainian dance group and promote Ukrainian culture. The club can also come in after school and do a demo of their International Day program. Additionally, they can send out a bilingual Ukrainian teacher (Olay Oliynyc) who plays traditional Ukrainian instrument (bandura) to help with a site event. 916.761.2540
 - Ukrainian school that teaches Ukrainian.

[Ukrainian Heritage Club of Northern California](#)

1415 Lorimer Drive

Roseville, California, 95747

Lubow Jowa, 916.771.2402

ukrainianheritageclubofnc@yahoo.com

VIETNAMESE AMERICAN COMMUNITY OF SACRAMENTO

- VACOS puts on Vietnamese cultural events at the Vietnamese Community Center, 916.914.4156 or 916.270.9064

[VACOS/Vietnamese Community Center/Lac Hong Center](#)

6270 Elder Creek Road

Sacramento, CA 95824

916.716.5224

Vacos.infor@gmail.com

YOLO COUNTY LIBRARY, WEST SACRAMENTO

- **Bilingual Russian Story Time** - Children and parents read stories, sing songs, do movement, rhymes, arts and crafts and finger plays in Russian and English.
- **Bilingual Spanish Story Time**
- **Buddy Reading** - Practice reading with a teen buddy in 30 minute sessions.

[Arthur F. Turner Community Library](#)

1212 Merkley Avenue

West Sacramento, CA 95691

916.375.6465

VIII. GLOSSARY

ELPAC

California English Language Development Test. Statewide mandatory test for all language minority students upon first enrollment in California schools, and annually for all English learners

EL

English Learner. This is a student who has not met the criteria for the proficiency in listening, speaking, reading, or writing English. Education Code 306 defines an English learner as “a child who does not speak English or whose native language is not English and who is not currently able to perform classroom work in English

ELAC

English Learner Advisory Committee. This committee is required at schools with more than 20 English learners. The minimum size is 3: two parents of EL students and one staff member. The committee provides input to the school site council and to the district ELAC (DELAC).

ELD

English Language Development. This is instruction that is designed to develop proficiency in the four domains of language (Listening, Speaking, Reading and Writing). ELD is required for all English learners.

IFEP

The State Board of Education defines a student as FEP when he/she scores overall Early Advanced or Advanced on the English Language Proficiency Assessment for California (ELPAC), with all subtests at Intermediate or higher levels. This is a student who has another language in his/her background, but whose English skills in listening, speaking, reading, and writing English are similar to their English-only peers. IFEP (initially identified as fluent English proficient) refers to new enrollees who are identified by testing and classroom performance in English Language Arts as fluent the first time they are tested in California.

HLS

Home Language Survey. A component of the enrollment process for all students newly enrolling into a CA school. The four question HLS is used to identify students' primary languages.

Primary Language Support

Connecting new English concepts to existing concepts or the development of vocabulary in the primary language. This may be through use of dictionaries and translation; primary language versions of content area texts; translations by peers, volunteers, parents, or employees.

Reclassification as Fluent English Proficient (RFEP)

Also “redesignation.” This is the process of determining when an English learner has acquired the English skills necessary to succeed in grade level class work.

SDAIE

“Specially Designed Academic Instruction in English”. A set of strategies that focus on the key vocabulary and concepts for subject areas, with adaptation of instruction and assignments appropriate to the English proficiency levels of students. Standards for SDAIE classes are the key or focus standards that are part of the STAR blueprint; this is grade level content, not a watered-down course, for students at the Intermediate Level of Proficiency or higher.

SEI

Structured English Immersion. This term describes an instructional setting for English learners who do not yet have “reasonable fluency in English.”