



# Multilingual Learners Master Plan



**2022 - 2023**

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# Multilingual Learner Master Plan

## Overview

This master plan provides guidance and direction to administrators, teachers, support staff, families and students regarding the expectations that Etiwanda School District holds for English Language Development (ELD). It serves as a guide for sites to ensure that consistent and coherent services are provided to every Multilingual Learner (MLL).

The main goals of the Multilingual Learner Program are for students to learn English as effectively and rapidly as possible while simultaneously mastering the core curriculum. This is accomplished through curricular and instructional supports that enable English learners meaningful access to an intellectually rich and engaging curriculum aligned to challenging academic content standards. The district is committed to preparing students with the linguistic, academic and social competencies required for college and career readiness and for civic participation in a diverse society.

The Etiwanda School District views linguistic diversity as an asset. Building upon the assets MLLs bring with them, Etiwanda schools are committed to affirming and responding to its diverse range of Multilingual Learners, and their strengths, needs and identities.

In summary, the Etiwanda School District is committed to developing academic and social English proficiency, academic knowledge, social skills, and a positive self-image. The district strives for Multilingual Learners to be reclassified as Fluent English Proficient (RFEP) within five years.

In order to achieve these goals, the Etiwanda School District will:

- Provide welcoming environments that support the social and emotional needs of Multilingual Learners
- Provide all students with high quality curricular activities and lessons that address the California State Standards
- Provide English Language Development materials
- Provide on-going, high quality staff development
- Encourage and embrace family involvement
- Assist sites and staff in monitoring individual student achievement for instructional planning purposes
- Monitor program effectiveness

# Diversity and Characteristics of English Learners

Students who are learning English as an additional language, and their families, come to Etiwanda schools from all over the world. As of 2022, 42 languages were spoken by Etiwanda MLLs. It is therefore critical to identify and provide appropriately designed instruction to ensure full access to an intellectually rich and comprehensive curriculum as well as instruction to make steady - even accelerated - progress in their English language development.

English Learners come to school with a range of cultural and linguistic backgrounds, school experience, native language proficiency, migrant statuses, socioeconomic statuses, and interactions within their home and community. These factors inform educators in how to support their English Learners.

Staff need to consider and plan for supporting MLLs in these ways:

- Socially and emotionally
- With cultural adjustments to school in the US (school can look different in other countries, so teachers may need to specifically communicate expectations)
- With behaviors that may be displayed due to frustration or not understanding cultural or academic expectations
- By using materials and instructional methods and strategies to ensure meaningful access to academic content
- By using materials and instructional methods and strategies that develop English proficiency



## Key Factors to Consider

**Age:** Multilingual Learners, at different cognitive stages in their development, will have different instructional needs. It is particularly important to distinguish between students in the primary grades whose peers are also learning about print while learning rigorous standards, as compared to those who enter US schools in the upper elementary grades or during middle school where the focus is on rigorous disciplinary content and complex literary and informational text. MLLs who enter US schools in kindergarten will benefit from participating in the same language rich literacy activities as their English Only (EO) peers, along with additional differentiated support based on individual need. MLLs entering a US school at upper elementary grades or middle school, depending on the level and extent of previous schooling, may need additional support in mastering linguistic and cognitive skills in order to fully engage in challenging, standards-based academic tasks. Regardless of their schooling, background, or exposure to English, all MLLs should have access to the same high quality, challenging, content rich instruction as their EO peers, along with appropriate scaffolding to ensure success.

**Primary Language and Literacy Background:** Multilingual Learners have varying levels of proficiency in their native language that can be drawn upon. MLLs can draw upon their primary language and literacy skills as well as the content knowledge they have developed in their native language to support their development of English and content area material. MLLs with limited schooling may have gaps in decoding and comprehension skills in their native language. These students may require substantial literacy instruction. Even students with strong native literacy foundations may require substantial support to master content area/disciplinary literacy. As teachers plan instruction they should keep in mind that MLLs, like their EO peers, must have sufficient background knowledge and content area and academic vocabulary to comprehend and make meaning of complex material.

**Cognitive Load:** MLLs face a greater cognitive load than their EO peers. They are tasked with learning English and rigorous content area material simultaneously. Increased cognitive load can lead to a feeling that things are moving too fast to be comprehended, or to frustration that may result in behaviors such as disengagement or acting out. Teachers can provide support for increased cognitive load by allowing students to preview content area information in their native language using books or video, by using visual aids as they teach, by specifically teaching vocabulary, and by using other comprehensible input methods.

**Time in the US and Educational Background:** Multilingual Learners who were born in the US may be conversationally fluent, but require development of academic English in an accelerated manner. MLLs who enter US schools with limited exposure to American culture and English should be provided with instruction to support everyday English, academic English and social integration. Students with strong educational backgrounds in their native language will require different specialized instruction than students with less formal education.

**Progress in ELD and Long Term MLLs:** All MLLs are expected to make steady progress in English and academics. Students who have been in the US for 6 or more years, in grades 6–8, who have stayed at the same English proficiency rate for two or more years, and who have not made sufficient academic progress are designated as Long Term ELs (LTELs). Students are at risk of becoming LTELs if they are in grades 5 or above and have not made sufficient progress on the State English Language proficiency and/or academic assessment.

## English Language Development Standards

The State of California developed English Language Development Standards that connect with, and support, English Language Arts and content area standards. Language is the basis for understanding and communicating about all subjects, therefore the ELD standards are meant to support students’ abilities to comprehend and produce complex discourse and texts so they are ready for college and career.

The California ELD Standards position English as a meaning-making resource with different language choices based on discipline, topic, audience, task and purpose. This notion of English as a meaning making resource expands the idea of academic language from simplistic vocabulary development to a broader conceptualization that encompasses discourse. Teachers can accelerate the development of English by teaching how English works in different contexts, through vocabulary and grammar development, and through how language is used across different disciplines.

## 2014 CALIFORNIA ELA/ELD FRAMEWORK

The purpose of the ELA/ELD Framework is to provide instructional guidance and lesson ideas for TK–12 teachers. It guides curriculum development, program design, school leadership, and professional development. The ELA/ELD Framework integrates these two sets of standards and discusses them in terms of the five key themes pictured and listed below (ELA/ELD Framework, Ch. 2, p. 4).





# 2012 CA ELD PROFICIENCY LEVEL DESCRIPTORS

The Proficiency Level Descriptors (PLDs) provide an overview of stages of English language development. Multilingual learners are expected to progress through these stages as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what MLLs know and can do at each of the three proficiency levels: **Emerging**, **Expanding**, and **Bridging**. These descriptors are intended to be used as a guide to provide MLLs with targeted instruction in English as well as differentiated instruction in academic content areas. However, MLLs at all levels of English language proficiency must fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

## **Emerging**

Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

## **Expanding**

Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

## **Bridging**

Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

## FEDERAL LAWS

- a) **U.S. Constitution (USC): 14th Amendment – Due Process & Equal Protection Clauses**  
No State shall “deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws”.
- b) **Title VI of the Civil Rights Act of 1964** Prohibits discrimination on the basis of students’ language minority status.
- c) **Elementary and Secondary Education Act of 1965** Provides equal opportunity for all students.
- d) **Office of Civil Rights (OCR) – May 25, 1970 Memorandum** Requires districts to take affirmative steps to rectify language deficiencies in order to open instructional programs to all students.
- e) **Lau v. Nichols – 1974** Classes taught exclusively in English and which provide no assistance in learning English deny English learners an equal educational opportunity.
- f) **Equal Educational Opportunities Act of 1974** Requires educational agencies to take appropriate action to educate English learners.
- g) **Castaneda v. Pickard – 1981** Districts have dual obligation to develop students’ English proficiency and provide access to academic content instruction.
- h) **Gomez v. Illinois State Board of Education – 1987** Requires state education agencies to provide oversight and guidance to districts.
- i) **No Child Left Behind Act 7 NCLB (Title III) – 2002** Requires that all English learners receive quality instruction for learning both English and grade-level academic content.
- j) **American Recovery and Reinvestment Act (Recovery Act) – 2009** Funds allocated to be used to improve student achievement and help close the achievement gap through school improvement and reform.
- k) **Every Student Succeeds Act (ESSA) – 2015**  
Advances equity and requires that all students in America be taught to high academic standards that will prepare them to succeed in college and career; reauthorizes the federal Elementary and Secondary Act (ESEA) and replaces NCLB.

# FEDERAL PROGRAM MONITORING

State and federal laws require the California Department of Education to monitor EL programs in local educational agencies (LEAs) through the Federal Program Monitoring (FPM) process. The following key dimensions are the necessary components to a complete English learner program according to the State of California (*California Department of Education, 2016*)

## **Dimension I – Involvement**

- EL 1: Parent Outreach & Involvement
- EL 2: Translation of Information for Parents
- EL 3: Private School Consultation & Participation
- EL 4: English Learner Advisory Committee (ELAC)
- EL 5: District English Learner Advisory Committee (DELAC)

## **Dimension II – Governance & Administration**

- EL 6: English Learner Identification & Assessment
- EL 7: Parent/Guardian Notifications
- EL 8: Implementation, Monitoring & Revision of LEA Plans
- EL 9: EL Program Inclusion in the Development of the Single Plan for Student Achievement (SPSA)
- EL 10: Inventory

## **Dimension III – Funding**

- EL 11: Supplement, Not Supplant, with Title III & EIAULEP
- EL 12: Time Accounting Requirements

## **Dimension IV – Standards, Assessment, and Accountability**

- EL 13: Evaluation of English Learner Program Effectiveness
- EL 14: Reclassification
- EL 15: Teacher EL Authorization

## **Dimension V – Staffing and Professional Development**

- EL 16: Professional Development Specific to English Learners

## **Dimension VI – Opportunity and Equal Educational Access**

- EL 17: Appropriate Student Placement
- EL 18: Parental Exception Waivers for Alternative Program

## **Dimension VII – Teaching and Learning**

- EL 19: English Language Development
- EL 20: Access to the Core Subject Matter

# EL MASTER PLAN ALIGNMENT & UPDATES

All sections in the Etiwanda School District EL Master Plan are updated to align with Federal Program Monitoring (FPM) requirements:

## **Section 1: Identification, Annual Assessment Parent Notification, & Reclassification (FPM: EL 2, 6, 7, 14)**

- Home Language Survey (HLS)
- English language proficiency assessment (ELPAC)
- Parent notification of assessment results
- Reclassification recommendation form (RFEP)
- Four-year RFEP monitoring

## **Section 2: Instructional Program Options & Materials (FPM: EL 17, 18, 19, 20)**

- Integrated & Designated ELD Instruction (English language development)
- Structured English Immersion (SEI) program
- Parental exception waivers
- Instructional materials

## **Section 3: Staffing & Professional Development (FPM: EL 15, 16)**

- Authorization & credentials
- High-quality professional development

## **Section 4: Funding (FPM: EL 3, 10, 11, 12)**

- Basic and supplementary resources
- Title III funds to supplement, not supplant
- Private school consultation & participation

## **Section 5: Family & Community Involvement (FPM: EL 1, 4, 5)**

- Parent outreach and involvement
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)

## **Section 6: Monitoring, Evaluation, & Accountability (FPM: EL 8, 9, 13)**

- Program Evaluation
- Governance & Responsibilities
- Student Evaluation & Monitoring
- Data Collection
- English Learner Program Effectiveness Plan

# HOME LANGUAGE SURVEY

California *Education Code*, Section 52164.1 (a) contains legal requirements that direct schools to determine the language(s) spoken in the home of each student. A Home Language Survey (HLS) must be completed by a parent or legal guardian upon initial registration of TK-12 students. New students enrolling in California schools for the first time may include, but are not limited to, migrant, immigrant, out-of-state transfers, special education, alternative education, transitional kindergarten (TK), and kindergarten students.

The HLS consists of the following four questions:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (the parents, guardians, grandparents, or any other adults)

See **HLS copies** in Appendix (English, and Spanish)

The answers provided for each HLS question are used to determine a student's home language status:

- **English Only** (EO)
- **Possible English Learner – To Be Determined** (TBD)

**All four HLS questions must be answered** and the HLS form must be signed by parent/guardian. The document becomes a permanent part of the student's cumulative record (CUM). The first, or **initial**, HLS (e.g., TK or K) for a student supersedes any other HLS forms completed at later times. Therefore, the answers provided on the **initial HLS\*\*** are documented permanently in Aeries and CALPADS.

In order to determine a student's home language status, follow the guidelines below:

1. **ALL English on HLS questions #1-3 → mark "EO"**  
The student is considered English Only (EO). Office manager will update student's language classification on Aeries. The initial HLS shall be added to the student's CUM folder and the student is placed in the district's general program.
2. **At least one response other than English on HLS questions #1-3 → mark "TBD"**  
The student is designated as having a primary language other than English and the assessment process begins. A copy of the initial HLS shall be provided to the ML Support Team. The HLS is placed in the student's cumulative folder. The assessment process must take place **within 30 calendar days** of enrollment. The head of the ML Support Team will update student's language classification (TBD → IFEP or EL). They will also add language test dates and results in Aeries. Student will be placed in the appropriate educational program based on the results of initial language testing.



## HOME LANGUAGE SURVEY *continued*

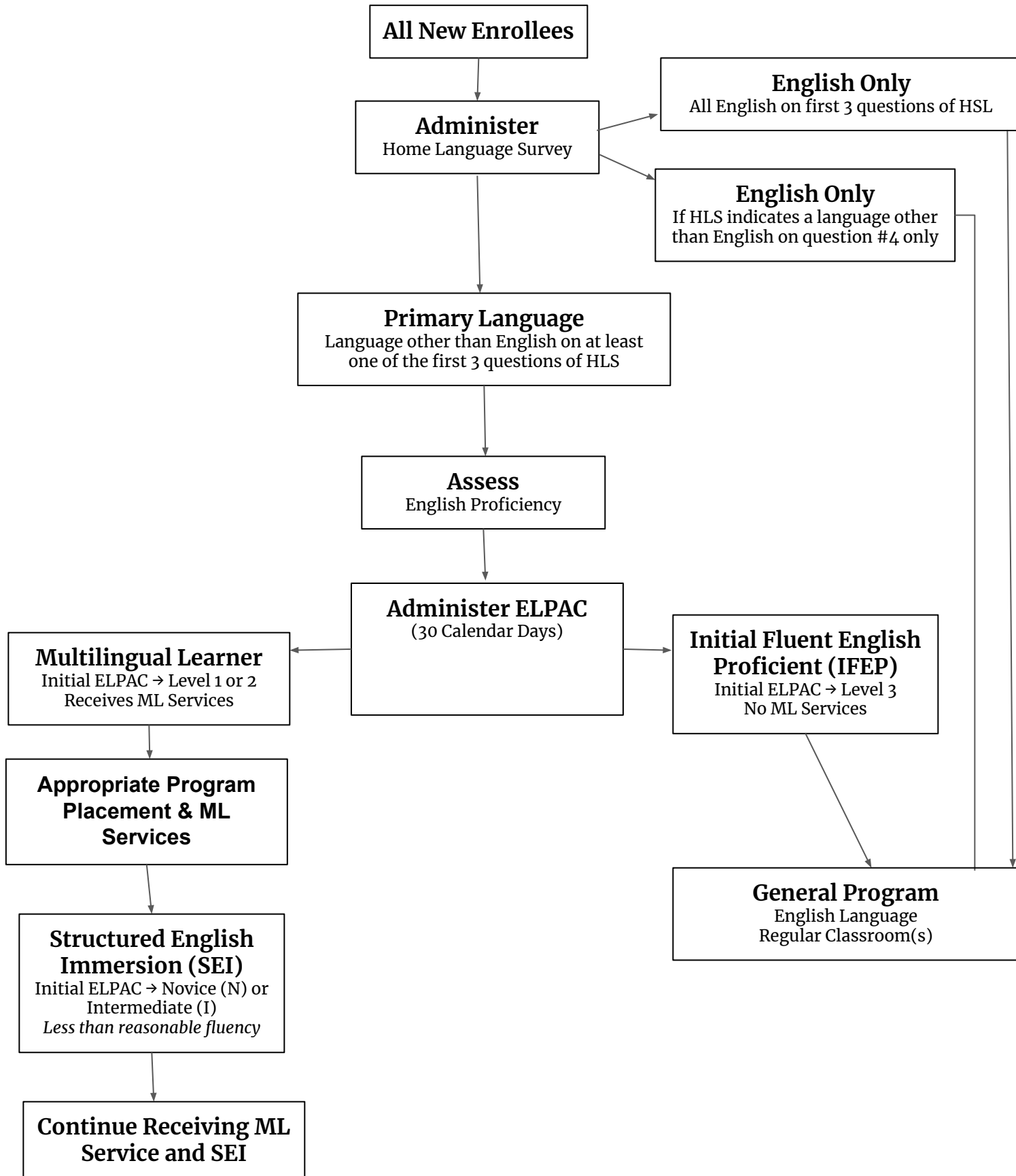
3. A language other than English on question # 4 only → mark “EO”

The student is considered English Only (EO) and placed in the district’s general program. The language spoken most often *by the adults at home* does not determine the native language proficiency of the student.

**\*\*Once home language determination is made, it does not need to be re-determined unless the results are disputed by the parent or guardian. If the HLS is completed in error, the parent/guardian may make a request to change it. However, once the student is assessed with the initial or summative ELPAC and identified as an English learner, changing the HLS will not change the student’s identification. A student’s English learner status will change only when reclassification criteria are met. Parents cannot “opt out” of the ELPAC because English language proficiency assessment is both a federal (NCLB Title I, section 1111[b] [7] and Title III, 2002) and state requirement (Ed. Code 313).**

<p><b>District Title III Coordinator and ML Support Team</b></p>	<ul style="list-style-type: none"> <li>● Oversees District HLS Process</li> <li>● Provides assistance to schools and answers HLS questions.</li> <li>● Requests EL records from previous school districts.</li> <li>● Enters language status for students who were assessed using the ELPAC.</li> </ul>
<p><b>School Secretary and School Clerk</b></p>	<ul style="list-style-type: none"> <li>● Ensures the HLS was completed upon enrollment.</li> <li>● Ensures HLS data is entered accurately in the database.</li> <li>● Provides copy of the HLS to the ML Support Team for possible English Learners.</li> <li>● Answers parent questions regarding the HLS.</li> </ul>
<p><b>Online Enrollment System</b></p>	<ul style="list-style-type: none"> <li>● Provides parent with initial ELPAC assessment information and notification.</li> <li>● Provides HLS in Spanish.</li> </ul>

# English Learner Identification/Placement Flowchart (\*Flowchart Only- See Details in Text of Master Plan)



# ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

## PROCEDURES FOR INITIAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

1. If Home Language Survey (HLS) indicates a primary language other than English (Questions 1-3), student will be assessed using the ELPAC.
2. A letter explaining Initial ELPAC assessment is provided to parents prior to initial ELPAC assessment via the online enrollment process.
3. Authorized and trained staff will administer the ELPAC within 30 calendar days of the student's enrollment.
4. Local scoring data will be used until Summative ELPAC results are available to determine the following designations:
  - a. **Initial Fluent English Proficient (IFEP)**: A student is considered Initially Fluent English Proficient when he or she has met the ELPAC criterion on the **initial ELPAC** test. Once determined, IFEP students require no further ELPAC testing and are placed in the school's general program.
  - b. **English Learner (EL)**: Students who score at the Novice or Intermediate levels on the initial ELPAC are designated English learners (EL) and placed in the EL program. They must receive EL services and be re-assessed annually using the ELPAC until they meet reclassification requirements.
5. A yellow MLL folder is created for students designated as EL. All MLL related paperwork and documentation is kept in the folder (see Documentation section).
6. ELPAC assessment results are provided to parents.
7. ELPAC results are shared with staff to be utilized for program placement and to inform instruction.

# PROCEDURES FOR INITIAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT - *cont'd.*

School Secretary	<ul style="list-style-type: none"> <li>• Provides HLS results to ML Support Team for students who may be MLLs.</li> </ul>
Online Enrollment Services	<ul style="list-style-type: none"> <li>• Provides letter and information to parents explaining the Initial ELPAC assessment.</li> </ul>
District Title III Coordinator and ML Support Team	<ul style="list-style-type: none"> <li>• Administer Initial ELPAC within 30 calendar days of enrollment.</li> <li>• Score Initial ELPAC.</li> <li>• Create and update yellow MLL folder if the student is determined to be an MLL.</li> <li>• Notify parents when ELPAC results are available for online viewing.</li> <li>• Provide results to site staff.</li> <li>• Updates AERIES.</li> <li>• Notifies CALPADS manager of student's language status.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Oversees distribution of ELPAC results and parent letters.</li> <li>• Oversees program placement and ML instruction.</li> </ul>
School Secretary	<ul style="list-style-type: none"> <li>• Provides printed copy of ELPAC results to parents upon request.</li> </ul>

# ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

## PROCEDURES FOR SUMMATIVE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

1. Once students have been designated as an MLL, their English Language proficiency is assessed annually using the ELPAC Summative assessment.
2. Authorized and trained staff administer the ELPAC during a testing window designated by the State.
3. ELPAC tests are packaged and mailed to the State for scoring.
4. Once scores are available, data is used to determine continued program placement, to inform instruction, and for EL reclassification.
5. ELPAC assessment results are provided to parents within 30 days of district receipt of official results.
6. ELPAC results are placed in each student's Multilingual Learner folder in the cumulative record.

<p>District Title III Coordinator and ML Support Team</p>	<ul style="list-style-type: none"> <li>● Attend and provide ELPAC training.</li> <li>● Order ELPAC assessments.</li> <li>● Provide notification of Summative ELPAC assessment letter for distribution to parents.</li> <li>● Assess students.</li> <li>● Package and mail assessments to the State for scoring.</li> <li>● Prepare assessment results and letter for distribution to parents and school site staff.</li> <li>● File results in the MLL folder of the cumulative record.</li> <li>● Prepare Reclassification paperwork for eligible students.</li> </ul>
<p>School Secretaries</p>	<ul style="list-style-type: none"> <li>● Ensure ELPAC results are copied and provided to parents upon request.</li> </ul>
<p>Principals and Site ML Facilitators</p>	<ul style="list-style-type: none"> <li>● Oversee MLL program placement and instruction at the site.</li> <li>● Oversee MLL reclassification process at the site.</li> </ul>



# DOCUMENTATION AND PARENT NOTIFICATION LETTERS

## PROCEDURES FOR DOCUMENTATION AND PARENT NOTIFICATION LETTERS

### Documentation for MLL students:

1. Create or update yellow ML folder for student's CUM.
  - a) Update any missing information.
2. File the following documents in student's ML folder
  - o Copy of **initial** Home Language Survey (HLS) or previous district records.
    - i. Make sure digital AERIES information matches paper records.
  - o ELPAC results.
    - i. Add ELPAC results annually.
  - o Copy of annual ELPAC student proficiency level report.
  - o Copy of the appropriate ELPAC Parent Notification letter.
  - o Reclassification (RFEP) paperwork.
  - o RFEP monitoring forms.

**Parent Notification Letters:** Parents/guardians shall receive written notification **within 30 days** of district receipt of official results.

- Prepare parent notification letters and proficiency level reports
- Email parents that notification letters and ELPAC results are available for online viewing

District Title III Coordinator and Data Coordinator	<ul style="list-style-type: none"> <li>• Reviews and updates documentation templates annually.</li> <li>• Oversees ML Support Team.</li> <li>• Prepares ELPAC results and appropriate parent letters for online viewing by parents and ML support team.</li> </ul>
ML Support Team	<ul style="list-style-type: none"> <li>• Updates Initial EL Identification in Aeries; ensures AERIES and paperwork match, ensures AERIES and CALPADS match.</li> <li>• Places ELPAC results in yellow ML folder in the student's Cumulative Folder.</li> <li>• Creates a yellow ML folder.</li> <li>• Provides assistance and support to sites.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Responsible for communication with parents.</li> </ul>

# STUDENT RECLASSIFICATION AND RFEP MONITORING

The purpose of the reclassification (RFEP) process is to document when an Multilingual Learner has sufficient English proficiency to be reclassified as a fluent English speaker. Once official ELPAC results are received, the reclassification process can begin for K–8 grade students. Teachers, support staff, school administrators, and parents participate in the reclassification process.

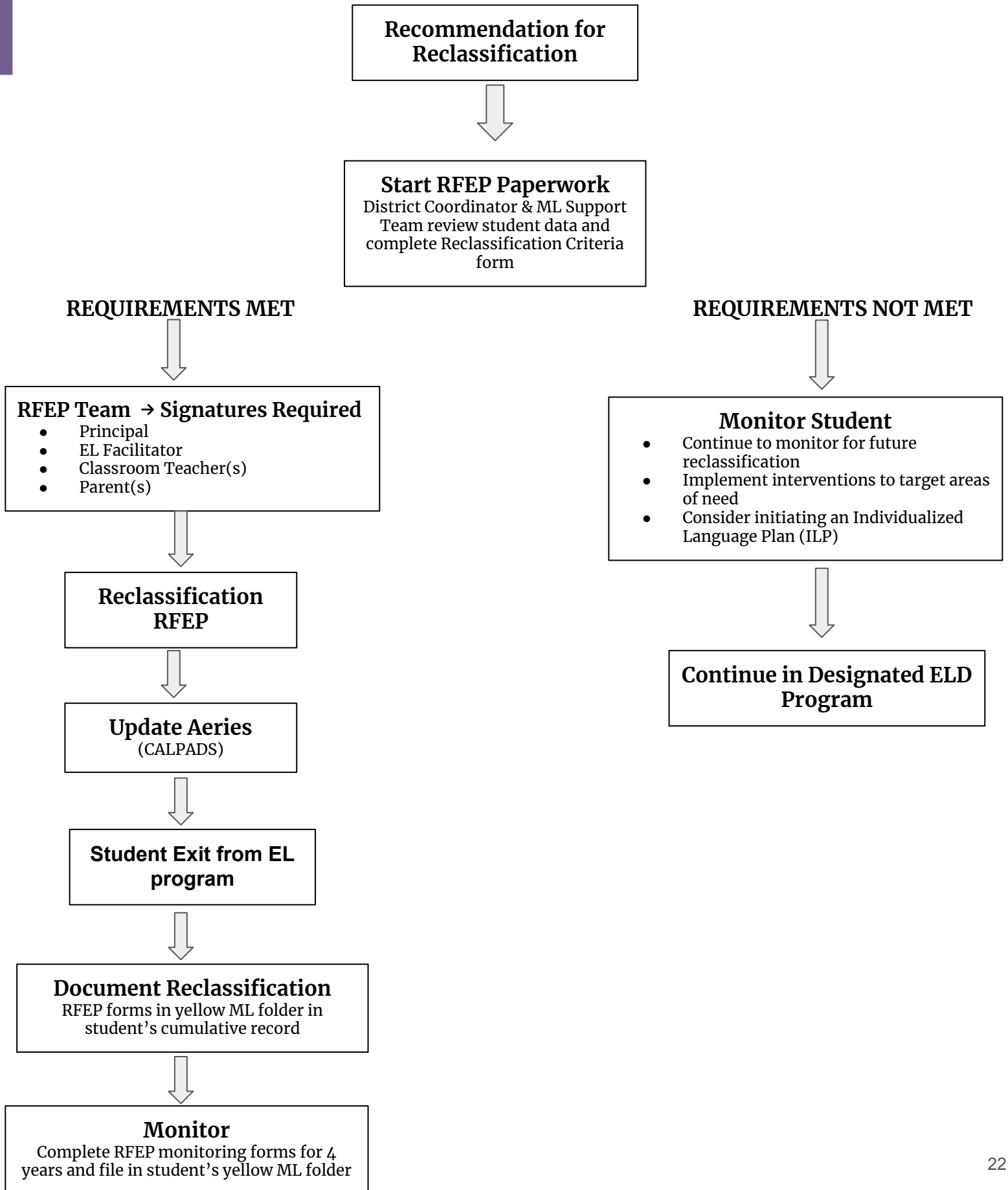
1. ELPAC and CAASPP results, and district-approved assessments, will be used to evaluate language and academic achievement. All assessment scores must be current and meet district requirements. The Title III Coordinator and ML Support Team provide school sites with lists of MLLs who meet reclassification criteria.
2. Parent/Guardian(s) must be notified of student’s eligibility for reclassification. A conference will be scheduled to review reclassification criteria and student progress. Invitees include: Parent, Teacher, Administrator, ML Facilitator and possibly others. The classroom teacher must provide input.
3. A copy of the Reclassification Criteria form is given to the parent/guardian, and a copy is placed in the student’s yellow ML folder. The ML Facilitator sends a list of reclassified students with official RFEP dates and students who were not reclassified to Support Team.
4. After reclassification, students will be monitored annually for four years using the Etiwanda School District RFEP Monitoring form. Struggling RFEPs will be monitored each trimester and provided with differentiated instructional support.
5. For overview, see Reclassification Process Flowchart (p. 17).

# STUDENT RECLASSIFICATION AND RFEP MONITORING - *con't.*

Title III Coordinator	<ul style="list-style-type: none"> <li>• Coordinates reclassification based on State and district criteria (DELAC approved).</li> </ul>
District Title III Coordinator and ML Support Team	<ul style="list-style-type: none"> <li>• Determines which students meet reclassification requirements.</li> <li>• Provides sites with a list of students who meet reclassification criteria.</li> <li>• Provides reclassification paperwork and parent meeting invitations to sites for eligible students.</li> <li>• Provides RFEP monitoring forms.</li> <li>• Provides training and support to sites.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Oversees reclassification process at school site.</li> </ul>
ML Facilitator	<ul style="list-style-type: none"> <li>• Schedules reclassification meetings and invites teachers.</li> <li>• Sends invitations to parents.</li> <li>• Consults with parents and teachers (input) for reclassification.</li> <li>• Oversees completion of Reclassification paperwork.</li> <li>• Updates yellow ML folder and files reclassification paperwork.</li> <li>• Oversees RFEP monitoring paperwork and that monitoring forms are filed in the yellow folder.</li> <li>• Sends a list of Reclassified and Not Reclassified students and date of reclassification to the ML Support Team.</li> </ul>

# Reclassification Process Flowchart

(\*Flowchart Only- See Details in Text of Master Plan)



# **RECLASSIFICATION OF STUDENTS WITH DISABILITIES**

**This section is under revision and construction due to the recent release of the state guidance document, “California Practitioner’s Guide for Educating English Learners with Disabilities”.**



# LONG TERM ENGLISH LEARNER SUPPORT (LTEL)

LTEs and students who are at risk of becoming LTEs are provided with additional support in English Language development and/or academics base on individual needs.

Consistent with California AB 81, the district has developed a plan to notify parents of their child’s LTEL status and to provide added support to LTELs.

Student English Language Development data (ELPAC) and objective academic data (CAASPP & iReady) are analyzed, student needs are identified, and personalized support plan is developed for each LTEL. Student progress is monitored by school staff and the principal. Students who demonstrate a lack of progress, in spite of additional interventions, may qualify for referral to the Student Study Team or for further assessment.

## Support for Long Term English Learners

District Title III Coordinator	<ul style="list-style-type: none"> <li>Reviews, modifies and monitors LTEL Support Plan.</li> </ul>
District Title III Coordinator and ML Support Team	<ul style="list-style-type: none"> <li>Obtains list of LTEL and At Risk of LTEL students from CALPADS and cross references with AERIES.</li> <li>Provides each site with a list of LTEL and At Risk of LTEL; pre-filled LTEL plans; a copy of the district’s policy and procedure for supporting LTELs.</li> </ul>
Principal or Designee	<ul style="list-style-type: none"> <li>Oversees LTEL policy; parent notification and meetings, and creation of LTEL Support Plan and provides the EL Support Team with completed plans.</li> </ul>
Teacher and Paraprofessionals	<ul style="list-style-type: none"> <li>Teacher meets with parent to discuss student’s LTEL status, obtain parent input, and provide and LTEL support Plan.</li> <li>Implement LTEL Support Plan.</li> </ul>

# NEWCOMER SUPPORT

A newcomer support aide assists newcomers and their teachers by providing:

- An electronic tablet to translate speech and text as well as training on how to use the tablet
- An oral translator to translate speech for easier oral conversations
- Picture exchange cards so students can communicate basic needs.
- Access to supplemental programs that provide newcomer language development support.
- Training to teachers on how to access online newcomer support resources.
- A newcomer support packet for teachers.

Newcomer Support Resources:

- Wonders- online resources.
- Imagine Learning (elementary & intermediate)
- I-Lit (intermediate)
- **District Haiku**, English Language Development

# INTEGRATED AND DESIGNATED ELD INSTRUCTION

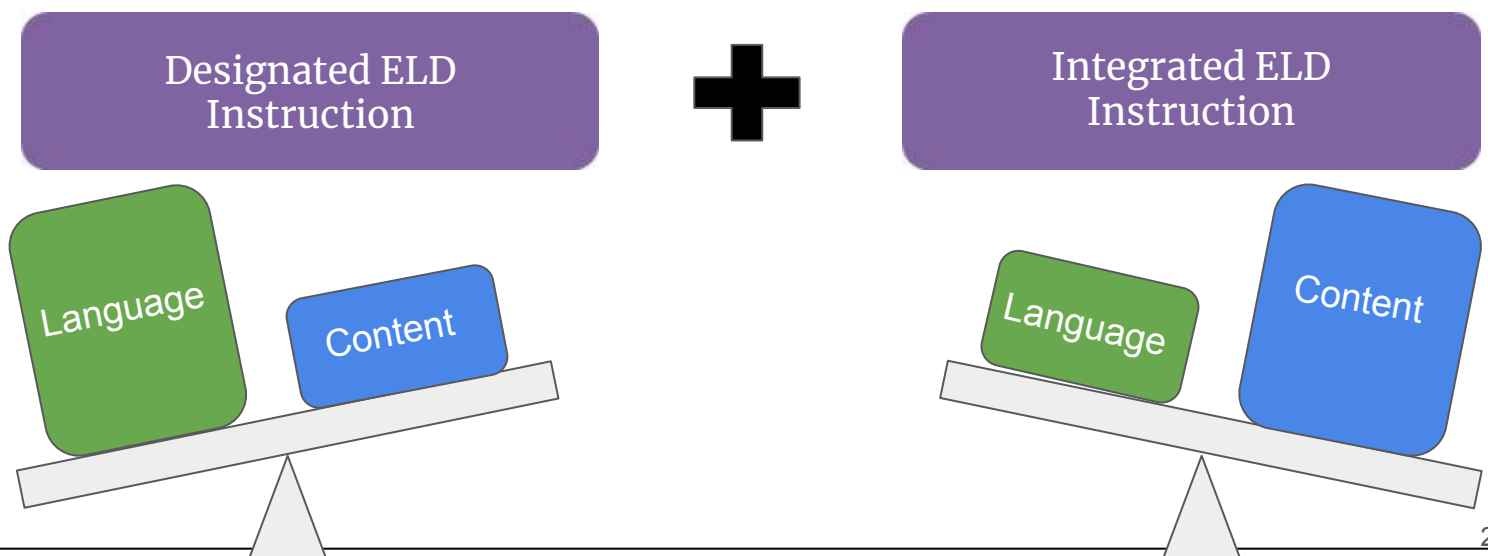
According to the ELA/ELD Framework, “ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration between educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence.” (Ch. 2, p. 97)

## INTEGRATED ELD

The ELA/ELD Framework uses the term integrated ELD to refer to **ELD throughout the day and across the disciplines**. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to the CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. The goal section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.” (Ch. 2, p. 81)

## DESIGNATED ELD

“**Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal standards** in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English... an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.” (CA ELA/ELD Framework, Ch. 2, p. 91)



# OVERVIEW OF PROGRAM FOR MULTILINGUAL LEARNERS

Instructional placement for Multilingual Learners is determined by overall proficiency results from the English Language Proficiency Assessment for California (ELPAC). The English Language Development (ELD) standards provide a description of student expectations for each grade and proficiency level.



All English learners shall remain in the English Language Development program until they become proficient in English based on the district reclassification criteria approved by the Etiwanda School District Board of Trustees.

## **Structured English Immersion (SEI)**

Structured English Immersion (SEI) is an intensive English and literacy program for EL students. Students receive designated ELD during Universal Access time in addition to daily integrated English language development and literacy support. The students' primary language may be used to support their academic growth and development.

# INSTRUCTIONAL PROGRAM FOR MULTILINGUAL LEARNERS: Structured English Immersion (SEI)

Etiwanda School District's instructional program options for English learners include:

## Structured English Immersion (SEI) Program

Structured English Immersion provides a classroom setting for English Learners in which nearly all instruction is provided in English, but with curriculum and presentation designed for pupils who are learning English. The program goal is to develop English language proficiency as rapidly and effectively as possible and provide developmental access to the core curriculum through instructional modifications to text, teacher language, and other strategies designed to make instruction comprehensible to an English learner. Students in this program build English language and academic proficiency.

### Characteristics of the SEI program include:

1. Teachers hold appropriate certification (CLAD, BCLAD or equivalent).
2. The instructional focus is on:
  - a) Developing proficiency in English during ELD.
  - b) Providing increasing access to the core curriculum through scaffolded instruction and lesson design for non-English proficient students.
  - c) Support in the primary language may be provided as appropriate.

### Program Requirements:

1. **All English learners receive designated ELD instruction** at proficiency level by an appropriately certified teacher, including daily integrated ELA and content language development and literacy support.
2. Instruction addresses ELA/ELD and content standards and targets speaking, listening, reading, and writing skills.
3. Parents must be notified of the placement of their child in a Structured English Immersion program and must also be informed of the opportunity to sign a Parental Exception Waiver.
4. Primary language support may be provided as appropriate for equitable access to core content.

### Staffing:

1. All teachers must be appropriately certified (CLAD, BCLAD or equivalent).

### Materials:

1. District-adopted and supplemental materials are used for instruction in core subjects.
2. District-adopted and supplemental materials are used for ELD instruction.



# PARENTAL EXCEPTION WAIVERS AND WAIVER APPEAL PROCESS

## Procedures for Granting Parental Exception Waivers (EC310 and 311)

1. Parent must personally visit school to apply for a waiver.
2. Waiver requests must be submitted annually.
3. Parents will receive a written description of the program options.
4. All parental waivers shall be acted upon with 20 instructional days of submission to the school principal.
5. Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program... would not be better suited for the overall educational development of the pupil (CCR, Title 5, section 11309 [b][4]).
  - a. In cases where a parental exception waiver is denied, parents/guardians must be informed in writing of the reason(s) for denial and advised of any procedures that exist to appeal the decision.

## Waiver Appeal Process

Parents have the right to address the district's board of education regarding any concerns. Requests to the Etiwanda School Board should be submitted at least three weeks prior to the meeting. Parents may also file a formal complaint under the district's Uniform Complaint Procedures. Copies of all parental exception waivers shall be filed at each school site and the district office.

# K - 8 INSTRUCTIONAL MATERIALS AND PROGRAMS

		Materials/Program	
Subject	Grade K-5	Grade 6-8	
ELA/ELD	<b>Wonders- McGraw Hill</b> <b>Project Read Phonics (K-8)- Language Circle Enterprises</b> <b>Step Up to Writing (K-8)- Sopris West</b>	<b>Study Sync- McGraw Hill</b> <b>Project Read Phonics (K-8)- Language Circle Enterprises</b> <b>Step Up to Writing (K-8)- Sopris West</b>	
<b>The District Adopted Tier 2 ELA/ELD Materials</b>			
Math	<b>GO MATH!- Houghton Mifflin</b>	<b>California Math Course 1- Glencoe</b> <b>California Math Course 2- Glencoe</b> <b>California Math Course 3- Glencoe</b>	
Science	<b>California Science- Houghton Mifflin</b>	<b>California Earth Science- Holt, Rinehart and Winston</b> <b>California Life Science- Holt, Rinehart and Winston</b> <b>California Physical Science- Holt, Rinehart and Winston</b>	
Social Studies	<b>Reflections- Harcourt Brace School Publishers</b>	<b>Discovering Our Past- Glencoe/McGraw</b>	
Supplemental	<b>Imagine Learning (1-5 for ELs at levels 1 &amp; 2)-Imagine Learning</b> <b>Ellevation Education- Ellevation, LLC</b> <b>Kagan Cooperative Learning-Kagan Publishing</b> <b>Chromebooks- Google</b> <b>Tablets with translation APPs for Newcomers</b> <b>Gale e-books- A Cengage Company</b>	<b>iLit-Pearson Education, Inc.</b> <b>Ellevation Education- Ellevation, LLC</b> <b>Kagan Cooperative Learning- Kagan Publishing</b> <b>Chromebooks- Google</b> <b>Tablets with translation APPs for Newcomers</b> <b>Gale e-books- A Cengage Company</b>	

# TK Materials for Core



Each week of instruction in the Teacher Guides begins with an outline of assessment opportunities and learning progressions addressed that week. Approximately 10 learning progressions are highlighted each week, in the “Getting Started” section of the Teacher Guide for that weekly theme, to offer a manageable pace that addresses all 60 progressions by the end of the year within a recursive and cumulative schedule.

### AIM ASSESSMENT OPPORTUNITIES

<p style="text-align: center; background-color: #e91e63; color: white; padding: 5px; border-radius: 10px;"><b>Social Emotional</b></p> <ul style="list-style-type: none"> <li> <b>SF.B.1. Self Control</b> Safe Place (p. 13) Document when children select the Safe Place and how they use the area to self-regulate.</li> <li> <b>SF.B.3. Following Directions</b> S.T.A.R. Leader (p. 12) Observe one child each day.</li> <li> <b>SF.B.2. Persisting with Tasks</b> STEAM Days 2-4 (p. 25)</li> </ul>	<p style="text-align: center; background-color: #e91e63; color: white; padding: 5px; border-radius: 10px;"><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li> <b>LL.A.2. Speaking/Purposes and Situations</b> Pretend and Learn Center (p. 10) Select 4-5 children to observe each day.</li> <li> <b>LL.C.2. Writing to Convey Meaning</b> Creativity Station (p. 9)</li> </ul>	<p style="text-align: center; background-color: #e91e63; color: white; padding: 5px; border-radius: 10px;"><b>Cognition</b></p> <ul style="list-style-type: none"> <li> <b>CM.C.4. Identifying/Comparing/Measuring</b> Math Small Group, Day 1 (p. 22)</li> <li> <b>CS.A.1. Examining, Describing, Classifying Data</b> ABC Center (p. 9) Math Small Group, Day 1 (p. 22)</li> <li> <b>CM.C.4. Combining Shapes</b> Construction Center (p. 11)</li> </ul>	<p style="text-align: center; background-color: #e91e63; color: white; padding: 5px; border-radius: 10px;"><b>Physical</b></p> <ul style="list-style-type: none"> <li> <b>PPMD.A.2. Non-Locomotor Skills</b> Music and Movement (p. 15) Select 4-5 children to observe each day when they sing “Skidamarink.”</li> <li> <b>PPMD.B.2. Personal Care/Hygiene</b> Outdoor Activities (p. 11) Select 4-5 children to observe each day during lunch and snack time.</li> </ul>
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Each of the 60 Learning Progressions includes a 9-level continuum that outlines how a specific competency indicative of kindergarten readiness emerges and develops over time (from infancy to the kindergarten year). Teachers consult this continuum as they review the documentation gathered for each child in relation to that competency (Learning Progression) you are trying to measure. They select the level that is best representative of what the documentation supports. Each level is defined followed by one or more behavioral descriptors that further verify what the level might look like in a real case scenario.

### Differentiating Instruction

**Language and Literacy**

**Writing: Emergent Writing**

**LL.C.2. Writing to Convey Meaning**

Conveys meaning through writing with increasing effectiveness.

**LL.C.2.**

PK 4s

**Level 1**  
Infant  
(0-9 months)

**Level 2**  
Infant  
(8-18 months)

**Level 3**  
Toddler  
(16-24 months)

**Level 4**  
Toddler  
(24-30 months)

**Level 5**  
Preschool Entry  
(30-36 months)

**Level 6**  
Preschool  
Beginning  
(3 to 4 years old)

**Level 7**  
Preschool Middle  
(4 years old)

**Level 8**  
Preschool Exit  
(4 to 5 years old)

**Level 9**  
Kindergarten  
(5 to 6 years old)

**PK 4s (48-60 months)**

**Instructional Target: Level 8**

Produces emergent writing (i.e., includes some actual letters that may be grouped together as if to form words) to tell a story or give an opinion.

**Ongoing Instructional Strategies**

- Incorporate writing within all content areas by making writing tools and paper accessible in each center of the classroom so children can write and illustrate observations at the science center, represent quantities with symbolic notation (including numerals) at the math center, and make blueprints for construction plans at the block center.
- Incorporate writing into daily routines. Share the pen with children during the morning message, inviting them to spell words that begin with the first letter of their name. Encourage children to refer to an alphabet chart or the letter wall as you “stretch” each phoneme within a word so they can make sound-to-symbol approximations.
- Invite children to make labels for items in the classroom (e.g., cubbies, the calendar, bins that store manipulatives).

**I’m an Author**

Materials: children’s favorite books, blank 3-page booklets, writing tools, dry erase board

- Invite children to bring to class and discuss their favorite books during show-and-tell. As children each share the book they brought, ask them to talk about the pictures or retell the story.
- Invite children to think about a book they would like to author and illustrate. Ask: *What would the story be about? What types of pictures would you draw on each page?*
- Introduce blank 3-page booklets, which you will make available in the writing center. To make the booklets, staple three blank pieces of paper together down the left edge. **Note:** Cover the staples with tape to make a binding and prevent injury.
- If children show an interest in making a book, counsel with them individually to discuss their plans and ideas.

**Scaffolding for Support**  
Levels 3-6

- Invite children to jot down ideas on a dry erase board before making a booklet. As children scribe, encourage them to show on which pages in their booklet that drawing might go.

**Practicing for Mastery**  
Levels 7-8

- Encourage children to talk about the stories they would like to illustrate before sitting down to make them. Turn the pages in the booklet and have children locate where parts of the story might go.

**Extending for Challenge**  
Level 9

- Invite children to make another booklet if they are dissatisfied with their first attempt. Remind children that authors and illustrators go through several drafts before publishing a story.

**Tiered Levels of Support**

Each clarifying activity contains suggestions for how to differentiate the learning for children performing within a range of levels categorized by a 3-tier system:

- Scaffolding for Support
- Practicing for Mastery
- Extending for Challenge

**Ongoing Instructional Strategies**

These are recommendations for how to set up the classroom environment or establish instructional routines, which teachers can revisit throughout the year to ensure that all learners have the support they need to be successful when aiming for the end-of-year goal/progression level.

**Activity Suggestion**

This is an activity/lesson that can be conducted with a small group of children or a single child. Children can be grouped homogeneously by ability level or heterogeneously with more competent peers tutoring and supporting their “emerging” and “progressing” classmates.

# STAFFING

## TEACHER AUTHORIZATION AND CREDENTIALS

Etiwanda School District only hires highly qualified teachers who hold appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CTC). The California Education Code (EC) requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. The pertinent statutes include: *EC Section 44001*, *EC Section 44830(a)*, *EC Section 44831*, and particularly *EC Section 44253.1*, which reads:

“... For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils’ primary languages . . .”

The California Commission on Teacher Credentialing (CTC) is responsible for establishing the teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to ELs. All staff members working with English learners will continue to receive professional development.

## RECRUITMENT

The Etiwanda School District is viewed as a desirable district to work in, therefore hiring and retaining authorized teachers is easily accomplished through EdJoin and job fairs.

# STAFFING

## STAFFING - AUTHORIZATION AND CREDENTIALS

Assistant Superintendent of Personnel	<ul style="list-style-type: none"><li>• Oversees district recruitment, hiring and placement of staff.</li><li>• Determines site staffing needs.</li></ul>
District Title III Coordinator	<ul style="list-style-type: none"><li>• Updates ML Master Plan and monitors implementation.</li><li>• Provides support and guidance to site administrators and teachers.</li><li>• Determines levels of paraprofessional ML Support Aide hours and creates ERFs.</li><li>• Provides professional development to administrators, ML Facilitators and ML Support team.</li><li>• Coordinates iLit, Imagine Learning and Ellevation training.</li><li>• Supervises ML Support Team</li></ul>
Instruction Department Education Coordinator & Professional Development	<ul style="list-style-type: none"><li>• Coordinates staff development and professional learning.</li></ul>
Principal	<ul style="list-style-type: none"><li>• Oversees, monitors and evaluates teachers, paraprofessionals and staff regarding the quality with which they implement EL programs.</li><li>• Creates ML Support Aide's schedule.</li></ul>

# PROFESSIONAL DEVELOPMENT

The Etiwanda School District provides professional development to improve instruction for English learners. District provided professional learning opportunities are ongoing. Information regarding conferences and out-of-district trainings is also provided.

## Recommended Professional Development Topics & Conferences:

- English Language Development (ELD) standards
- ELA/ELD Framework
- Training & support for administration and site leadership
  - Principal meetings, Co-Administrator meetings
  - Annual updates to ML Master Plan
  - ML program options & reclassification criteria
  - Current ML assessments, research & policy
  - English Language Advisory Committee (ELAC & DELAC) training & support
  - Other topics requested by sites & ML Facilitators
- Designated ELD instruction
  - Lesson planning & online resources using Wonders and StudySync
- Integrated ELD training for core subjects
  - Next Generation Science
  - Intentional Planning
  - Planning for the Range of Learners
  - Generation Ready-Cultural Proficiency and Equitable Access
  - iReady
- Foundational Literacy
  - Guided reading
  - Benchmark Assessment System
  - Project Read
  - Step up to Writing
- Pupil Services & Special Education
- IEPs to support MLLs and Reclassification of MLLs
  - Supporting dual-identified multilingual learners (MLLs with disabilities)
- Assessment
  - California Assessment of Student Performance & Progress (CAASPP) Assessments
  - English Language Proficiency Assessments for California (ELPAC)
  - Deconstructing the ELPAC Practice Tests and ELD Standards
  - Supplemental ML Programs training
    - Imagine Learning
    - i-Lit Training
- New Teachers
  - New Teacher Institute
  - Effective Instruction Training
  - Induction

# PROFESSIONAL DEVELOPMENT - *cont'd.*

- Parents & Community
  - English Learner Advisory Committee (ELAC)
  - District English Learner Advisory Committee (DELAC)
  - Family Events to support literacy, math, science and student outcomes
  - PTA/PTO
  - District/school parent meetings & conferences
  - LCAP Community Forums and LCAP Advisory Committee

## **Recommended Online Resources:**

- CDE ELA/ELD Standards
  - <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- California eStandards website & app
  - <http://estandards.scoecurriculum.net/>
- California ELA/ELD Framework
  - <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- Stanford's Understanding Language: Language, Literacy, and Learning in the Content Areas
  - <https://www.ell.stanford.edu>
- Colorin Colorado: A Bilingual Site for Families and Educators of English language learners
  - <https://www.colorincolorado.org>
- Etiwanda School District Teacher Binder
  - [English Language Learner Support](#)
- ELPAC Practice Test
  - <https://www.ELPAC.org>
- ELPAC Resources for Parents
  - <https://www.cde.gov/ta/tg/ep/elpacparentresource.asp>



## BASIC AND SUPPLEMENTARY RESOURCES

District general funds provide appropriate core curriculum for each EL student. Resources include staff, curriculum materials, instructional supplies, and other district services available to students. District resources provide adequate services in ELD, support, SDAIE and instruction that promote each student's self-image and cross-cultural understanding.

Federal law requires that all employees funded with federal grant funds provide verification of their time worked in the federal program. Documentation is required to ensure that the district is properly charging salaries and wages that are reasonable, necessary and allowable in accordance with applicable federal program requirements. The resource codes involved with federal programs reviewed by CDE and that require time accounting forms are 3000U5999, Title I Part A & D; Title II Part A, Title III LEP, 21st Century Grant.

### TITLE III FUNDING

Title III resources shall be used to provide English learners with supplemental services and materials. This includes, but is not limited to, the following:

- A. Providing supplemental paraprofessional support
- B. Purchasing supplemental teaching materials and assessment instruments
- C. Providing additional staff training to develop instructional skills to better support MLLs
- D. Expanding multilingual learner parent involvement and participation opportunities

Note: If the district and school site receive other state and federal funds, such funds supplement *and do not supplant* the district's core curriculum services or other categorical funds for EL students.

# PRIVATE SCHOOL CONSULTATION & PARTICIPATION

Local educational agencies (LEAs) that receive a Title III Limited English Proficient (LEP) student program sub-grant are required to serve MLL students enrolled in private schools whenever the administration of a particular private school requests to participate in the program.

- Private schools should identify those pupils being considered for participation in the Title III program and administer a Home Language Survey using the same version as used by the local educational agency (LEA).
- After consultation between the LEA and the private school, an approved language assessment should be selected and administered. The LEA is responsible for the oversight and costs of initial identification.
- LEAs may not allocate Title III funds directly to private schools but instead must provide services and products to MLL students enrolled in the private schools.
- The LEA must develop a Memorandum of Understanding (MOU) with each private school that requests to participate in Title III. The MOU, should at a minimum, include a description of the services and/or products to be provided, the estimated costs, and the dates of provision.

The costs of the products and/or services provided to private schools should be proportionate to the number of MLL students enrolled in the private school and should be equitable when compared to the Title III services provided to public school students.

# PARENT AND COMMUNITY INVOLVEMENT

Parents are an integral part of the educational partnership that includes students, staff, and community members. Parents of Multilingual Learners must be well informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for their children. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

There are numerous parent & community activities available throughout the year in Etiwanda School District:

- Parent Committees
  - English Learner Advisory Committee (ELAC)
  - District English Learner Advisory Committee (DELAC)
  - School Site Council (SSC)
  - LCAP Community Forum
  - LCAP Advisory Committee
  - PTA/PTO/PTSO
  
- Parent Education
  - Family Events (Literacy, Math, Science, Student Outcome)
  - District/School Parent Meetings
  
- School, District, & Community Events
  - Back-to-School, Carnivals, Open House & Family Fun Nights
  - Awards, Celebrations & Holiday Events
  - Games & Competitions
  - E-3 Fun Run
  
- Community, School and/or Classroom Volunteer

Principal	<ul style="list-style-type: none"> <li>● Facilitates site English Learner Advisory Committee (ELAC)</li> <li>● Communicates with parents and families on a regular basis</li> <li>● Provides opportunities for parent education and involvement</li> <li>● Revises MLL Family Involvement Plan with the ELAC</li> </ul>
Assistant Superintendent of Instruction	<ul style="list-style-type: none"> <li>● Oversees parent committee procedures for ELAC and DELAC</li> <li>● Provides parent education support to site leadership</li> </ul>
District Title III Coordinator	<ul style="list-style-type: none"> <li>● Provides assistance and support regarding parent notifications</li> <li>● Provides technical assistance with site MLL Family Involvement Plans</li> </ul>
Parent/Guardian	<ul style="list-style-type: none"> <li>● Participates in parent education opportunities, school activities, and parent committees</li> <li>● Completes Home Language Survey (HLS)</li> <li>● Reviews student assessment results and progress reports</li> <li>● Attends meetings and signs paperwork</li> </ul>

# ENGLISH LEARNER ADVISORY COMMITTEES

The English Learner Advisory Committee (ELAC) consists of an integrated school staff, parent, and community group to help ensure that the site and district's MLL program is well-planned, effectively implemented, and ultimately successful in achieving its goals for Multilingual learners.

## ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

**School sites with 21 or more MLL students** shall have an elected ELAC that meets at least four times a year. The committee will be comprised of parents and staff, with parents of MLL students making the majority of members. Parents of MLL students will be represented by the same percentage as the MLL student enrollment at the site (or more). Committee members serve for two years. Election procedures, meeting requirements, and sample agendas for implementing the ELAC can be found in the *Categorical Programs Handbook for SSC and ELAC Procedures* provided to the schools by the MLL Services Department. ELAC agendas, sign-in sheets, and minutes will be maintained as documentation.

The principal is responsible for following ELAC protocol and providing training in required areas. To ensure proper training for parents and committee members, principals will use SSC and ELAC training information that is provided and updated by the Instruction Department. Training is also provided in areas that the site committee requests. In addition, each school's English Learner Advisory Committee (ELAC) elects a district DELAC representative and an alternate.

### Roles & Responsibilities of ELAC:

- Assist in the development of the school's plan for services to English learners.
- Have input into the school's needs assessment.
- Assist in the school's efforts to make parents aware of the importance of regular school attendance.
- Review data regarding the diversity and language needs of students at their site.
- Provide input for revising the site's MLL Family Involvement Plan.

# ENGLISH LEARNER ADVISORY COMMITTEES - *cont'd.*

## DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

When there are **51 or more MLL students in a district**, a District English Learners Advisory Committee (DELAC) shall be formed. The DELAC will be comprised of representatives from the school level English Learner Advisory Committees and interested school and district staff. The majority of the members will be parents of MLL students who are not district employees. Committee members will be trained in regards to their roles and responsibilities and will be kept apprised of issues, policies, and information that relate to MLL programs. Meeting notification will be provided to all members prior to the meeting. DELAC members representing individual schools will act as a liaison between the DELAC and ELAC. The DELAC representative will present information received at the DELAC to the ELAC.

### Roles & Responsibilities of DELAC:

- Have input in the development of the Master Plan for services for MLL students
- Have input into a districtwide needs assessment on a school-by-school basis
- Have input into the district's MLL education goals and objectives
- Be informed on federal, state, and district English learner reports
- Review and comment on the written notification of initial enrollment
- Review and comment on any related waiver request
- Review and comment on ML reclassification criteria

# PROGRAM EVALUATION

Principal	<ul style="list-style-type: none"> <li>• Oversees ML program evaluation procedures at school sites</li> <li>• Collects data &amp; submits required paperwork to the District Title III Coordinator</li> </ul>
Title III Coordinator	<ul style="list-style-type: none"> <li>• Coordinates ML program evaluation procedures at district level</li> <li>• Coordinates the development of the Title III plan</li> <li>• Reviews and makes recommendations for revisions to the LEA ML Master Plan</li> <li>• Assists with the revision of the site ML Plan</li> </ul>
Data Coordinator	<ul style="list-style-type: none"> <li>• Provides assistance &amp; support regarding assessment and evaluation data</li> </ul>
ML Support Team	<ul style="list-style-type: none"> <li>• Monitors English Language Acquisition reporting and data</li> </ul>

The goal of program evaluation is to provide information about the effectiveness of Etiwanda School District’s EL services. The information provides guidance to district and school sites for implementation, monitoring, and improvement of programs for English learners. The Etiwanda School District utilizes CAASPP, iReady, ELPAC data and parent input to monitor program effectiveness.

Additionally, program effectiveness is monitored on the student level. An EL student folder will be updated and housed in the cumulative record of each English learner. The purpose of the student record is to document and monitor English language development, assessment, and redesignation. The folder contains copies of the Home Language Survey, ELPAC assessment results, parent notification letters, and reclassification paperwork and RFEP. When standard district services and programs do not meet the needs of certain students, site staff provide additional services and supports.

# GOVERNANCE AND RESPONSIBILITIES

## Quality Program Implementation

Successful program implementation depends on the presence of three critical elements: the commitment of the entire school community, the availability of qualified staff, and the timely allocation of sufficient resources. The district administration and school sites have essential and unique roles in program implementation.

### District Administration

District administration will be responsible for providing sufficient resources to sites in order to successfully implement EL programs and services. These resources include qualified and well-trained staff, instructional materials, supplies, equipment, staff development resources, and adequate facilities. Other district responsibilities include guidance in curriculum development, program compliance, improvement, evaluation and data analysis, master plan updates, and updates to Title III, LEA Plan Goal 2, and the Local Control Accountability Plan (LCAP) to ensure quality program implementation.

### School Site

The responsibility of school sites is to determine how to best deliver services to students. The distribution of the EL student population and the diversity of the school community are important factors to be taken into account when planning EL programs. The *Master Plan for English Learners* is a guide for program implementation, planning, and development of the Single Plan for Student Achievement (SPSA). School sites are encouraged to work with district administration and review data from assessments and parent surveys to design programs that best meet student needs. Program quality is measured and monitored by effective use of resources, planning, program adjustments, and ongoing staff development.

### Community

Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils, English Learner Advisory Committees (ELAC) and District English Learner Advisory Committees (DELAC) have the responsibility to assist in the on-going program planning and evaluation through committee and school activities. Parents will have discussion and input on LCAP, Title III EL Master Plan, and SPSA updates.



# **GOVERNANCE AND RESPONSIBILITIES - *cont'd.***

## **CALPADS English Language Acquisition Data and Reports**

The District Business and Technology Department, with support from the Instruction Department, maintain a district database (AERIES) that interfaces with the State database (CALPADS) that contains specific data on the English Language Acquisition status of students in the district. Each year the CALPADS submission window opens during which time local educational agencies (LEAs) may view certification reports of their English Language Acquisition Status students (including English learners and fluent English proficient students) along with Title III Eligible Immigrants data for all applicable students.

# STUDENT EVALUATION AND MONITORING

## ACADEMIC ACHIEVEMENT

Academic achievement is monitored through state and district systems, assessments, and resources.

### **STATE**

Data from the California Assessment of Student Performance and Progress (CAASPP) is analyzed at the state, district and site level. MLL student progress is analyzed using the California School Dashboard's, EL Progress Indicator.

### **DISTRICT**

District iReady assessments are used to monitor MLL academic achievement and program effectiveness. iReady provides district, site, teacher and student level reports that allow for a thorough analysis of the effectiveness of district and site provided ML services and programs.

Student Level CAASPP and iReady scores drive instruction for individual students. Staff uses multiple measures of assessment data to determine student proficiency levels to guide their planning for interventions for struggling students.

# STUDENT EVALUATION AND MONITORING

## ENGLISH LANGUAGE DEVELOPMENT

English language development is monitored at the state and district levels with the assessments and resources listed below.

### **STATE**

English Language Proficiency Assessment for California (ELPAC)

- Administered annually in the Spring.
- Initial assessment for newly enrolled students.

### **DISTRICT**

Textbook and Educator created assessments

- Formative assessments that monitor English Language development (ELD).

iReady ELA Instruction

- Monitors growth in literacy including phonemic awareness, phonics, vocabulary development, and comprehension (Literature and Informational).

Imagine Learning

- Assessments monitor growth across the domains of speaking, listening, reading and writing.

iReady Diagnostic Assessments

- Assessments monitor growth across the domains including phonemic awareness, phonics, vocabulary development, and comprehension (Literature and Informational).

# DATA COLLECTION

All English learner student information is recorded in state and district databases that are accessible to district personnel, site leadership, and teachers. District technology and data specialists will provide technical support, training, and monitoring.

## **California Longitudinal Pupil Achievement Data System (CALPADS)**

- State-level longitudinal data system used to maintain individual level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

## **Aeries**

- District-level system provides the full range of features needed by administrators at the district and school level in addition to portals for teachers, parents, and students.
  - Gradebook
  - Home Language Survey
    - Initial Identification Box
  - ELPAC and CAASPP Reports
- Flexible interface with CALPADS for consistent reporting and student information updates
  - California State Reporting Information (State/Province – CA).
    - Student Information
    - English Learners and Immigrant Information
    - Pre-ID Exam Information
  - ELPAC and CAASPP Reports

## **Hoonuit (Power Unified Insights)**

- District-level system provides all district and school site staff with student demographics, attendance, assessment history and grades.
  - Student Profile Reports & Widgets
  - Assessment Reports (ELPAC, iReady, CAASPP)

## **Ellevation**

- Ellevation empowers teachers, administrators and ELs with a system aligned with state and federal compliance guidelines. With greater access to information and effective measurement, Ellevation creates a higher level of accountability, helping everyone reach their highest potential. The platform supports the reclassification process, parent notifications, and ongoing monitoring of student progress.

# ENGLISH LEARNER PROGRAM EFFECTIVENESS PLAN

The district has selected benchmarks and yearly goals for English learners in the subject areas of English Language Development and the academic areas of Math and English Language Arts. These goals reflect the amount of time an EL student has been enrolled in an English Learner program, using consistent measurements to gauge achievement.

Number of Years in MLL Program	Measurement Tools Used	
	ELD Assessment	Achievement Assessment
	ELPAC	CAASPP Math & ELA
1	Level 1	Not Met
2	Level 1-2	Not Met to Nearly Met
3	Level 2-3	Nearly Met
4	Level 3-4	Nearly Met or Met
5	Level 4 (RFEP)	Met or Exceeded
6	Level 4 (RFEP)	Met or Exceeded

\* These goals are minimum growth expectations. Many MLLs in the district exceed these goals.

# APPENDIX

- A. Title 5, California Code of Regulation, Division 1, Ch. 11 (CA Ed Code 300-340)
- B. Excerpts of Education Code Sections 300-340
- C. ESD Board Policy BP 6174(a)
- D. ESD Administrative Regulation AR 6174
- E. Home Language Surveys
- F. Letter provided to parents prior to initial ELPAC assessment (electronic, as part of registration)
- G. Initial Parent Notification (Federal Title III & State Requirements) letter
- H. Help your child prepare for ELPAC letter (optional)
- I. Letter sent to parents prior to annual ELPAC assessment (mandatory)
- J. Annual Parent Notification (Federal Title III & State Requirements) letter
- K. Yellow Folder
- L. Reclassification Certification Form
- M. Reclassification monitoring
- N. Parent/Guardian Notification: Reclassification Recommendation
- O. Sample formula for Substitute Coverage for Reclassification Meetings and RFEP Monitoring
- P. LTEL- AB 81 Plan
- Q. PASS Plan template
- R. Parental Exception Waiver
- S. Status of Parental Waiver for an Alternative Program
- T. Frequently Asked Questions (FAQ) for Parents
- U. Glossary of Terms

Title 5, California Code of Regulations  
Division 1, Chapter 11  
English Language Education for Immigrant Children

§ 11300. Definitions.

“School term” as used in Education Code section 330 means each school’s semester or equivalent, as determined by the local governing board, which next begins following August 2, 1998. For multitrack or year round schools, a semester or equivalent may begin on different days for each school track.

Note: Authority cited: Section 33031, Education Code. Reference: Section 330, Education Code.

§ 11301. Knowledge and Fluency in English.

- A. For purpose of “a good working knowledge of English” pursuant to Education Code Section 305 and “reasonable fluency in English” pursuant to Education Code section 306(c), an English learner shall be transferred from a structured English immersion classroom to an English language mainstream classroom when the pupil has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education, or any locally developed assessments.
- B. At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom.
- C. An English learner may be re-enrolled in a structured English immersion program not normally intended to exceed one year if the pupil has not achieved a reasonable level of English proficiency as defined in Section 11301(a) unless the parents or guardians of the pupil object to the extended placement.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305 and 306(c), Education Code.

§ 11302. Duration of Services.

School districts shall continue to provide additional and appropriate educational services to English learners in kindergarten through grade 12 for the purposes of overcoming language barriers until the English learners have:

- A. demonstrated English-language proficiency comparable to that of the school district’s average native English-language speakers; and
- B. recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305, 306 and 310, Education Code; U. S. code, Title 20, Section 1703 (f); *Castaneda v. Pickard* (5th Cir. Education (7th Cir. 1987) 811 F.2d 1030, 1041U1042.



## § 11303. Parental Exception Waivers

- A. Parents and guardians must be informed of the placement of their children in a structured English immersion program and must be notified of an opportunity to apply for a parental exception waiver. School districts shall establish procedures for granting parental exception waivers as permitted by Education Code sections 310 and 311 which include each of the following components:
- B.
  - a. Parents and guardians must be provided with a full written description and upon request from a parent or guardian, a spoken description of the structured English immersion program and any alternative courses of study and all educational opportunities offered by the school district and available to the pupil. The descriptions of the program choices shall address the educational materials to be used in the different options.
  - b. Pursuant to Education Code section 311(c), parents and guardians must be informed that the student must be placed for a period of not less than (30) calendar days in an English language classroom and that the school district superintendent must approve the waiver pursuant to guidelines established by the local governing board.
  - c. Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the pupil.
- C. All parental exception waivers shall be acted upon by the school within twenty (20) instructional days of submission to the school principal. However, parental waiver requests under Education Code section 311(c) shall not be acted upon during the thirty (30) day placement in the English language classroom. These waivers must be acted upon either no later than ten (10) calendar days after the expiration of that thirty (30) day English language classroom placement or within twenty (20) instructional days of submission of the parental waiver to the school principal, whichever is later.
- D. In cases where parental exception waiver pursuant to Education Code sections 311(B) and (c) is denied, the parents and guardians must be informed in writing of the reason(s) for denial, and if relevant, advised of any procedures that exist to appeal the decision to the local board of education.
- E. For waivers pursuant to Education Code section 311(a) and for student for whom standardized assessment data is not available, school districts may use equivalent measures as determined by the local governing board.

Note: Authority cited: section 33031, Education Code. Reference: Sections 305, 310 and 311, Education Code.

§ 11304. State Board of Education Review of Guidelines for Parental Exception Waivers.

- A. Upon written request of the State Board of Education, school district governing boards shall submit any guidelines or procedures adopted pursuant to Education Code section 311 to the State Board of Education for its review.
- B. Any parent or guardian who applies for a waiver under Education Code sections 311 may request a review of the school district's guidelines or procedures by the State Board of Education. The sole purpose of the review shall be to make a determination as to whether those guidelines or procedures comply with the parental exception waiver guidelines set forth in Section 11303.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 305, 310, and 311, Education Code.

§ 11305. Community Based English Tutoring.

In distributing funds authorized by Education Code sections 315 and 316, the Superintendent of Public Instruction shall allocate the funds and local educational agencies shall disburse the funds at their discretion consistent with the following:

- A. The funds made available by Education Code sections 315 and 316 shall be apportioned by the State Superintendent of Public Instruction to local educational agencies offering Community Based English Tutoring based upon the number of limited English proficient (LEP) pupils identified in the Annual Language Census Survey in the prior year.
- B. The governing boards of local educational agencies may disburse these funds at their discretion to carry out the purposes of this section. Local educational agency governing boards shall require providers of adult English language instruction which receive funds authorized by Education Code sections 315 and 316 to maintain evidence that adult program participants have pledged to provide personal English language tutoring to California school pupils with limited English proficiency.
- C. Local educational agencies may use these funds for direct program services, community notification, transportation services, and background checks pursuant to Education Code section 35021.1 related to the tutoring program.
- D. Local education agencies shall not receive any funds pursuant to Education Code sections 315 and 316 until the first day that Chapter 3 (commencing with Section 300) of Part I of the Education Code is operative for that local educational agency.

Note: Authority cited: Sections 315 and 33031, Education Code. Reference: Sections 315 and 316 Education Code.

# Excerpts of Education Code

## Sections 300-340

SECTION 1: Chapter 3 (commencing with Section 300) is added to Part I of the *Education Code*, to read:

**300.** The People of California find and declare as follows:

- A. Whereas, The English language is the national public language of the United States of America and of the State of California, is spoken by the vast majority of California residents, and is also the leading world language for science and technology, thereby being an important language of economic opportunity; and
- B. Whereas, All parents are eager to have their children master the English language and obtain a high-quality education, thereby preparing them to fully participate in the American Dream of economic and social advancement; and
- C. Whereas, California is home to thousands of multinational businesses that must communicate daily with associates around the world; and
- D. Whereas, California employers across all sectors, both public and private, are actively recruiting multilingual employees because of their ability to forge stronger bonds with customers, clients, and business partners; and
- E. Whereas, Multilingual skills are necessary for our country's national security and essential to conducting diplomacy and international programs; and
- F. Whereas, California has a natural reserve of the world's largest languages, including English, Mandarin, and Spanish, which are critical to the state's economic trade and diplomatic efforts; and
- G. Whereas, California has the unique opportunity to provide all parents with the choice to have their children educated to high standards in English and one or more additional languages, including Native American languages, thereby increasing pupils' access to higher education and careers of their choice; and

- A. Whereas, The government and the public schools of California have a moral obligation and a constitutional duty to provide all of California's children, regardless of their ethnicity or national origin, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important; and
- B. Whereas, The California Legislature approved, and the Governor signed, a historic school funding reform that restructured public education funding in a more equitable manner, directs increased resources to improve English language acquisition, and provides local control to school districts, county offices of education, and schools on how to spend funding through the local control funding formula and local control and accountability plans; and
- C. Whereas, Parents now have the opportunity to participate in building innovative new programs that will offer pupils greater opportunities to acquire 21st century skills, such as multilingualism; and
- D. Whereas, All parents will have a choice and voice to demand the best education for their children, including access to language programs that will improve their children's preparation for college and careers, and allow them to be more competitive in a global economy; and
- E. Whereas, Existing law places constraints on teachers and schools, which have deprived many pupils of opportunities to develop multilingual skills; and
- F. Whereas, A large body of research has demonstrated the cognitive, economic, and long-term academic benefits of multilingualism and multiliteracy.

# Excerpts of Education Code

## Sections 300-340 - con't.

A. Therefore, It is resolved that: amendments to, and the repeal of, certain provisions of this chapter at the November 2016 statewide general election will advance the goal of voters to ensure that all children in California public schools shall receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that provide the California Ed.G.E. (California Education for a Global Economy).

**305.** (a) (1) As part of the parent and community engagement process required for the development of a local control and accountability plan pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2, school districts and county offices of education shall solicit input on, and shall provide to pupils, effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs, as defined in Section 306. This requirement is intended to ensure that all pupils, including English learners and native speakers of English, have access to the core academic content standards, including the English language development standards, as applicable, and become proficient in English pursuant to the state priorities identified in paragraph (2) of subdivision (d) of Section 52060 and of Section 52066.

(2) School districts and county offices of education shall, at a minimum, provide English learners with a structured English immersion program, as specified in Section 306, for purposes of ensuring that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English pursuant to the state priorities identified in paragraph (2) of subdivision (d) of Section 52060 and of Section 52066.

(b) When a school district or a county office of education establishes a language acquisition program pursuant to this section, the school district or county office of education shall consult with the proper school personnel, including, but not limited to, administrators and certificated teachers with the appropriate authorizations and experience.

305 cont. (c) School districts and county offices of education are also encouraged to provide opportunities to pupils who are native speakers of English to be instructed in another language to a degree sufficient to produce proficiency in that language. The non-English language should be at the discretion of the parents, community, and school, depending upon the linguistic and financial resources of the school community and other local considerations. (d) A language acquisition program established pursuant to this section shall comply with the requirements of Section 310.

**306.** The definitions of the terms used in this article and in Article 3 (commencing with Section 310) are as follows:

- a. "English learner" means a child who does not speak English and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficiency or LEP child.
- b. "English language classroom" means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.
- c. "English language mainstream Classroom" Means a classroom in which the pupils either are native English language speakers or already have acquired reasonable fluency in English.
- d. "Sheltered English immersion" or "structured English immersion" means and English language process for young children in which nearly all classroom instruction is in English but with the and presentation designed for children who are learning the language.
- e. "Bilingual education/native language instruction" means a language acquisition process for pupils in which much or all instruction, textbooks and teaching materials are in the child's native language...

## 6174 Education for English Learners

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

No middle school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, or courses required for middle school grade promotion.

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in item #1 above.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

### Staff Qualifications and Training

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional

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## **6174 Education for English Learners (continued)**

development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

### Identification and Assessment

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

### Language Acquisition Programs

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300) At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed. In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

## 6174 Education for English Learners (continued)

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

Whenever a student is identified as an English learner based on the results of the ELPAC, parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

### Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

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## 6174 Education for English Learners (continued)

### Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English.
2. The number and percentage of English learners reclassified as fluent English proficient.
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1.
4. The achievement of English learners on standards-based tests in core curricular areas.
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309.
6. Progress toward any other goals for English learners identified in the district's LCAP.
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above.
8. A comparison of data between the different language acquisition programs offered by the district.

The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

#### Board Approved Revisions:

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March 14, 2019

April 12, 2018

November 7, 2013

August 19, 2004

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## **AR 6174 Education for English Learners**

### Definitions

English learner means a student who is age 3–21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English in his/her home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

### Identification and Assessment

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). (Education Code 313, 52164.1; 5 CCR 11518.5)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5–11518.35.

## **AR 6174 Education for English Learners (continued)**

Based on the initial assessment, the student shall be classified either as initially fluent in English proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The Superintendent or designee shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program.
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement.
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
  - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
  - b. The manner in which the program will meet the educational strengths and needs of the student.
  - c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation.
  - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable.
  - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP.

## **AR 6174 Education for English Learners (continued)**

4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards.
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request.
6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available.
7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered.

### Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
  - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program.
  - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals.

Board Approved Revision: March 12, 2020

## **AR 6174 Education for English Learners (continued)**

- c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators.
- d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion.
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English.
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development.
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals.
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language.
6. The process to request establishment of a language acquisition program not offered at the school.
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

The district shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR 11302)

## **AR 6174 Education for English Learners (continued)**

### Reclassification/Redesignation

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC.
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student.
3. Parent/guardian involvement, including:
  - a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate.
  - b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process.
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level.

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least four years following their reclassification to determine whether any additional academic support is needed.



## **AR 6174 Education for English Learners (continued)**

### Advisory Committees

#### School Level

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code 52176)

#### District Level

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

The DELAC shall advise the Board on at least the following tasks: (5 CCR 11308)

1. Developing a district master plan for education programs and services for English learners, taking into consideration the school site plans for English learners.
2. Conducting a districtwide needs assessment on a school-by-school basis.
3. Establishing a district program, goals, and objectives for programs and services for English learners.
4. Developing a plan to ensure compliance with applicable teacher or instructional aide requirements.
5. Administering the annual language census.
6. Reviewing and commenting on the district's reclassification procedures.
7. Reviewing and commenting on the required written parental notifications.

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

## **AR 6174 Education for English Learners (continued)**

### LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

The DELAC may also serve as the LCAP English learner advisory committee.

Board Approved Revisions:

March 12, 2020

October 10, 2019

March 14, 2019

April 12, 2018

November 10, 2016

November 7, 2013

Effective date: August 19, 2004

Board Approved Revision: March 12, 2020



# HOME LANGUAGE SURVEY



## HOME LANGUAGE SURVEY

Last Name/Family Name of Student \_\_\_\_\_

First Name of Student \_\_\_\_\_

Middle/Second Name of Student \_\_\_\_\_

Age of Student \_\_\_\_\_ Grade Level of Student \_\_\_\_\_

School Name \_\_\_\_\_ Teacher Name \_\_\_\_\_

U.S. Enter Date \_\_\_\_\_ U.S. School Enter Date \_\_\_\_\_

Birthplace \_\_\_\_\_ CA School Enter Date \_\_\_\_\_  
City/State/Country

### Directions to Parents and Guardians

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? \_\_\_\_\_
2. Which language does your child most frequently speak at home? \_\_\_\_\_
3. Which language do you (the parents and guardians) most frequently use when speaking with your child? \_\_\_\_\_
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) \_\_\_\_\_

Your child's English language proficiency is assessed if the answer to questions 1, 2, or 3 is a language other than English.

Please sign and date this form in the spaces provided below, then return this form to the school office. Thank you for your cooperation.

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

Please note: Available translations of the Home Language Survey form are available at CDE [website](#).

ESD Revised 7/1/22

# HOME LANGUAGE SURVEY - Aeries

Upon completing the online registration process in Aeries, parents are asked the following questions:

**Language Information**

**i** In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, Initial ELPAC, if their home language is not English. If a family indicates their child's primary language is not English when enrolling in school, the child will be assessed for English language fluency using the Initial ELPAC.

Which language did your child learn when he/she first began to talk?  
English

Which language does your child most frequently speak at home?  
English

Which language do you (the parents or guardians) most frequently use when speaking with your child?  
English

Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)  
English

Previous Next

Parents may also locate additional information regarding the ELPAC assessment in their Aeries Parent Portal under their child's student info section

Profile  
Demographics  
Contacts  
Data Confirmation  
Data Confirmation Log

Family Information  
Income  
Student  
Contacts  
Documents  
Authorizations  
Final Data Confirmation

Last Confirmed: 8/3/2021 4:14:11 PM

Please review Documents prior to completing the authorizations.

PLEASE NOTE: Documents are view only. If applicable, please print the document and submit to the office. They cannot be completed online or saved. Please click on the box to the right indicating the document was reviewed and to continue to next section.

**Documents**

- Initial ELPAC**  
If you indicate that your child's primary or home language is not English when registering your child for school, your child will be assessed with the English Language Proficiency Assessment for California (ELPAC) and the results will determine if your child qualifies for English Language instruction.
- California Immunization Registry**  
Please submit to school office to allow school to share information with the California Immunization Registry.
- Parent Digital Lockers**  
Please download and review information regarding virtual school-to-home communication.

**Required Documents**

- Parent-Student Handbook/Limited Media Release/Use of Internet Form - Required document must be opened**  
\*Required  
The intent of this material is to inform you of your rights and responsibilities as a parent or guardian and the rights and responsibilities of your child. It is important that you read this material so that you will be informed.
- Safe and Healthy Student Procedures - Required document must be opened**  
\*Required  
Due to the COVID-19 pandemic, the Etiwanda School District has established Safe and Healthy Learning and Work Guidelines for the safety of students and staff. Please visit the district website to review the full document.

**Charlayne Sprague**

Superintendent

**Douglas M. Claffin**

Assistant Superintendent of Business Services

**Laura Rowland**

Assistant Superintendent of Personnel Services

**Jeannie Tavolazzi**

Assistant Superintendent of Instruction and Pupil Services

**Elizabeth Freer**

Executive Director of Special Education



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[www.etiwanda.org](http://www.etiwanda.org)

(909) 899-2451 FAX (909) 803-3025

## English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Parent and Guardian Notification Letter

---

Dear Parent/Guardian:

When registering your child for school, you listed that your child speaks a language other than English. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English.

The Initial ELPAC is a required test that will help identify students who need help learning English by determining whether the student is an English learner or is fluent in English. This is important so they can get the support they need to do well in all school subjects. Your child's voice is being recorded as part of the Speaking portion of the computer-based test. A small percentage of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated.

Based on the Home Language Survey results, **your child will be assessed with the Initial ELPAC.** We will be providing more information on spring testing soon.

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child or have your child read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

You also can review sample test questions on the practice tests, which can be found on the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/>.

If you have any questions about your child taking the ELPAC, please contact [kelly\\_dauids@etiwanda.org](mailto:kelly_dauids@etiwanda.org).

Sincerely,

Dr. Davids, Instruction Coordinator



**Charlayne Sprague**

Superintendent

**Douglas M. Clafin**

Assistant Superintendent of Business Services

**Laura Rowland**

Assistant Superintendent of Personnel Services

**Jeannie Tavalazzi**

Assistant Superintendent of Instruction and Pupil Services

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## **English Language Proficiency Assessments for California (ELPAC) Initial Alternate ELPAC Parent and Guardian Notification Letter**

---

Dear Parent/Guardian:

We know that your child brings many strengths with them to school, but also may need extra support in the classroom. To identify the supports your child needs, they will take the Initial Alternate English Language Proficiency Assessments for California (ELPAC) as listed in their individualized education program, or IEP.

The Initial Alternate ELPAC is the test we use to check how well students understand and communicate in English when it is not the language they speak or use at home. During this test, your child may use sign language, eye gaze, pointing, gestures, alternative communication devices, or other alternate modes to understand and express information. This test gives your child's teacher information about where they need extra support.

You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can:

- Explain to your child that the test is a tool to help them learn and to not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best, and are both there to help, every step of the way.
- Make sure your child gets a good night's sleep and breakfast before testing.

The results will identify where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom. When you receive your child's results, meet with your child's teacher and discuss where they might need additional help.

If you have any questions about your child taking the Initial Alternate ELPAC, please contact [kelly\\_dauids@etiwanda.org](mailto:kelly_dauids@etiwanda.org).

Sincerely,

Dr. Davids,  
Instruction Coordinator

**Charlayne Sprague**

Superintendent

**Douglas M. Clafin**

Assistant Superintendent of Business Services

**Laura Rowland**

Assistant Superintendent of Personnel Services

**Jeannie Tavolazzi**

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## **English Language Proficiency Assessments for California (ELPAC) Summative ELPAC Parent and Guardian Notification Letter**

---

Dear Parent/Guardian:

As an English learner, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring. The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double check test scores and will not be saved or made public. This test will give your child's teacher information about where your child may need extra support.

Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English. The Summative ELPAC will be administered in person at the school site.

You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can:

- Explain to your child that the test is a tool to help them learn and to not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best.
- Explore a practice test with your child at [elpac.org/resources/online-practice-and-training-test/](http://elpac.org/resources/online-practice-and-training-test/) so they are familiar with the platform and setup.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their learning.

You will receive your child's results at or before the beginning of the next school year. The results will identify where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

If you have any questions about your child taking the Summative ELPAC, please contact [kelly\\_davids@etiwanda.org](mailto:kelly_davids@etiwanda.org).

Sincerely,  
Dr. Davids, Instruction Coordinator



**Charlayne Sprague**

Superintendent

**Douglas M. Claflin**

Assistant Superintendent of Business Services

**Laura Rowland**

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## **English Language Proficiency Assessments for California (ELPAC) Summative Alternate ELPAC Parent and Guardian Notification Letter**

---

Dear Parent/Guardian:

We know that your child brings many strengths with them to school, but also may need extra support in the classroom. To identify the supports your child needs, they will take the Summative Alternate English Language Proficiency Assessments for California (ELPAC) as listed in their individualized education program, or IEP.

The Summative Alternate ELPAC is the test we use to check how well students understand and communicate in English when it is not the language they speak or use at home. During this test, your child may use sign language, eye gaze, pointing, gestures, alternative communication devices, or other alternate modes to understand and express information. This test gives your child's teacher information about where they need extra support.

You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can:

- Explain to your child that the test is a tool to help them learn and to not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best, and are both there to help, every step of the way.
- Make sure your child gets a good night's sleep and breakfast before testing.

The results will identify where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom. You will receive your child's results at or before the beginning of the next school year.

If you have any questions about your child taking the Initial Alternate ELPAC, please contact [kelly\\_dauids@etiwanda.org](mailto:kelly_dauids@etiwanda.org).

Sincerely,

Dr. Davids,  
Instruction Coordinator

# Initial Parent Notification Letter

## Federal Title I or Title III and State Requirements

### Student Information

Student		Grade Level		School	
EL Status:		Student ID#		LTEL	
At Risk of LTEL					

Dear Parent(s) or Guardian(s)

A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal laws require us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California Education Code [EC] Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][ii]).

### English Language Proficiency Tests

No English Language Proficiency Tests available

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

While the rate of English language development (ELD) varies between students, many exit the ELD program in 5 years.

### Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher evaluation	Classroom Observation and Performance
Parental Opinion and Consultation	Conducted through an interview
Comparison of Performance in Basic Skills	i-Ready Diagnostic - Reading On grade level performance or above
Classroom performance	Grade of C- or better in Reading (Gr K-5) / ELA (Gr 6-8)

Students who exit the program are monitored for academic success for 4 years.

### Graduation Rate for English Learners 20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is 100 percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Required Criteria ( <i>EC</i> Section 313[f])	Etiwanda School District Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Classroom performance; Grade of C- or better in Reading (Gr K-5) / ELA (Gr 6-8)
Parental Opinion and Consultation	Conducted through an Interview
Comparison of Performance in Basic Skills	Met or Exceeded Standard on CAASPP ELA
iReady Diagnostic - Reading	On grade level performance or above

### Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). 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 (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]).

### Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]).

**Structured English Immersion 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 ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students 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 (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or 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 Etiwanda School District at 909-899-2451 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 (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).



# Annual Parent Notification Letter

## Federal Title I or Title III and State Requirements

### Student Information

Student		Grade Level		School	
EL Status:	EL	Student ID#		LTEL	No
At Risk of LTEL	No	TK	No		

Dear Parent(s) or Guardian(s)

Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California Education Code [EC] Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][ii]).

### English Language Proficiency Tests

Test Name & Date	Results			
ELPAC Summative 2/7/2022	<b>Overall</b>			
	1   2   3   4	1   2   3	1   2   3	1   2   3   4
	2	2	1	2
	(1454)			(1429)
	<b>Reading</b>			
	1   2   3	1   2   3	<b>Written Language</b>	
2	2	3	4	
		(1479)		
ELPAC Summative 4/13/2021	<b>Overall</b>			
	1   2   3   4	1   2   3	1   2   3	1   2   3   4
	3	2	2	3
	(1435)			(1444)
	<b>Reading</b>			
	1   2   3	1   2   3	<b>Written Language</b>	
2	3	3	4	
		(1414)		

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

While the rate of English language development (ELD) varies between students, many exit the ELD program in 5 years.

### Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher evaluation	Classroom Observation and Performance
Parental Opinion and Consultation	Conducted through an interview
Comparison of Performance in Basic Skills	i-Ready Diagnostic - Reading On grade level performance or above
Classroom performance	Grade of C- or better in Reading (Gr K-5) / ELA (Gr 6-8)

Students who exit the program are monitored for academic success for 4 years.

### Standardized Test Results

Test Name & Date	Grade Level	Results
i-Ready Diagnostic Math 8/17/2022	2	Percentile: 11 Placement: K Quantile: 50 Relative Placement: 2 or More Levels Below Scale Score: 372
i-Ready Diagnostic ELA 8/12/2022	2	Lexile: 145 Percentile: 17 Placement: K Relative Placement: 2 or More Levels Below Scale Score: 409
i-Ready Diagnostic Math 3/18/2022	1	Percentile: 19 Placement: K Quantile: 155 Relative Placement: 1 Level Below Scale Score: 383
i-Ready Diagnostic ELA 3/14/2022	1	Lexile: 60 Percentile: 42 Placement: 1 - Early Relative Placement: On Level Scale Score: 442
i-Ready Diagnostic ELA 3/9/2022	1	Lexile: 250 Percentile: 11 Placement: K Relative Placement: 1 Level Below Scale Score: 394
i-Ready Diagnostic ELA 11/30/2021	1	Lexile: 95 Percentile: 43 Placement: K Relative Placement: 1 Level Below Scale Score: 418
i-Ready Diagnostic Math 11/18/2021	1	Percentile: 15 Placement: K Quantile: 65 Relative Placement: 1 Level Below Scale Score: 367
i-Ready Diagnostic Math 8/23/2021	1	Percentile: 28 Placement: K Relative Placement: 1 Level Below Scale Score: 361

i-Ready Diagnostic ELA 8/12/2021	1	Lexile: 200 Percentile: 49 Placement: K Relative Placement: 1 Level Below Scale Score: 402
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### Course Grades

Grading Period	Course	Grade Received	Grade Level
2021/2022 - Trimester 1	Reading	G+	1

### Long-Term English Learner (LTEL)

Long-term English learner (LTEL) means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the California English Language Development Test (CELDT), English Language Proficiency Assessment for California (ELPAC) or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test, or any successor test.

### English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”)

English learner at risk of becoming a long-term English learner means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the CELDT, ELPAC or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts test of the California Standards Tests, or any successor test, he or she is identified as an English Learner at risk of becoming an LTEL.

### Graduation Rate for English Learners 20 U.S.C. Section 6312[e][3][A][vi]

The expected rate of graduation for students in this program is 100 percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). 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 (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

### Language Acquisition Programs Offered

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]).

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students 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 (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]). Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). 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 (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

# K-5 Teacher Input for Reclassification

Teacher Input for Reclassification • 11/09/2022

Test ID #:

Student: , ;

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is subject to occasional progress monitoring from the ELL department. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

## Student Information

First Name		Last Name		Local ID	
Student #		Grade Level		School	
Exited Monitoring Status					

## Monitoring Questions

## Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

Select one	
<input type="checkbox"/>	<b>Reclassify</b> - Student is recommended for reclassification
<input type="checkbox"/>	<b>Don't Reclassify</b> - Student is not recommended for reclassification

## Signatures

Subject \_\_\_\_\_ Date: \_\_\_\_\_



## 6-8 Teacher Input for Reclassification

Teacher Input for Reclassification • 11/09/2022

Test ID #:

Student: , ;

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is subject to occasional progress monitoring from the ELL department. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

### Student Information

First Name		Last Name		Local ID	
Student #		Grade Level		School	
Exited Monitoring Status					

### Monitoring Questions

### Recommendation

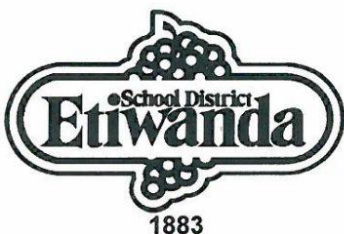
As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

<b>Select one</b>	
<input type="checkbox"/>	<b>Reclassify</b> - Student is recommended for reclassification
<input type="checkbox"/>	<b>Don't Reclassify</b> - Student is not recommended for reclassification

### Signatures

Subject: \_\_\_\_\_ Date: \_\_\_\_\_

**Charlayne Sprague**  
Superintendent  
**Douglas M. Clafin**  
Assistant Superintendent of Business Services  
**Laura Rowland**  
Assistant Superintendent of Personnel Services  
**Jeannie Tavolazzi**  
Assistant Superintendent of Instruction and Pupil Services  
**Elizabeth Freer**  
Executive Director of Special Education



**Board of Trustees**  
Bryna Cadman  
Robert Garcia  
Dayna Karsch  
David W. Long  
Mondi M. Taylor

6061 East Avenue, Etiwanda, California 91739  
[www.etiwanda.org](http://www.etiwanda.org)  
(909) 899-2451 FAX (909) 803-3025

Dear Parent/Guardian of \_\_\_\_\_:

Your child's results on a recent English proficiency test show that your child has made significant improvement in his or her ability to read, write, speak and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Your child showed English proficiency with the following state and district data measurements:

- Summative English Language Proficiency Assessment for California (ELPAC)  
(Test used to measure level of English proficiency)
- iReady ELA Assessment, SBAC ELA score, ELA Grade  
(Needed two out of three data measurements)

As a result of your child's proficiency in their English language skills, he or she is eligible for reclassification from an English learner to fluent English proficiency.

As you know, you play an important role in your child's education. The school welcomes and respects your input. We would like to invite you to join us as a member of the team to discuss the progress of your child and get your input regarding reclassification of your student.

**We have scheduled a meeting on \_\_\_\_\_ at \_\_\_\_\_**

Please let us know if you are able to attend by checking one of the responses below:

- I will attend the meeting as scheduled.
- I will need the following accommodations so that I may attend the meeting:  
\_\_\_\_\_
- I would prefer to participate by telephone. Please contact me at \_\_\_\_\_.
- I will not attend the meeting, but I agree to the team's decision to reclassify my student.
- Please contact me at \_\_\_\_\_ to reschedule.

\_\_\_\_\_  
Parent/Guardian Signature Date

Please sign and return this letter to your child's school. Please feel free to contact me if you have any questions. I may be reached at \_\_\_\_\_.

We look forward to hearing from you.

Sincerely,

**MLL Site Facilitator**

Test ID #:  
Date:  
Time:

## Student Meeting Report

Etiwanda School District Schools

Student:  
Report:  
Page: 1

**Purpose:** Reclassification Meeting

**Created By:**

**Meeting Date:**

School:  
Grade Level:  
  
LEP Status:  
Gender:  
DOB:

Enrolled US:  
ELL Entry US:  
HLS Date:  
Parent Refused ESL:  
Asylee/Refugee:

Years in US Schools:  
IEP:  
SIFE:  
ELL Teacher:

### ELP Assessment Results

Test	Date	Listening				Speaking				Reading				Writing				Overall			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ELPAC (4/1 /Grade 1 /Summative )	3/29/2022																				

### Standardized Test Scores

Date	Grade	Test Name	Scores
	2	<i>i-Ready Diagnostic ELA</i>	Scale Score: 489 Placement: 2 - Early Relative Placement: On Level Percentile: 70 Lexile: 510
	2	<i>i-Ready Diagnostic Math</i>	Scale Score: 419 Placement: 1 Relative Placement: 1 Level Below Percentile: 76 Quantile: 370
	1	<i>i-Ready Diagnostic Math</i>	Scale Score: 423 Placement: 1 - Mid Relative Placement: On Level Percentile: 71 Quantile: 355
	1	<i>i-Ready Diagnostic ELA</i>	Scale Score: 487 Placement: 1 - Late Relative Placement: On Level Percentile: 73 Lexile: 350
	1	<i>i-Ready Diagnostic Math</i>	Scale Score: 414 Placement: 1 - Mid Relative Placement: On Level Percentile: 81 Quantile: 310
	1	<i>i-Ready Diagnostic ELA</i>	Scale Score: 457 Placement: 1 - Early Relative Placement: On Level Percentile: 72 Lexile: 155

### Student Course Grades

Grade Level	Grading Period	Course Subject	Course Name	Grade Received
1	2021/2022 - Trimester 1	ELA	Reading	O-

### Exit Criteria

Please confirm that all of the requirements have been reviewed and the student meets the exit criteria. Data can be viewed by clicking the 'View Test Results' link at the top of the page.

- ELPAC
- SBAC
- i-Ready
- Grades

### Parent/Guardian Recommendation

- Approved - Parent/Guardian approved the student's reclassification to RFEP status during a meeting
- Approved - Parent/Guardian approved the student's reclassification to RFEP status during a phone call
- Not Approved - Parent/Guardian did not approve the student's reclassification to RFEP status

Contact with Parent Could Not be Made (Attempts Listed Below)

---

### Attempt to Contact Parent

Attempts to contact the parent were made on the following dates:

**Attempt One - Date attempted communication with parent/guardian:** 11/03/2022; letter mailed and emailed

**Attempt Two - Date attempted communication with parent/guardian:** 11/07; letter sent home with student

**Attempt Three - Date attempted communication with parent/guardian:**

---

### Reclassification Recommendation

This student has met the criteria to be reclassified from EL to RFEP

- Yes  
 No

---

### Meeting Notes

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### Attendee Signatures:

Site Administrator:

\_\_\_\_\_ Date: \_\_\_\_\_

Site Facilitator:

\_\_\_\_\_ Date: \_\_\_\_\_

Teache:

\_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian:

\_\_\_\_\_ Date: \_\_\_\_\_



# K-5 RFEP Student Monitoring

RFEP Student Monitoring • 11/09/2022  
 Test ID #: \_\_\_\_\_  
 Student: \_\_\_\_\_ ; \_\_\_\_\_

<b>Teacher Name</b>		<b>Due Date</b>	
<b>Teacher Subject</b>		<b>Submitted Date</b>	

This student is a former English Learner (ELs) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

## Student Information

<b>First Name</b>		<b>Last Name</b>		<b>Local ID</b>	
<b>Student #</b>		<b>Grade Level</b>		<b>School</b>	
<b>Exited Monitoring Status</b>					

## Monitoring Questions

1. Academic Performance					
	Never	Seldom	Sometimes	Often	Always
Completes Homework/ Assignments					
Participates in Class					
Self Advocates for Support					
Participates in Group Work					
2. English Language Development Skills					
	Never	Seldom	Sometimes	Often	Always
Struggles with Oral Expression					
Struggles with Written Expression					
Struggles with Listening Comprehension					
Struggles with Reading Comprehension					

## Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

Select one	
	<b>Adequate Progress</b> - student shows adequate progress in the classroom
	<b>Needs Intervention</b> - student is recommended for intervention

## Signatures

Subject: \_\_\_\_\_ Date: \_\_\_\_\_

# 6-8 RFEP Student Monitoring

RFEP Student Monitoring • 11/09/2022

Test ID #:

Student: ; ;

<b>Teacher Name</b>		<b>Due Date</b>	
<b>Teacher Subject</b>		<b>Submitted Date</b>	

This student is a former English Learner (ELs) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

## Student Information

<b>First Name</b>		<b>Last Name</b>		<b>Local ID</b>	
<b>Student #</b>		<b>Grade Level</b>		<b>School</b>	
<b>Exited Monitoring Status</b>					

## Monitoring Questions

1. Academic Performance					
	Never	Seldom	Sometimes	Often	Always
Completes Homework/ Assignments					
Participates in Class					
Self Advocates for Support					
Participates in Group Work					
2. English Language Development Skills					
	Never	Seldom	Sometimes	Often	Always
Struggles with Oral Expression					
Struggles with Written Expression					
Struggles with Listening Comprehension					
Struggles with Reading Comprehension					

## Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

Select one	
<input type="checkbox"/>	<b>Adequate Progress</b> - student shows adequate progress in the classroom
<input type="checkbox"/>	<b>Needs Intervention</b> - student is recommended for intervention

## Signatures

Subject \_\_\_\_\_ Date: \_\_\_\_\_



## ENGLISH LEARNER WITH DISABILITIES RE-CLASSIFICATION WORKSHEET

Student Name:	DOB:	Grade:	Date of Meeting:
Primary Disability:		Secondary Disability:	
Summary of English Language Development services received:			

1. **Assessment Results of Language Proficiency** (Note: The CDE regulations allow the IEP team to designate that a student take an alternate assessment to ELPAC if appropriate).

**Language Proficiency Assessment Taken:**  ELPAC or  Alternate Assessment.

**Current School Year Data:**

ELPAC:

Overall score:	Level:	Oral Language:	Written Language:
Listening:	Speaking:	Reading:	Writing:

Alternate Assessment:

Overall score:	Listening:	Speaking:	Reading:	Writing:
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**Previous School Year Data or ELPAC Re-test Scores (Optional)**

ELPAC:

Overall score:	Level:	Oral Language:	Written Language:
Listening:	Speaking:	Reading:	Writing:

Alternate Assessment

Overall score:	Listening:	Speaking:	Reading:	Writing:
----------------	------------	-----------	----------	----------

- Student met language proficiency level criteria?  Yes  No
- If a student's overall proficiency level was below level 4, did the reclassification team review other informal measures of proficiency and determine that it is likely the student is proficient in English?  
 Yes  No (If the answer is "No," the team should reconvene after additional assessment measures have been collected for review).

**If student took alternative assessment(s), answer the following questions:**

1. If there were indicators of low performance in listening, speaking, reading and/or writing, does the team feel that the student is proficient in English, and low performance areas reflect the student's disability and not a language difference? *Note: Possible Indicators- student has similar academic deficits and error patterns in English as well as primary language, or error patterns in speaking, reading, and writing are typical of students with a disability versus students with language differences, etc.*

Yes  No

*(If the answer is "No," the team should consider whether it is appropriate to reclassify the student at this time).*

2. Does the reclassification team feel it is likely that the student has reached an appropriate level of English Proficiency aligned to their level of functioning and all supports and services have been exhausted?

Yes  No

*(If the answer is "No," the team should consider whether it is appropriate to reclassify the student at this time).*

**2. Teacher Evaluation**

*Note: Having incurred deficits in motivation & academic success unrelated to English language proficiency (i.e., disability) do not preclude a student from reclassification.*

Evaluation was based on:  Classroom performance  District-wide assessments

IEP goal progress  Other:

Does the Reclassification Team feel teacher input/evaluation indicate the student is proficient in English?

Yes  No

*(If the answer is "No," the team should consider whether it is appropriate to reclassify the student at this time).*

Comments:

3. **Parent Opinion and Consultations** was solicited through

Letter to Parent  Parent Conference  Other:

Does the Reclassification Team feel parent input student is proficient in English?

Yes  No

*(If the answer is "No," the team should consider whether it is appropriate to reclassify the student at this time).*

Comments:



**4. Comparison of Performance in Basic Skills**

*Note: Using an objective assessment instrument (statewide assessment or other alternate assessment), assessment of language proficiency score in English Language Arts (ELA) must be at least beginning of basic level to midpoint of basic or low average to average range; for pupils scoring below the cut point, determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student. For Students that do not take statewide assessments, the team may use other quantitative/qualitative data to determine if the student has acquired English based on their ability level.*

**Assessment data utilized:**

Assessment	Dated Administered	Scores
CAASPP/Alternate		
iReady-ELA overall		

Overall academic performance: \_\_\_\_\_

Goal Area	Met (mark NA if student does not have a goal in that area)
Reading	
Writing	
Listening	
Speaking	
Speech	
Language	

Do objective ELA assessments measures indicate the student is performing within a range that enables them to compete effectively with English-speaking peers in a general education class (note that a “general education class” may not be applicable to a student with disabilities if they do not attend a general education core academic class or function at a level lower than same age peers)?

Yes  No

If performance in basic skills in ELA on objective assessment measures **was not** at a range that allows the student to compete with English-speaking peers, answer the following questions to help determine if “factors other than English language proficiency are responsible for limited achievement in ELA”?

Student’s basic skills in ELA assessment appear to be commensurate with his/her intellectual ability due to a disability such as an intellectual disability, specific learning disability, etc., versus a language difference and primary language assessments indicate similar levels of academic performance (if available and applicable) and,

Error patterns noted mirror the patterns of errors made by students with a similar disability versus peers with language differences and student manifests language proficiency in all other areas.

**5. Does the Reclassification Team feel the student’s performance in ELA warrants reclassification?**

Yes  No

# English Learner/Multi-Language Learner Compliance Guide

## How to document in the IEP

If the above criteria are met, the IEP team should convene a meeting to discuss reclassification.

Use the “English Learner with Disabilities Re-Classification Worksheet” to guide the discussion.

If a student is reclassified:

1. Update Demographics and Info/Eligibility page
  2. Update Present levels of Performance page: Review/Update ELPAC scores. Review/update Preacademic/academic/functional skills and Communication. Where appropriate, include data and description of informal measures of proficiency (e.g., Reading i-Ready, class assessments in reading, writing, performance in oral expression, listening comprehension)
  3. Update the Statewide Assessment page to unmark ELPAC assessment areas.
  4. Update Goals to uncheck “Linguistically Appropriate”
  5. Document discussion in the notes. Note all pages that were updated along with any discussion had, parent concerns, and how parent concerns were addressed. In summary of the reclassification determination document...
- If “the student is performing within a range that enables them to compete effectively with English-speaking peers in a general education class.”

OR (when a student is not in general education)...

- That “Student’s basic skills in ELA assessment appear to be commensurate with his/her intellectual ability due to a disability [Intellectual disability, Autism, Specific Learning Disability, etc.] versus a language difference and primary language assessments indicate similar levels of academic performance” (if available and applicable) or, “error patterns noted mirror the patterns of errors made by students with a similar disability versus peers with language differences and student manifests language proficiency in all other areas.”

Additional concluding statement for reclassification:

- “The student has reached an appropriate level of English Proficiency aligned to their level of functioning and all supports and services have been exhausted. As such, the team agrees that the student’s performance in ELA warrants reclassification.”

## FORMULA FOR SUBSTITUTE COVERAGE FOR EL RECLASSIFICATION MEETINGS

**2022-23:** 0-8 No Sub  
8-18 ½ day  
19-30 1 day  
31-48 1 ½ days  
49+ 2 days

### Substitute Coverage by Site:

#### Substitute Coverage by Site:

Site	# of Students Eligible for Reclassification	District Covered Substitute Coverage
CAR	19	1 day
CPL	16	½ day
DCIS	6	no sub
DWL	9	½ day
COL	9	½ day
EAST	8	no sub
EIS	4	no sub
FR	9	½ day
GOL	26	1 day
GRP	13	½ day
HIS	4	no sub
PER	7	no sub
SIS	3	no sub
SOL	5	no sub
TV	21	1 day
WEST	7	no sub
WIN	6	no sub

- Each meeting will take 10 - 15 minutes or perhaps less. (This allows you to complete 4 meetings per hour)
- Be prepared with student grades, assessment results, etc.
- Lupe can assist with paperwork if you invite them to attend the meetings. E-mail to coordinate a date.
- Ask your principal or secretary for help to request the sub using the ERF number provided on the other letter. They are aware of black out days.



Etiwanda School District  
**Long Term English Learner  
 Support Plan**



Student's Name	Grade	School	Teacher	Date
Primary Language	Date Identified as EL			

**Reclassification Criteria**

1. English Language Proficiency Assessment for California (ELPAC) - Level 4
2. California Assessment of Student Performance and Progress (CAASPP) - Met or Exceeded Standard in English Language Arts
3. Grade of C- or Better in English Language Arts on the Most Current Trimester Report Card

Student's Current Performance Levels			
Student's Strengths:			
ELPAC Score	Current	1 Year Prior	2 Years Prior
CAASPP ELA Score	Current	1 Year Prior	2 Years Prior
ELA Grade	Most Current Trimester Report Card Grade		

Other Data and Factors	
Other Data	Factors That May Hinder Student Progress
<p><b>I-Ready – ELA Area(s) of Need - Check all that apply.</b></p> <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> High Frequency Words <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension of Literature <input type="checkbox"/> Comprehension of Informational Text	<p><b>Area(s) of Need - Check all that apply.</b></p> <input type="checkbox"/> Attendance <input type="checkbox"/> Work Habits <input type="checkbox"/> Organizational Skills <input type="checkbox"/> Class Participation <input type="checkbox"/> Behavior <input type="checkbox"/> Other:

Plan of Action	
<p>The school will provide the following:  <b>Check all that apply.</b></p> <input type="checkbox"/> Universal Access Time <input type="checkbox"/> Imagine Learning <input type="checkbox"/> Academic Language Assistance <input type="checkbox"/> Writing Support Strategies <input type="checkbox"/> Administer ELPAC Practice Test	<input type="checkbox"/> Administer CAASPP Practice Test <input type="checkbox"/> Utilization of i-Ready Recommendations <input type="checkbox"/> Opportunities for Cooperative Learning/Engagement Strategies <input type="checkbox"/> Other:

Parent Signature \_\_\_\_\_ Teacher Signature \_\_\_\_\_

Date of parent or guardian meeting/conference: \_\_\_\_\_

# LONG TERM ENGLISH LEARNER SUPPORT PLAN

## Purpose:

- To provide a tool to help teachers analyze, prioritize and plan intervention for Long Term English Learners (LTELs)
- To notify parents of LTELs that their child is struggling to exit the English Learner Program, where they require support, and steps the school is taking to provide added support

## Suggested Timeline for Preparation of Materials:

- August/September
  - Completed paperwork ready to give to middle school principals in early September
- September
  - Teachers share LTEL Support Plan with parents at Parent-Teacher Conferences

## EL Support Team - Plan Preparation:

- The EL Assistant (Lupe) will work with Instruction Department staff (Trevor or Jackie) to query Long Term ELs by middle school site
  - EL
  - Over 6 years in a US school
  - In grades 6 through 8
- The EL Assistant will work with Instruction Department staff to see that the sections of the Long Term English Support Plan document are filled in from “Student Name” through “Student’s Current Performance Levels”
- The EL Assistant and EL Team will prepare a folder for each middle school site with the following contents:
  - A list of all Long Term ELs
  - A copy of each LTEL’s Support Plan with a copy of the Parent Guide for English Learners attached
- The EL Assistant and EL Team will review the LTEL list to determine if any now qualify for reclassification. If so, those names will be highlighted, with a note made on the list that, “Highlighted names indicate that the student is now eligible for reclassification.”
- Each middle school’s LTEL Support Plan folder will be provided to the EL Coordinator for distribution to Principals, their designees or EL Facilitators.

## District EL Coordinator:

- Shares folder with each middle school principal, their designee or EL Facilitator
- Explains that teachers will complete the following sections:
  - Other Data and Factors
  - Plan of Action (based on data analysis of student needs)
- Principals and teachers need to jointly review students who are now eligible for reclassification. If they determine the student will be reclassified, then they should not complete the LTEL Support Plan. They should notify the EL Assistant, Lupe, at extension 3088 so she can ensure the student meets reclassification criteria then add them to the list of students who will be reclassified at a later date.

# LONG TERM ENGLISH LEARNER SUPPORT PLAN - *cont'd.*

## Teacher:

- Analyzes data
- Completes the support plan based on the needs of the student
- Share the plan with the student's parent (It is suggested that the plan be shared at the Parent-Teacher Conference)
- Makes 3 copies of the plan
  - Original – Place in the Yellow EL folder
  - Copy for parent
  - Copy for principal
  - Copy for teacher

## Principal/Designee:

- Explains the LTEL Support Plan process to teachers
  - State requirement
  - Purpose = A meaningful plan for students that is also teacher friendly
  - District supports completing the nuts and bolts part of the document
  - Teachers analyze data and determine instructional supports based on student need (English Language Development, Academics, or Both)
- Distributes the documents
- Makes certain teachers submit a LTEL Support Plan for each student on the LTEL List (collects the copies)
- Sends the EL Assistant (Lupe) the copies of the completed LTEL Support Plans



**PARENTAL EXCEPTION WAIVER  
EDUCATION CODE 311(a): Children Who Know English**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Language Designation: \_\_\_\_\_

My child possesses good English language skills and for that reason I request a waiver of the school's Structured English Immersion (SEI) program. I understand that the object for my child is to be taught English as rapidly and efficiently as possible.

I have personally visited the school to apply for this waiver.

I have been provided a full written description of the intent and content of the SEI program; any alternative courses of study offered by the district; all educational opportunities offered by the district; and educational materials to be used in the alternative educational program choices.

I understand that I must request this waiver, in person, every year for consideration.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**For School Use Only:**

Waiver Granted/Denied: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_



**PARENTAL EXCEPTION WAIVER  
EDUCATION CODE 311(c): Children with Special Needs**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Language Designation: \_\_\_\_\_

My child has special needs and I believe an alternative course of study is better suited for his/her educational development. (Check all that apply and provide a statement).

Educational Needs     Physical Needs     Emotional/Psychological Needs

For this reason, I request a waiver of the Structured Immersion (SEI) program. I understand that the object for my child is to be taught English as rapidly and efficiently as possible.

I have personally visited the school to apply for this waiver.

I have been provided a full written description of the intent and content of the SEI program; any alternative courses of study offered by the district; all educational opportunities offered by the district; and educational materials to be used in the alternative educational program choices.

I understand that I must request this waiver, in person, every year for consideration.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**For School Use Only:**

Waiver Granted/Denied: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Parental Exception Waiver 311

# Status of Parental Exception Waiver for Alternative Bilingual Program

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_

Dear Parent/Guardian

Your request for an exception waiver of the school's Structured English Immersion program has been:

\_\_\_\_\_ **Approved**      \_\_\_\_\_ **Denied**

For the reason listed below (if denied):

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**You have the right to appeal the denial of your waiver request.**

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Approved by: Superintendent \_\_\_\_\_

Date \_\_\_\_\_



## FREQUENTLY ASKED QUESTIONS FOR PARENTS OF MULTILINGUAL LEARNERS

### 1. What does it mean to be classified as an English learner?

A student is classified as an EL when his/her parents indicate that a language other than or in addition to English is spoken in the home AND when the child's initial assessed English language proficiency yields a score indicating that he/she is not yet proficient in English.

### 2. My child speaks English; why is he/she in the EL program?

ELs are legally entitled to receive specialized language and academic support services, until they meet the criteria for RFEP status. Sometimes it may seem to parents that their child speaks English well, but if he/she is not proficient in *academic* English comparable to English proficient peers, they may still need specialized services and support to develop their speaking, listening, reading, & writing.

### 3. If my child is classified as EL, when will the school notify me of that designation?

When a child is identified as an EL, the school will notify you in writing within the first 30 days after school begins. If a parent has questions about the notification letter or any other aspect of the student's program, he/she should make an appointment with the school principal, assistant principal, counselor, and/or EL Site Contact.

### 4. How long will my child likely receive EL instructional services?

ELs are entitled to receive ELD and other specialized academic support services to meaningfully participate in core content classes. A child will receive EL instructional services until he/she meets the criteria for reclassification. Two key indicators include meeting the English proficient performance level on the ELPAC, and scoring at the proficient level or higher on the CAASPP in English Language Arts. For most children, that takes between 4 and 6 years, although some take more time and some take less. Your child's teachers will monitor his/her progress closely to make sure that appropriate progress is made. If your child struggles, he/she will be offered extra help to meet the expected levels of progress in English and in core academic subjects.

### 5. What is Reclassification?

Reclassification is the term given to the process of identifying when an EL no longer needs specialized services to be successful in English learner mainstream classes. Students must meet Reclassification criteria before their language status changes from EL to Reclassified Fluent English Proficient (RFEP).

The school will continue to monitor the progress of RFEPs for at least four years after they are reclassified. If a student's academic progress drops, he/she will be given support or interventions to ensure that they meet grade level expectations.



## FREQUENTLY ASKED QUESTIONS FOR PARENTS OF MULTILINGUAL LEARNERS

### 6. What can I do so my child exits the EL instructional program?

Children exit the EL instructional program of specialized support services when they meet reclassification criteria. Parents need to make sure that their children keep up with their class assignments and homework. Reading with children at home or listening to them read is also helpful. Parents should meet regularly with their child's teacher(s) and other school personnel and should always feel free to contact the school with questions or concerns.

### 7. Since my child doesn't speak English, can he/she learn anyway?

All students use language and all students can learn. The goal is that children will become fluent in English and academically proficient within 5 to 6 years.

### 8. How can I help my child exit the EL instructional program if I don't speak English?

Parents can support their children's linguistic and academic progress in school by speaking regularly with their children about what they are studying and their assignments, even if they do so in a language other than English. The skills a child learns in one language transfer to another, so speaking frequently with your child and building the child's vocabulary in the primary language of the home helps children succeed in developing English language skills.

### 9. Are there funds in the school only for English learners?

Yes. Both the federal government and the state of California provide funds to supplement the general educational program for ELs.

### 10. How much money does the school receive for every English learner?

That amount changes from year to year due to budgetary changes and funding formulas. The ESD District Office can provide the most current information about the amount of money schools receive for each EL.

### 11. Is the EL designation a reason to place my child in the Special Education program?

No. A child is given Special Education services when testing has shown that he or she has a disability and could benefit from specialized education services. A child's identification as an EL does *not* influence his or her identification as having a disability.

### 12. If my child is an EL and in the Special Education program, how can I help him/her exit the EL Instructional program?

A child with disabilities who is also an EL is entitled to receive both sets of services until the student meets reclassification criteria and specialized language services are no longer needed. The responsibility is with the school Language Assistance Team, in consultation with the student's IEP Team, to determine if and when a child no longer has the need for specialized language or academic support services.

## FREQUENTLY ASKED QUESTIONS FOR PARENTS OF MULTILINGUAL LEARNERS

### 13. Who represents me as the parent of an EL at the school?

Every school with 21 or more ELs has an English Learner Advisory Committee (ELAC). The roles and responsibilities of the ELAC are to be well informed of all site and district activities, procedures and policies that directly impact their children. In addition, every school has a SSC. Parents of ELs may participate on those bodies as well.

### 14. Does the law protect my EL student?

ELs are protected under specific laws and Educational Code, as well as by laws that protect all students. In addition, state and federal guidelines specifically outline that all ELs must become proficient in English and master all the academic content required of every student in California.

### 15. Can any teacher teach my EL student?

Teachers require special training and authorizations to teach ELs.

### 16. Are students in a transitional kindergarten (TK) treated as Kindergarten students for purposes of initial identification and ELs?

Yes. Therefore all regulations regarding English learners as outlined in this EL Master Plan would apply.

# GLOSSARY OF TERMS

**Academic language:** Refers to the oral, written, auditory, and visual language proficiency required for students to learn effectively and fluently in schools and academic programs (e.g., language used in classroom lessons, books, tests, and assignments).

**Access to core:** Providing access to the core curriculum means providing EL students with simultaneous access to both the ELD and the core curriculum. In this type of approach, the program would use primary language instruction or primary language support and SDAIE.

**BCLAD:** Bilingual, Cross-cultural Language and Academic Development credential or certificate authorize the holder to teach ELD, SDAIE, primary language content.

**BICS:** Basic Interpersonal Communication Skills – Language used in everyday social interactions. Developed through listening and speaking during the early stages of second language acquisition.

**CAASPP:** California Assessment of Student Performance and Progress (established Jan. 1, 2014)

**CABE:** California Association for Bilingual Education

**CALP:** Cognitive Academic Language Proficiency – A demanding level of oral and written language related to literacy and academic achievement.

**CLAD:** Cross-cultural Language and Academic Development – Credential authorizes the holder to teach ELD and SDAIE.

**CTC:** Commission on Teacher Credentialing

**DELAC:** District English Learner Advisory Committee – Whenever there are 51 or more students in a school district, a DELAC is formed consisting of at least one parent member from each school.

**Designated ELD:** A protected time during the regular school day where teachers use English Language Development standards as the focal standards in ways that build into and from content instruction in order to development critical English language skills, knowledge, and abilities needed for content learning in English.

**DOK:** Depth of Knowledge is a reference to the complexity of mental processing that must occur to answer a question, perform a task, or generate a product. It is also a way to think about content complexity not content difficulty. The four DOK levels are recall, skill/concept, strategic thinking, and extending thinking.

**EL:** English learner status is used to identify a student who is not currently proficient in English and whose primary language is not English. This designation is determined by a state approved assessment.

**ELAC:** English Learner Advisory Committee – Whenever there are 21 or more EL students at a school site, an ELAC is formed consisting of parents of EL students and school staff.

## **GLOSSARY OF TERMS - *cont'd.***

**ELD:** English Language Development

**ELPAC:** English Language Proficiency Assessment for California

**EO:** English Only student – A language classification given to students whose parents list “English” for each question on the Home Language Survey.

**FEP:** Fluent English Proficient

**FPM:** Federal Program Monitoring

**HLS:** Home Language Survey – The approved instrument for determining whether a language other than English is spoken in the home.

**IFEP:** Initial Fluent English Proficient – A language classification for students whose native language is other than English but who have been initially classified as fluent in English based on the CELDT and IPT.

**ILP:** Individualized Language Plan is a district created process to meet the needs of individual ELs, especially long-term ELs who may be struggling linguistically or academically.

**Integrated ELD:** English Language Development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners.

**L1:** The primary or first language spoken by student.

**L2:** The second language a student learns to speak.

**LEA:** Local Educational Agency or local school district

**LIEP:** Language Instruction Educational Program

**LTEL:** Long Term English learner - An English learner who is enrolled in American schools for more than six years and has remained at the same English language proficiency level for two or more consecutive years. LTEL students generally struggle academically due to their limited English skills and are enrolled in grades 6-12.

**MLL:** Multilingual Learners are all students who speak a language other than English at home.

**Newcomer:** A student who is a recent immigrant to the U.S. who has little or no English proficiency and who may have had limited formal education in their native country.

## GLOSSARY OF TERMS - *cont'd.*

**PLD:** Proficiency Level Descriptor – PLDs provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging.

**Primary Language (L1) Support:** The use of a student's primary language to facilitate teaching and learning English in an SEI setting.

**Register:** Refers to variation in the vocabulary, grammar, and discourse of a language to meet the expectations of a particular context. A context can be defined by numerous elements, such as audience, task, purpose, setting, social relationship, and mode of communication (written versus spoken).

**RFEP:** Reclassification – The formal process by which a student is reclassified to fluent English proficient. Reclassification takes place when an EL student meets district reclassification criteria.

**Rigor:** Instruction and/or learning experiences that are academically, intellectually, and personally challenging. Rigor is commonly applied to lessons that encourage students to question their assumptions and think deeply, rather than to lessons that merely demand memorization and information recall.

**SBAC:** Smarter Balanced Assessment Consortium – The next generation assessments that are aligned to the Common Core State Standards in English language arts/literacy and mathematics for Grades 3U8 and 11.

**Scaffolding:** Temporary guidance or assistance provided to a student enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

**SDAIE:** Specially Designed Academic Instruction in English – An approach or set of instructional strategies for teaching academic content for English learners. SDAIE courses at the secondary level are designed for non-native speakers of English and focus on the comprehensibility of the academic courses typically provided to mainstream students.

**SEI:** Structured English Immersion – A classroom setting for English learners in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning English.

**SST:** Student Study Team