



Hacienda La Puente Unified School District

Master Plan for English Learners

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Facts about English Learners in California -CalEdFacts

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In the 2020–21 school year, there were approximately 1,062,290 English learners in California public schools, which is less than the year 2019–20. The CDE provides assistance to local schools and districts to achieve the following goals:

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Meeting these two goals will help close the achievement gap that separates English learners from their native English-speaking peers. In order to accomplish these goals, all English learners are provided with designated and integrated English language development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction in language acquisition program.

Basic Facts—California Language Census: Fall 2020

English learners are a significant portion of California public school students:

- The 1,062,290 English learners constitute 17.7 percent of the total enrollment in California public schools.
- A total of 2,373,563 students (English Learners and Fluent English Proficient) speak a language other than English in their homes. This number represents about 39.5 percent of the state's public school enrollment.
- The majority of English learners (65.6 percent) are enrolled in the elementary grades, kindergarten through grade six. The rest (34.4 percent) are enrolled in the secondary grades, seven through twelve, and in the ungraded category.

Although English learner data are collected for 78 language groups, 93 percent speak one of the top ten languages in the state:

LANGUAGE	PERCENT
Spanish	81.97%
Vietnamese	2.16%
Mandarin	1.82%
Filipino	1.15%
Arabic	1.52%
Cantonese	1.82%
Korean	0.69%
Punjabi	0.81%
Russian	0.78%
Hmong	0.68%



Hacienda La Puente Unified School District Master Plan for English Learners

Table of Contents

<i>Chapter 1: Identification, Assessment and Placement</i>	<i>5</i>
<i>Chapter 2: Instructional Programs</i>	<i>23</i>
<i>Chapter 3: Monitoring of Student Progress and Reclassification</i>	<i>51</i>
<i>Chapter 4: Staffing and Professional Growth</i>	<i>71</i>
<i>Chapter 5: Parent and Community Involvement</i>	<i>79</i>
<i>Chapter 6: Evaluation and Accountability</i>	<i>83</i>
<i>Chapter 7: Funding</i>	<i>92</i>
<i>References</i>	<i>96</i>



Hacienda La Puente Unified School District

Master Plan for Services to English Learners

Board Approval Date: October 11, 2010

Updates: September, 2017

September, 2019

December, 2021

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HLPUSD Vision, Mission & Guiding Principles

Vision

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society

Mission

The Hacienda La Puente Unified School District is dedicated to maximizing the talents, interests, and abilities of all its students, enabling them to meet the challenges and opportunities of a changing world. The district curriculum is based on the California State Frameworks. Classroom instruction is integrated, thematically applied, technologically integrated, and sensitive to the individual learning styles of students and the needs of the multicultural community we serve.

Guiding Principles

Our commitment to partnerships exemplifies our Board's Guiding Principles. Our Board believes students, parents, staff and community have a shared responsibility:

- We believe students, parents, staff and community have a shared responsibility for the establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.
- We believe students, parents, staff and community have a shared responsibility for recognizing the diverse learning styles and individual needs of our students and ensuring all students meet high learning standards.
- We believe students, parents, staff and community have a shared responsibility to create a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive.
- We believe students, parents, staff and community have a shared responsibility to protect and preserve the short-and long-term financial well-being of the District

Chapter ONE

Identification, Assessment and Placement

(EL 3, EL 13, and EL 14)

State and Federal requirements for Programs serving English Learners

EL 3: Each LEA must properly identify and assess all students who have a home language other than English.

EL 3: The LEA must provide notifications to parents and guardians.

EL 12: Professional Development specific to English Learners.

EL 13: Language Acquisition Program options and parent choice.

EL 14: As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which shall include designated and integrated ELD.

1



Initial Identification, Assessment, and Placement

The Hacienda Unified School District (HLPUSD) process for initial identification and placement of students into an appropriate instructional program is shown in *Table 1.1* and is explained in detail below. This process has been adopted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents concerning program options, and placement of students in appropriate programs based on assessment results and parental choice. Student enrollment and assessment take place at the district's Welcome Center, where bilingual staff members are available to meet with parents. The center serves all newly enrolling students.

Procedures for Initial Identification

1. Parents complete a Home Language Survey (HLS) at time of first enrollment at HLPUSD. This survey consists of four questions pertaining to the home language of the family.

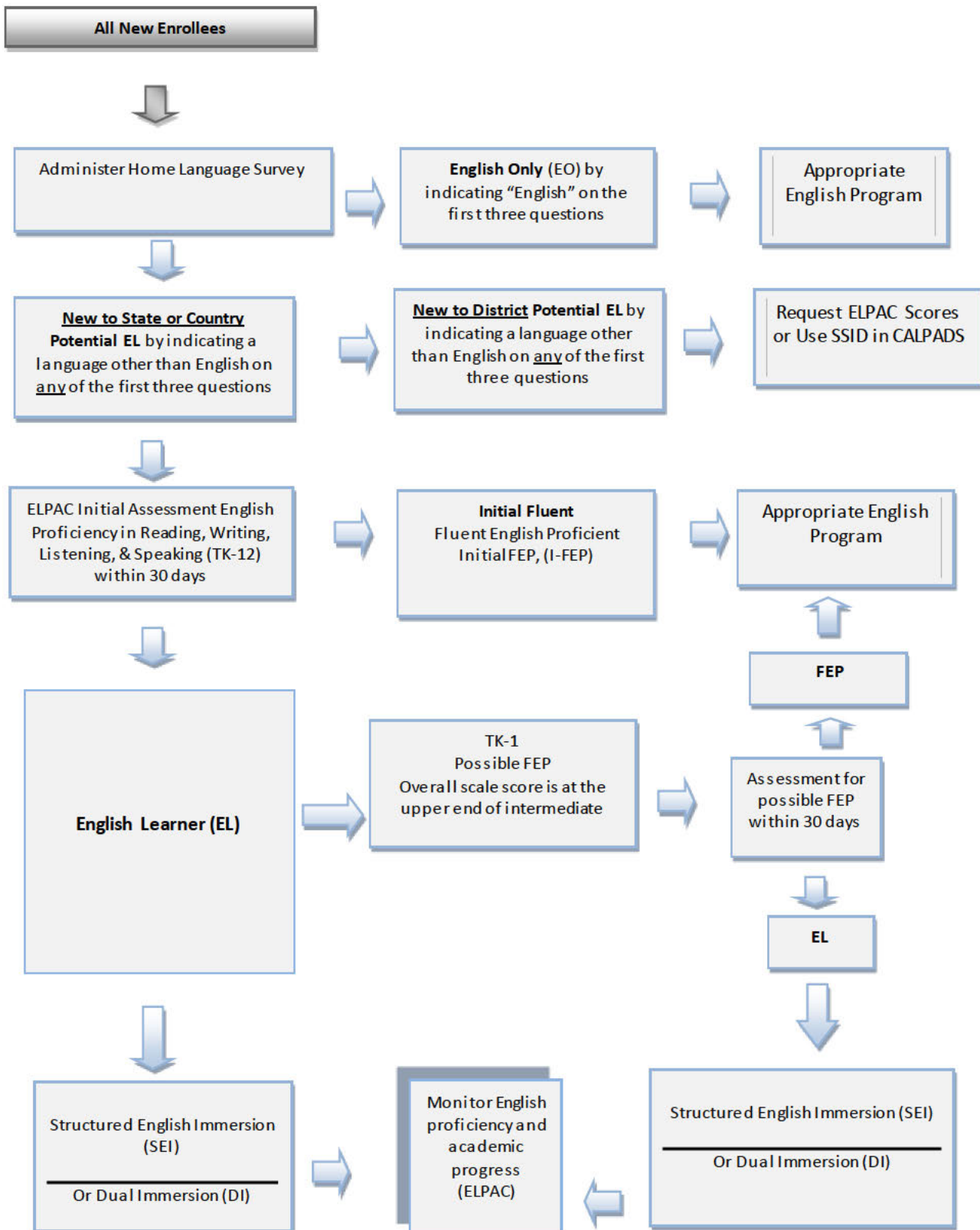
As standard procedure, this form is to be included in the enrollment packet at all TK- 12 schools, and all four questions must be answered.

2. All students (including migrant, special education, and continuation school students) with a language other than English on questions 1, 2, or 3 of the Home Language Survey must be assessed for English language proficiency via the Initial English Language Proficiency Assessment for California (ELPAC) by the Welcome Center staff.

Question 4 does not trigger assessment, but provides additional language background information.

Table 1.1 Initial Identification and Placement chart

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA



If the Home Language Survey indicates an English language proficiency assessment is required, the school informs parents via written notification that their student will be administered an initial English language proficiency assessment. The completed Home Language Survey in the parent's primary language must be kept on file in the student's permanent cumulative folder inside the Pink Cum Insert.

2. Results of the Home Language Survey are coded in the Aeries Student Information System (Aeries SIS) on the Student Demographics > Language Assessment entry screen.

English Language Proficiency Assessment for California (ELPAC)

The ELPAC satisfies the federal law which requires a statewide English language proficiency (ELP) test that local educational agencies (LEAs) must administer to: (1) newly enrolled students whose primary language is not English, as an **initial assessment**; and (2) students who are English learners (ELs) who have not been reclassified as fluent English proficient (RFEP), as a **summative assessment**. The initial ELPAC identifies students who are ELs, or initial fluent English proficient. The summative ELPAC assesses the progress of ELs in acquiring the skills of listening, speaking, reading, and writing in English.

ELPAC regulations require districts to administer the **Initial ELPAC** to all eligible students in kindergarten through grade twelve (K-12), whose primary language is a language other than English, to determine whether they are English learners (ELs), within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1.

Within 30 calendar days of initial enrollment, the District Welcome Center staff administers the Initial ELPAC assessment in the areas of listening, speaking, reading and writing to all students in grades TK-12 whose home language is other than English, as determined by the Home Language Survey.

ELPAC Content and Format

The ELPAC assesses public school students in K-12 in the following four domains in English:

- Listening
- Speaking
- Reading
- Writing

The ELPAC is aligned with the English language development (ELD) standards adopted by the State Board of Education (SBE). The task types included in the ELPAC are detailed in the ELPAC Initial and Summative Domain Information Sheets, located on the [CDE ELPAC web page](#).

The Initial and Summative ELPAC Performance Level Descriptors (PLDs), aligned with the ELD standards, are utilized to determine students' English language proficiency level for program placement and instruction.

Based on the Initial ELPAC results, parents will be notified that their child has been identified as:

- **English Learner (EL)** – A student at the Novice English Learner level who has **Minimally Developed** English skills, with recommended placement in the Structured English Immersion (SEI) program
- **English Learner (EL)**– A student at the Intermediate English Learner level who has **Somewhat Developed to Moderately Developed** English skills, with recommended placement in the Structured English Immersion (SEI) program
- **Initial Fluent English Proficient (IFEP)** – A student at the I-FEP level who has **Well Developed** English skills, with recommended placement in the district's regular instructional program
- English Learners eligible for special education services under Specific Learning Disability- recommended placement based on their Individualized Education Program (IEP)

1.2 ELPAC: Performance Level Descriptors & ELD Standards Proficiency Levels *Comparison*

ELPAC (Initial)	Novice	Intermediate English Learner				IFEP
ELPAC (Summative)	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

ELPAC: Initial Performance Level Descriptors

Level	Description
Initial Fluent English Proficient [IFEP]	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 <i>California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i> .
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 <i>ELD Standards</i> .
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 <i>ELD Standards</i> .

ELPAC: Summative Performance Level Descriptors

Level	Description
4	English learners at this level have <u>well developed</u> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. <u>This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).</u>
3	English learners at this level have <u>moderately developed</u> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. <u>This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</u>
2	English learners at this level have <u>somewhat developed</u> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. <u>This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</u>
1	English learners at this level have <u>minimally developed</u> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. <u>This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.</u>

ELPAC: Students with Disabilities

(ELPAC Test Administration Manual, 2018)

Students may need special testing resources in order to complete one or more domains of the ELPAC, such as universal tools, designated supports, accommodation(s), or an alternate assessment. Accommodations or alternate assessments should be noted in a student's individualized education program (IEP) or Section 504 plan. A change in the testing situation that is considered an accommodation or disability exemption must be marked on the demographics page of the Answer Book for each appropriate domain.

Accommodations

A resource used in the testing situation that is considered an accommodation must be marked on the demographics page of the Answer Book for each appropriate domain. Test examiners who are accessing resources for test administration should refer to Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California (ELPAC), which is found on the CDE [Assessment Information](#) Web page. LEAs must contact the CDE ELPAC team for approval prior to providing an unlisted resource not included in Matrix Four.

Alternate Assessments

IEP teams may determine that a student is unable to participate in one or more domains of the ELPAC, even with accommodations, due to short- or long-term disabilities. In this instance, the student may be tested with an alternate assessment per the student's IEP. Make sure to return an ELPAC secure, scannable Answer Book for the student and mark the Alternate Assessment circle (Field 11) for each appropriate domain. Also note that:

Additional information is available in the *ELPAC Information Guide* on the CDE's ELPAC webpage.

Parental Notifications

Initial Parental Notification Letter

Upon completion of the Initial ELPAC assessment process, parents or guardians of students identified as English learners (ELs) are provided with an Initial Parent Notification Letter that informs them of their child's initial English Learner (EL) or Fluent English Proficient (FEP) status. The English language proficiency assessment results, student placement, program options, exit criteria, and expected rate of graduation from secondary school are outlined in the notification.

School sites will also explain English Learner program options, specific to their site, at Annual EL and subsequent ELAC meetings. Parents must be informed of all school and district activities, procedures, and policies which directly affect their child.

Annual Parental Notification Letter

Parents are informed on an annual basis of their child's continuing identification as an English Learner, until the student is reclassified Fluent English Proficient (RFEP). The English language proficiency assessment results, academic achievement results, identification as a Long-term English Learner (LTEL) or At-Risk of LTEL, language acquisition program options, exit criteria, and expected rate of graduation from secondary school are outlined in the notification.

Within 30 days of initial enrollment, parents of English learners with an Individualized Education Program (IEP), will be informed by the school how the current program will meet the objectives of the IEP **through a 30 day IEP meeting.**

In addition, parents are encouraged to participate in the school site English Learners Advisory Committee (ELAC) and District English Learners Advisory Committee (DELAC) meetings to continue to be informed of services being provided for English learners.



Language Assistance Services for EL Students

All public schools must meet their legal obligations for EL students. When EL students are identified based on a valid and reliable English language proficiency assessment, school districts must provide them with appropriate language assistance services. Language assistance services or programs for EL students must be educationally sound in theory and effective in practice. Student in EL programs must receive appropriate language assistance services until they are proficient in English and can participate meaningfully in the district's education programs without language assistance services.

EL programs must be designed to enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time. Each EL student's English proficiency level, grade level, and educational background, as well as language background, must be considered to determine which EL program services are appropriate for EL students. (p.12 – Dear Colleague Letter, January 2015)

Language Acquisition Program Options and Placement

Language acquisition programs are educational programs designed for English learners to ensure English is acquired as rapidly and effectively as possible, that provide instruction to pupils on the academic content and English Language Development (ELD) standards, through Integrated and Designated ELD. Language acquisition programs shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. (See Chapter Two)

In California, school districts are required to offer, at a minimum, a **Structured English Immersion (SEI)** program option. In addition to the SEI program, our district also offers the **Dual-Language Immersion (DLI)** program.

Both program options for ELs are described below:

Structured English Immersion (SEI) Program:

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Dual-Language Immersion (DI) Program:

Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in kindergarten and continues to eighth grade.

Parental Requests a Language Acquisition Program

Parents may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction, which will be offered at a school to the extent possible. See *HLPUSD Parental Requests for Language Acquisition Programs Protocol*, and *Parental Request for Language Acquisition Program* form.



Parental Rights to Opt Child Out of a School's EL Program

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 Education Opportunity Act of 1974 to provide EL students access to its educational programs.

If a parent/guardian requests to opt their child out of EL program services, the ***Request for English Language Mainstream Program*** form and procedures must be utilized to inform the parent of their child's rights as an EL, the school and district's obligation to EL students, and to document the parent's decision to decline EL services for their child.

Professional Development for Staff and Administrators on Initial Identification, Placement and Parental Rights/Informed Consent

The district will provide ongoing professional development and/or training for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of this EL Master Plan including:

- Initial identification
- Program options and procedures
- Parental rights and informed consent
- EL Roadmap

Those who participate in the training include, but are not limited to the following: district and site administrators, teaching staff, district staff, staff members who work with English learners' student records, office staff members responsible for registration, English Learner program facilitators, special education teachers, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their children.





Hacienda La Puente Unified School District
Multilingual Education Site Based Programs

HOME LANGUAGE SURVEY



Date: _____

School: _____

When a language other than English is noted on your child's Home Language Survey, the law requires us to test your child's English language proficiency. The results of these tests are used to decide the best program placement for your child. We are required to inform you of these test results, our program recommendation, and all the placement options available for your child. (20 United States Code 7012; California Education Code sections 52164.1[b] and [c]; and Title 5 of California Code of Regulation sections 11307[a] and 11511.)

Your cooperation in helping us meet this important requirement is appreciated. Please answer the following questions:

Student **Legal Name** _____
Last First Middle Grade Age

Attended Transitional Kinder: _____ No _____ Yes, at _____ School.

Please provide two phone numbers. #1 _____ #2 _____

Date First Attended a California Public School _____

Birthdate _____ Gender F M (Circle one)

1. Which language did your son or daughter learn when he/she first began to speak? _____
2. What language does your son or daughter most frequently use at home? _____
3. What language do you use more frequently to speak to your son or daughter? _____
4. Name the language most often spoken by the adults at home: _____

Signature of Parent/Guardian _____

Rev. 08/2020



I acknowledge that I have read and answered each question to the best of my knowledge and I understand when a language other than English is noted on my child's Home Language Survey, the law requires the school district to test my child's English language proficiency. The results of this assessment are used to decide the best program placement for my child. 20 United States Code 7012; California Education Code sections 52164.1[b] and [c]; and Title 5 of California Code of Regulation sections 11307[a] and 11511.)

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
ENGLISH LEARNER PINK CUM INSERT

Name _____ School _____

Primary Language _____

CA School Entry Date _____

DOB: _____

US School Entry Date _____

Initial Identification Date _____

Grade _____

Special Programs	
Title I	
Migrant	
Sp.Ed	
Speech	
GATE	
Other	

_____ Parent Request for Mainstream or Dual Language Immersion Program
Date (circle one) if applicable and include a copy

R – RECLASSIFICATION DATE _____

CONTENT CHECK LIST

_____ Home Language Survey (*Stapled to back cover*)
_____ Initial English Language Proficiency Results (Original)
_____ Student Data Transmittal (SDT/SIS) Form
_____ Parent Notification of Initial Identification

Primary Language (L1) Assessment (*When Administered*)

_____ Listening/Speaking (K-12)
_____ Reading (Grades 2-12)
_____ Writing (Grades 2-12)

_____ Parent Notification Letter of Re-enrollment (copy)
_____ Reclassification Form (*when applicable*)
_____ I-SPELL (*If Applicable*)
_____ State Assessment Results
_____ ELPAC Annual Results (School Site)
_____ Other (*Specify*)





Hacienda La Puente Unified School District Multilingual Education/School Based Programs INITIAL PARENT NOTIFICATION LETTER Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary language: _____

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][i],[vi]).

Language Assessment Results (20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial Assessment Performance Level
Overall	Status: <Overall_Performance_Level> Score: <Overall_Score>
Oral Language (Speaking and Listening)	<Oral_Level>
Written Language (Reading and Writing)	<Written_Level>

Based on results of the English language proficiency assessment, your child has been identified as an *[Insert Calculated_ELAS]* student.

Your child is participating in an Individualized Education Program (IEP), which is on file: *[Insert Yes or No]*

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria (20 U.S.C Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Hacienda La Puente USD exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	HLPUSD Reclassification Criteria Grades K-12
English Language Proficiency Assessment	ELPAC: Overall Score of Level 4/Well Developed
Teacher Evaluation	Grades K-2 Progress Report Card: No more than one (2); no (1)s Grades 3-5: Overall Achievement Marks for all 5 ELA Grades - At least 4 out of 5 marks A's and B's; No more than 1 C; No D's or F's Grades 6-12: C or better in ELA on progress report.
Parental Opinion and Consultation	Parents are notified and given an opportunity to consult with school staff during the reclassification process.
Comparison of Performance in Basic Skills	Grades 3-12: Standard Met or Exceeded for ELA on CAASPP District ELA Interim Assessments: Grades K-2: 75% or better on the most recent ELA Interim Assessment Grades 3-12: Met or Exceeded the District Core ELA Benchmark level. <i>OR Alternative Criteria:</i> Met or exceeded the mean percent correct on <i>ELA Interim Assessment</i> scored by same grade English Only students
	*SWD – For students with disabilities, refer to the IEP.

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 79.7 percent or higher.

Graduation rates displayed on the Graduate Data report, is available on the Local Educational Agency (LEA) California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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]). We also offer the following language acquisition programs:

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.

Dual-Language Immersion (DLI) Program: Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.

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 Blanca Risco, Executive Director, Multilingual Education/School Based Programs at (626) 933-4340 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]).



Hacienda La Puente Unified School District Multilingual Education/Site Based Programs **ANNUAL PARENT NOTIFICATION LETTER** Federal Title I or Title III Requirements

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

Student ID # _____ Date of Birth: _____ Grade: _____ Primary language: _____

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 must 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 contains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]). *Your child's most recent assessment results are shown below.*

Language Assessment Results (20 U.S.C Section 6312[e][3][A][ii])

Composite	Scale Score	Performance Level
Overall	<i>[insert overall scale score]</i>	<i>[insert overall performance level]</i>
Oral Language	<i>[insert oral language scale score]</i>	<i>[insert oral language performance level]</i>
Written Language	<i>[insert written language scale score]</i>	<i>[insert written language performance level]</i>

Domain	ELPAC Performance Level
Listening	<i>[insert listening performance level]</i>
Speaking	<i>[insert speaking performance level]</i>
Reading	<i>[insert reading performance level]</i>
Writing	<i>[insert writing performance level]</i>

Your child is participating in an Individualized Education Program (IEP), which is on file: [Insert Yes or No]

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C. Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria (20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	HLPUSD Reclassification Criteria Grades K-12
English Language Proficiency Assessment	ELPAC: Overall Score of Level 4 / Well Developed
Teacher Evaluation	Grades K-2 Progress Report Card: No more than one (2); No 1s Grades 3-5: Overall Achievement Marks for all 5 ELA Grades - At least 4 out of 5 marks A's and B's; No more than 1 C; No D's or F's Grades 6-12: C or better in ELA on progress report.
Parental Opinion and Consultation	Parents are notified and given an opportunity to consult with school staff during the reclassification process.
Comparison of Performance in Basic Skills	Grades 3-12: Standard Met or Exceeded for ELA on CAASPP District ELA Interim Assessments: Grades K-2: 75% or better on the most recent ELA Interim Assessment Grades 3-12: Met or Exceeded the District Core ELA Benchmark level.

	<i>OR Alternative Criteria:</i>
	Met or exceeded the mean percent correct on <i>ELA Interim Assessment</i> scored by same grade English Only students
	*SWD – For students with disabilities, refer to the IEP.

Academic Achievement Results
(20 U.S.C. Section 6312[e][3][A][ii])

Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures	Other Measure
English Language Arts	<i>[insert English language arts results]</i>	<i>[insert English language arts results]</i>
Mathematics	<i>[insert mathematics results]</i>	<i>[insert mathematics results]</i>

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 79.7 percent or higher. Local educational agency (LEA) graduation rates are displayed on the Graduate Data report, which is available on the California Department of Education DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

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

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

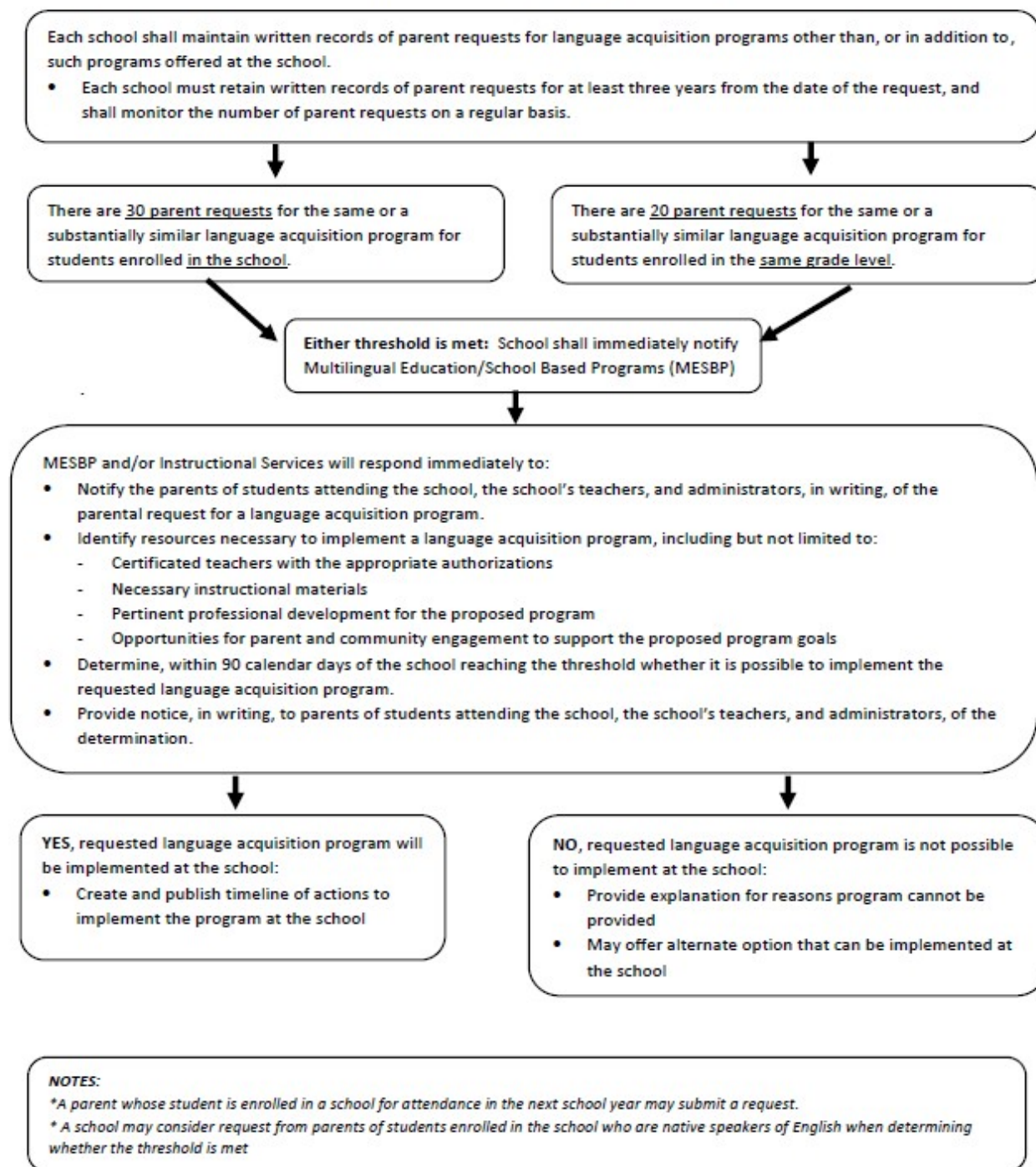
- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.
- **Dual-Language Immersion (DLI) Program:** A language acquisition program also referred to as **Two-Way Immersion** that provides 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. This program begins in Kindergarten and continues to eighth grade.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (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 Blanca Risco, Executive Director, Multilingual Education/School Based Programs at (626) 933-4342 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 Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

HLPUSD Parental Requests for Language Acquisition Programs Protocol



09/19/17



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
15959 EAST GALE AVENUE • P.O. BOX 60002 • CITY OF INDUSTRY, CALIFORNIA 91716-0002 • (626) 933-3800

PARENTAL REQUEST FOR LANGUAGE ACQUISITION PROGRAM
Multilingual Education/Instructional Services

School: _____ **Date of Request:** _____

Parent/Guardian Information:

Name(s): _____

Address: _____

Home Phone: _____ **Cell Phone:** _____

Email Address: _____

Student Information:

Name: _____ **Birth Date:** _____

Home School: _____ **Grade Level:** _____

Native/Home Language Spoken: _____

My child is an English Learner: ☐ Yes ☐ No

I request the following language acquisition program for my child at this school:

☐ **Dual Language Immersion Program:** Instruction provided in both English and the target language to develop literacy and academic proficiency in both languages (select requested target language):

☐ Spanish ☐ Mandarin ☐ Korean **Other:** _____

☐ **Transitional or Developmental Bilingual Program:** Instruction for English Learners using English, and the child's native language to develop literacy and academic proficiency in both languages (select requested language):

☐ Spanish ☐ Mandarin ☐ Korean **Other:** _____

Parent Signature: _____ **Date:** _____

Return to school office.

For office use only:

☐ Phone Request ☐ Verbal Request **Initials of staff member taking this request:** _____

Number _____ **of 30 requests for the school**

Number _____ **of 20 requests for the same grade level**

Vision Statement:
The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society.



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
Office of Multilingual Education/School Based Programs
REQUEST FOR ENGLISH LANGUAGE MAINSTREAM PROGRAM



Student _____ School _____ Grade _____ Age _____

Description of the English Language Mainstream (ELM) Program

- English Learners (ELs) placed along with English only and Fluent English Proficient students/no Designated ELD services
- **ELs continue to receive Integrated English Language Development (ELD) through district adopted core materials until reclassified as Fluent English Proficient**

Description of Structured English Immersion (SEI) Program

I have been informed of the district recommended SEI program of instruction for my son/daughter, which includes the following

for students who score at levels 1-3 on the English Proficiency Assessments for California (ELPAC):

- Designated English Language Development (ELD), including reading
- Integrated ELD with Specially Designed Academic Instruction in English (SDAIE/Sheltered Instruction)
- Academic support (translation, clarification, and/or instructional materials) through the primary language, when available

Structured English Immersion Program (SEI) – Designated ELD

☐ refused/withdrawn

I am requesting an ELM Program for my child and refusing the district recommended SEI Program of instruction as described above. I understand that my child **will continue to receive Integrated ELD with SDAIE as required, and will remain an English Learner (EL)** until he/she meets criteria for reclassification to Reclassified Fluent English Proficient (R-FEP).

Parent Signature: _____ Date: _____

Criteria for Reclassification:

- **English Proficiency:** English Language Proficiency Assessments for California (ELPAC)
 -Overall Score of 4
- **Standards Based Assessments:**
 -Current CAASPP – English Language Arts (ELA) – Standard Met or Exceeded
 -District ELA Interim Assessment: Met or Exceeded the District Core ELA Benchmark Level or most current Alternate

Criteria.

Academic Performance: Report Card or Multiple Measures

- Grades K-2: Progress Report Card: No more than one (2); No (1)s
- Grades 3-5: Overall Achievement Marks for all 5 ELA Grades. At least 4 out of 5 marks A's and B's and no more than 1 C. No D's or F's.
- Grades 6-12: C or above in English Language Arts

*For Students with Disabilities (SWD), refer to student's Individualized Education Plan (IEP)

For School Use Only:

Comments _____

Principal's Signature: _____ Date: _____

Chapter TWO

Instructional Programs

(EL 15)

State and Federal requirements for Programs serving English Learners

EL 15: Access to Standard Instructional Programs

EL 15.0: Academic instruction for ELs in grades TK–12 must be designed and implemented to ensure that ELs meet the LEA’s content and performance standards for their respective grade levels within a reasonable amount of time. Academic instruction may be facilitated by the SBE EL Roadmap policy.

EL 15.1: Each LEA must ensure that ELs in middle and high school are not denied participation in the standard instructional program.

EL 15.2: Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in TK–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable.

2



Instructional Program Descriptions for English Learners (TK-12)

Structured English Immersion (SEI) Program

As outlined in Chapter I, school districts are required to offer, at a minimum, a **Structured English Immersion (SEI)** program option.

Students at the Emerging, Expanding, Bridging levels are placed in a Structured English Immersion (SEI) Program (*Table 2.1*). SEI is the English language acquisition program focused on students acquiring English as rapidly and effectively as possible in order to meet grade level standards in the content areas while they are learning English.

The SEI program is designed to develop the student's abilities in English as quickly as possible and may include primary language support in the content areas as part of the "plan to overcome academic deficits."

SEI Program Requirements

The SEI program must include:

- Daily Designated English Language Development (ELD) instruction, which is **core** for English Learners (Minimum 30 minutes of ELD instruction required; 45 minutes to 1 hour recommended)
- Program materials that are district adopted texts and grade level standard material (*Tables 2.2 and 2.3*)
- Integrated ELD in core content delivered through Specially Designed Academic Instruction in English (SDAIE)* and may include support in the student's primary language
- A plan to overcome any "academic deficits" incurred while the student is acquiring English proficiency

*SDAIE: Specially Designed Academic Instruction in English - An instructional methodology designed to make content lessons comprehensible.

Table 2.1

Instructional Program Placement for English Learners		
Summative ELPAC Levels	Proficiency Levels (ELD)	Program Placement
Level 4 Well Developed	Bridging – Upper Range <i>Minimum to Occasional linguistic support</i>	Structured English Immersion (SEI)
	Bridging <i>Light to minimal linguistic support</i>	Structured English Immersion (SEI)
Level 3 Moderately Developed	Expanding <i>Requires substantial to moderate support</i>	Structured English Immersion (SEI)
Level 2 Somewhat Developed		
Level 1 Beginning	Emerging <i>(Immigrants/Newcomers)</i>	Structured English Immersion (SEI)
English Learners with IEPs		<i>Other instructional setting as per Individualized Education Program</i>

Comprehensive English Language Development Program

In a comprehensive English Language Development (ELD) program, all teachers should attend to the language learning needs of their EL students in systematic, explicit, and strategic ways that promote the simultaneous development of content knowledge, advanced levels of English, as well as bilingualism and biliteracy (as appropriate), with the ultimate goal of students achieving academic success.

The California ELD Standards describe the key knowledge, skills, and abilities that ELs need to access and engage with grade-level content for academic achievement. The CA ELD Standards in particular, align with the knowledge, skills, and abilities for achieving college and career readiness described in the California State Academic Standards for English Language Arts and Literacy, Mathematics, History/Social Science, Science, and Technical Subjects. (See the California

Department of Education: ELD Standards website for more information.)

English learners 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.

ELD instruction is mandatory for all ELs, and will occur daily until reclassification. All English learners (ELs) enrolled in HLPUSD must receive Integrated ELD to provide access to the core grade level curriculum, and Designated ELD to specifically support EL's English proficiency levels. ELs are provided with a broad course of study to support achievement at high levels on performance assessments in preparation to meet graduation requirements, UC/CSU admission requirements and/or career pathways upon graduation.

To ensure English learners have access to the rigorous CA Academic Standards for English Language Arts (ELA), the California State

Board of Education (SBE) recognizes that English learners require specialized instruction as they develop academic English. English learners receive academic language development support in core classes through Integrated English Language Development (I-ELD). In addition, specialized support is provided during Designated English Language Development (D-ELD) based on English learners' identified level of English language proficiency.

Comprehensive English Language Development (ELD) is defined by California's English Language Arts/English Language Development Framework as an instructional program that consists of both **Integrated** ELD and **Designated** ELD.

Integrated ELD is taught throughout the day and across the disciplines in which all teachers use the CA ELD Standards *in tandem* with the focal CA academic standards for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress.

Integrated ELD must include these essential features. (See *Figure 2.23*.)

- Interactive and Engaging
- Meaningful and Relevant
- Intellectually-Rich and Challenging
- Build on Prior Knowledge
- Scaffolding
- Focus on Content Knowledge
- Value Primary Language

Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English. This means that Designated ELD is not separate and isolated from ELA and other content areas. Instead, Designated ELD is an opportunity for protected time during the regular school day to support ELs to develop discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks.

Designated ELD is further described as:

- A core subject for all ELs at the Emerging, Expanding, and Bridging levels
- A protected time during the regular school day
- A separate time outside of Language Arts instruction
- Instruction is provided daily for a minimum of 30 minutes; 45 minutes to 1 hour is recommended
- An intentionally planned, deliberate, and strategic component of a comprehensive instructional program for ELs
- Alignment of CA ELD Standards with ELA and Content Standards

Designated ELD instruction must include these essential features. (See *Figure 2.23*)

- Intellectual Quality
- Academic English Focus
- Extended Language Interaction
- Focus on Meaning
- Focus on Forms
- Planned and Sequenced Events
- Scaffolding
- Clear Lesson Objectives
- Corrective Feedback
- Formative Assessment Practice

All English Learners receive daily ELD instruction through Integrated and Designated ELD in the both the Structured English Immersion (SEI) program, and the Dual Language Immersion program models.

Comprehensive ELD for ELs with Disabilities

The District is obligated to ensure that any student with disabilities who is also an EL becomes proficient in English and has meaningful access to core content. As with All ELs, ELs with an IEP are expected to make progress in English language proficiency and academic content mastery. To attain this, instructional programs for ELs with IEPs should include ELD as a key component of instruction to ensure access to core content. Integrated and Designated ELD instruction should be implemented to promote proficiency in English and academic progress for ELs with IEPs.

Whenever possible, ELs with disabilities should receive ELD instruction in the least restricted environment in the mainstream classroom with student of like age/grade and language proficiency. The IEP team will decide placement of ELs with special needs and determine if they will participate in a comprehensive ELD program with general education like peers or in a special education classroom setting, based on individual student needs. The IEP team additionally will discuss monitoring the student's progress in ELD.

Programming and Instruction for ELs

There are several factors for educators to consider when designing programming and instruction for ELs. A key factor is determining the EL typologies that make up a school site's EL population. Factors to consider are EL's age and English proficiency levels, as well as the size of the EL population. EL typologies include the following:

- **ELs on Track:** ELs who have been enrolled in U.S. schools for less than four years and are meeting minimum progress expectations
- **EL Newcomers:** ELs who have been enrolled in U.S. schools for less than two years
- **EL students with limited or interrupted formal education:** Newcomer students who have had limited or interrupted schooling
- **At-Risk of Long Term EL:** ELs who have been in third through 12th grade for four to 5.9 years
- **Long Term English Learners (LTEs):** ELs in sixth through 12th grad who have completed six full years in U.S. schools (i.e., beginning their seventh year and beyond) without meeting the criteria for reclassification
- **EL Students with Disabilities:** ELs who have been identified as both ELs, as well as in need of Special Education supports
- **ELs identified as Gifted and Talented (GATE):** ELs identified as GATE and receiving GATE differentiated instructional strategies
- **Reclassified Fluent English Proficient (RFEP):** ELs who have met the criteria demonstrate proficiency in English

- **Ever English Learners (Ever-ELs):**
Currently classified ELs and RFEPs.

Scheduling for English Learner Education

After establishing an understanding of the school's EL population, and considering the language instruction programs (SEI and/or DI) currently offered at the school, next steps for schools involves determining the classroom and/or course placement of ELs for Designated and Integrated ELD instruction.

Scheduling ELs for Designated and Integrated ELD should maximize resources and serve EL students effectively. In general, ELs should have access to the required time per day for all contents areas, with the required amount of Designated ELD by students' EL proficiency level. Scheduling decisions may also include adjustments in schools based on small, moderate, or large EL populations, EL population typologies, teacher certification including full EL authorization. (*See SupportEd at www.GetSupportEd.net*)

Elementary (TK-5) ELD Course of Study

In the elementary grades, Integrated ELD is embedded in all lessons conducted in English and incorporated through differentiated instructional practices with the content areas. In addition, for a portion of the day, students participate in Designated ELD, which targets each student's language proficiency level. This Designated ELD time generally occurs as an extension of the literacy block and it is directly linked to the topics and content of literacy and other content-area lessons. ELD instruction for EL students in grade 6 self-contained classrooms additionally utilize this model.

The Designated ELD program is designed to lead and guide students through the levels of English language proficiency: Emerging, Expanding and Bridging. Students are expected to progress through one or more levels every year. The District-adopted core curriculum is utilized to provide grade level ELA/ELD instruction. (*See Table 2.2, TK-5 Program Scheduling and Materials for ELs*)

Secondary (6-12) ELD Course of Study

In secondary-level grade 6-12, ELs are placed in ELD courses designed to help them develop full proficiency in English. Schools should consider EL years classified as an EL in U.S. schools and overall assessment scores on the ELPAC and the CAASPP English Language Arts, as the primary indicators when determining a student's ELD course placement. *(See Table 2.3A, HLPUSD Adopted Curriculum, and 2.3B 9-12 Program Scheduling and Materials for ELs)*

Other data sources may be used to inform placement when an EL student's scores indicate higher or lower proficiency levels than the ELD level indicated by the number of years in the EL program, such as District ELA Assessment results, current grades, or other indicator(s). Individual cases may be evaluated by designated school staff to assist in the most appropriate placement as needed.

Secondary students are placed in the following categories of courses:

- **Designated ELD courses:** For students at the earlier stages of English proficiency, from Initial ELPAC novice or intermediate, and Summative ELPAC minimally developed, somewhat developed, or moderately developed.
- **English Language Arts courses with Integrated and Designated ELD:** For students who are at the later stages of English proficiency, from Summative ELPAC moderately to well-developed.
- **Differentiated instruction** is provided within Designated and Integrated ELD courses for LTELs (students enrolled as EL for 5 or more years, and At Risk of LTEL (students enrolled as EL for 4 or more years) who are performing below grade-level expectations on standardized test and who have not demonstrated proficiency on the Summative ELPAC. Concurrent enrollment in the student's grade level English Language Arts course is required.

Integrated ELD for Content Instruction

The term Integrated ELD is used to refer to ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to the CSS corresponding to respective content areas for ELA/Literacy to support ELs' linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California schools should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of language as a complex and dynamic resource for making meaning, and they develop language awareness. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multi-media, and they develop proficiency in shifting language use based on task, purpose, audience, and text type.

The intent of Integrated ELD is to increase student disciplinary literacy in English language arts, math, social science, science, and arts as measured by the CSS, including the CA ELD Standards. All teachers with ELs in their classrooms use **Part I and Part II** of the CA ELD Standards throughout the day and in tandem with the CSS for ELA/Literacy and other content area standards to support their ELs linguistic and academic development and achievement. Teachers in each, for example:

- Routinely examine the texts and tasks used for instruction to identify language that may be challenging for ELs.
- Identify opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas).
- Observe students to determine how they are using the targeted language.
- Adjust whole group instruction, work in small groups, and/or with individuals to provide adequate and appropriate support.

(CDE ELA/ELD Framework, Chapter 2, p 108-112)

Flexibly Grouping Students for Integrated ELD Instruction

Grouping ELs for Integrated ELD instruction should be flexible based on the results of formative assessment that identifies students' needs in a subject area. Flexible grouping should be fluid and change on an ongoing basis, based on the results of formative assessment in each content area.

Considerations for Grouping for Integrated ELD at the Elementary Level

- When small group instruction or student work time (not whole group instruction of the core content) is provided during the ELA block, ELs can also be flexibly grouped in small groups for Integrated ELD instruction by the classroom teacher. However, it is imperative that they not be pulled out for Integrated ELD instruction (by any teacher) during ELA whole group instruction when new lessons or concepts are being introduced.
- Ensure ELs' schedules allow for mathematics instruction for the daily required amount of time.
- When small group instruction or student work time is provided during the mathematics block, ELs can also be flexibly grouped in small groups for Integrated ELD in mathematics by the classroom teacher. However, ELs should not be pulled out for Integrated ELD during the delivery of core instruction when new lessons or concepts are being introduced.
- Provide science, social studies, and health instruction (with Integrated ELD) to ELs for at least the same amount of instructional time as other students. These content areas can be provided to ELs as described above for language arts and mathematics.
- Ensure ELs have access to art, music, and physical education for at least the same amount of instructional time as other students. It is important for ELs to also have access to this type of instruction as they are developing their English skills, therefore pulling ELs out for Designated ELD during other instruction is not recommended.

Flexibly Grouping Students for Designated ELD

For small group instruction, students can, and should, be flexibly grouped based on results of formative assessment indicating areas of student needs. It is essential to use the results of ongoing, formative assessment to guide and tailor instruction for each individual student, and to understand students' background knowledge for the purpose of flexibly grouping EL students with common needs together for targeted small group Designated ELD instruction. For example, LTELs within or across classrooms could be flexibly grouped in small groups to work on common needed skills in literacy for part of the day. Students can, and should, be regrouped based on formative assessment results in each content area, to work on common areas of need; for example, a student might be at the Expanding level in science and at the Bridging level in math. Flexible grouping should be fluid and change on an ongoing basis.

It is important to note that Designated ELD instruction time is not intended to isolate or segregate ELs. Rather, Designated ELD instruction is for use as a protected time, during which ELs receive the type of instruction that accelerates their English language and literacy development (*CA ELD Framework, Chapter 2, p 188*).



Figure 2.23. Essential Features of Designated ELD Instruction

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.
2. **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
3. **Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.
4. **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
5. **Focus on Forms:** Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.
6. **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.
7. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
8. **Clear Lesson Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content standards.
9. **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.
10. **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.






The ELA/ELD Framework was adopted by the California State Board of Education on July 9, 2014. The ELA/ELD Framework © 2014 by the California Department of Education. Chapter 2.

Essential Features of Integrated ELD Instruction

1. **Interactive and Engaging:** Provide opportunities to learn by collaborating with peers to read texts, talk about texts, and engage in meaningful interactions with texts, such as locating interesting information together. (p. 63)
2. **Meaningful and Relevant:** Make literary experiences more relevant to students' interests, everyday life, and important current events. (p. 63)
3. **Intellectually-Rich and Challenging:** Promote higher order thinking skills and interdisciplinary approaches that integrate the use of technologies, inquiry, and problem-based learning. (p. 60)
4. **Build on Prior Knowledge:** Linking what a student is learning or saying to previous or prior knowledge to learning to come (preview). (p. 101)
5. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge and provide the appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time. (p. 117)
6. **Focus on Content Knowledge and Academic English:** Content teachers with ELs in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and their own content standards. (p. 106)
7. **Value Primary Language:** Primary language is a valuable resource that enhances learning of English through cross-language transfer of language and literacy skills. (p. 105)

The ELA/ELD Framework was adopted by the California State Board of Education on July 9, 2014. The ELA/ELD Framework © 2014 by the California Department of Education. Chapter 2.

Table 2.2

Grade K-5 Program Scheduling and Materials for English Learners					
Structured English Immersion (SEI)	Program Placement	ELPAC Level (Overall Score)	Designated ELD Minimum 30 minutes daily <u>required</u> (45-60 recommended)	English Language Arts	Integrated ELD: Math, Science, Social Studies
	SEI <i>Aeries Education Program</i> Code – 305	Bridging ELPAC score in upper range in Level 3 through Level 4 *US enrollment date 3 years or more	<ul style="list-style-type: none"> • Wonders English Language Arts with Designated/Integrated ELD Designed to provide students access to grade level ELA/curriculum Use <i>Wonders ELD Unit Assessments & Level Up Rubric</i> for progress monitoring 	<i>Wonders McGraw Hill</i>	Integrated ELD <i>ELD Standards used in tandem with other content standards</i>
	SEI <i>Aeries Education Program</i> Code – 305	Expanding to Bridging ELPAC Level 3 *US enrollment date 2 years or more	<ul style="list-style-type: none"> • Wonders Designated ELD:   Designated levels symbols Designed to provide students access to grade level ELA curriculum Use <i>Wonders ELD Unit Assessments & Level Up Rubric</i> for progress monitoring 	<i>Wonders McGraw Hill</i>	Integrated ELD <i>ELD Standards used in tandem with other content standards</i>
	SEI <i>Aeries Education Program</i> Code – 305	Emerging to Expanding ELPAC levels 1-3, or Initial ELPAC score of “Intermediate” *US enrollment date 1 year or more	<ul style="list-style-type: none"> • Wonders Designated ELD:   Designated level symbols Designed to provide students access to grade level ELA curriculum Use <i>Wonders ELD Unit Assessments & Level Up Rubric</i> for progress monitoring <i>*In the absence of Foundational Literacy Skills use:</i> <i>Wonders Newcomer ELD resources</i> 	<i>Wonders McGraw Hill</i>	Integrated ELD <i>ELD Standards used in tandem with other content standards</i>
	SEI <i>Aeries Education Program</i> Code – 305	Emerging For beginning ELs who have been in the US less than one year and have ELPAC Initial Score of “Novice”	<ul style="list-style-type: none"> • Wonders Designated ELD:  Designated level symbol Designed to provide students access to grade level ELA curriculum Use <i>Wonders ELD Unit Assessments & Level Up Rubric</i> for progress monitoring <i>*In the absence of Foundational Literacy Skills use:</i> <i>Wonders Newcomer ELD resources.</i> 	<i>Wonders McGraw Hill</i>	Integrated ELD <i>ELD Standards used in tandem with other content standards</i>

Revised 10/2019

Table 2.3 A

District Adopted Core Curriculum 2021-22

Curricular Area	Publisher	Grade Level
<u>Language Arts/Literacy</u>	McGraw Hill Education, <i>Wonders</i>	K-5
	McGraw Hill Education, <i>Study Sync</i>	6-12
	ERWC	12
<u>English Language Development</u>	McGraw Hill Education, <i>Wonders ELD</i>	K-5
	McGraw Hill Education, <i>Study Sync with Designated ELD</i>	6-12
<u>Mathematics</u>	Houghton Mifflin Harcourt, <i>Go Math!</i>	K-8
	Houghton Mifflin Harcourt, <i>Integrated 1,2,3</i>	9-12
	McDougal Littell, <i>Algebra 2</i>	
	Larson/Hostetler/Edwards, <i>Precalculus with Limits</i>	
	Larson/Hostetler/Edwards - <i>Calculus</i>	
<u>History/Social Science</u>	McGraw Hill Education, <i>IMPACT</i>	K-8
	Pearson, <i>World History-The Modern World</i>	10-12
	Pearson, <i>US History-The 20th Century</i>	
	Pearson, <i>American Government</i>	
	Pearson, <i>Economics Principles in Action</i>	
<u>Science</u>	Twig Education, <i>Twig Science</i>	TK-5
	Discovery Education, <i>Discovery Science</i>	6-8
	Savvas Learning, <i>Savvas Science</i>	9-12
<u>Supplementary/Intervention</u>	National Geographic, <i>Inside</i>	6-8
	National Geographic, <i>Edge</i>	9-12



Table 2.3 B

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT MULTILINGUAL EDUCATION SCHOOL BASED PROGRAMS

15959 EAST GALE AVENUE • P O BOX 60002 • CITY OF INDUSTRY, CALIFORNIA 91716-0002 • (626) 933-3800



Grade 9-12 Program Scheduling and Materials for English Learners

Structured English Immersion (SEI)	Program Placement	ELD Proficiency and ELPAC Levels	Designated and Integrated ELD and English Language Arts	Placement & Exit Criteria	Integrated ELD in Content Areas
	SEI <i>Aeries Special Programs Ed. Program Code 305</i>	Bridging ELPAC score in upper range in Level 3 through Level 4 *US enrollment date 2 years or more	1 Course of English (grade level) <ul style="list-style-type: none"> • <i>StudySync</i> – Gr 9-11 ELA and ELD curriculum • <i>ERWC</i>- Gr12 ELA & ELD curriculum • Designated & Integrated ELD delivered through English Learner resources and support components found in the core program • Designed to provide students access to English curriculum • Use APPEL 2.0 to monitor progress 	Monitor Progress Use APPEL 2.0 Meet Reclassification Criteria <ul style="list-style-type: none"> - ELPAC score 4 - SBAC level Met/Exceeded or - District Interim-Met/Exceeded - ELA Grade: C or higher 	Integrated ELD <i>ELD Standards used in tandem with other content standards</i>
	SEI <i>Aeries Special Programs Ed. Program Code 305</i> <i>Aeries Ed Svc Code – 2</i>	Expanding ELPAC Level 3 or below <u>and</u> US enrollment date 2 years or more	1 Course of English (grade level) & 1 Course Designated ELD Expanding (E0003- Elective Credit) <ul style="list-style-type: none"> • <i>StudySync</i> – ELA Grade Level Curriculum • <i>StudySync</i> – Designated ELD Units Designed to provide students access to English curriculum <i>*ELD Expanding meets the “B” requirement for UC/CSU admissions (“A-G”)</i>	Initial Placement Score: <i>Edge</i> Placement Test score of 840-1010 Exit Criteria: <i>Edge</i> Reading Level Gains Test Sections 3 and 4 score of 1065 Monitor Progress Use APPEL 2.0	Integrated ELD <i>ELD Standards used in tandem with other content standards</i>
	SEI <i>Aeries Special Programs Ed. Program Code 305</i> <i>Aeries Ed Svc Code – 2</i>	Emerging 2A & 2B For beginning ELs who have been in the US more than one year <u>and</u> <ul style="list-style-type: none"> • ELPAC level 1 to lower 2 • Initial ELPAC Score of “Intermediate” 	Designated ELD Two Combined Courses Course 1: <u>Emerging 2A</u> - (E0005- English Credit) Course 2: <u>Emerging 2B</u> - (E0006- Elective Credit) <ul style="list-style-type: none"> • <i>StudySync</i> – Designated ELD Units <i>*In the absence of Foundational Literacy Skills use:</i> <ul style="list-style-type: none"> • <i>Edge*</i> (Level A & Level B Units1-2) 	Initial Placement Score: <i>Edge</i> Placement Test score- 580-805 Exit Criteria: <i>Edge</i> Reading Level Gains Test Sections 2 and 3 score of 840 Monitor Progress Use APPEL 2.0	Integrated ELD <i>ELD Standards used in tandem with other content standards</i>
	SEI <i>Aeries Special Programs Ed. Program Code 305</i> <i>Aeries Ed Svc Code – 2</i>	Emerging 1A & 1B For beginning ELs who have been in the US less than one year <u>and</u> <ul style="list-style-type: none"> • Initial ELPAC Score of “Novice” 	Designated ELD Two Combined Courses Course 1: <u>Emerging 1A</u> (E0000-English Credit) Course 2: <u>Emerging 1B</u> (E0001- Elective Credit) <ul style="list-style-type: none"> • <i>StudySync</i> – Designated ELD Units <i>*In the absence of Foundational Literacy Skills use:</i> <ul style="list-style-type: none"> • <i>Edge*</i>(Inside the USA/Fundamentals) 	Initial Placement Score: <i>Edge</i> Placement Test score of BR-550 Exit Criteria: <i>Edge</i> Reading Level Gains Test Section 1 and 2 score of 580 Monitor Progress Use APPEL 2.0	Integrated ELD <i>ELD Standards used in tandem with other content standards</i>

10.20.2021

Designated ELD Course Descriptions

Elementary Designated ELD Course Description

Grade Span	Description
TK-5	<p>In the elementary grades, all EL students participate in Designated ELD which targets each student's language proficiency level. This occurs as an extension of the literacy block. It is directly linked to the topics and content of literacy, as well as other content-area lessons. The Designated ELD program is designed to lead and guide students through the levels of English language proficiency: Emerging, Expanding, and Bridging. In addition, Integrated ELD is embedded in all content lessons and incorporated through differentiated instructional practices.</p> <p>Students are expected to progress through one or more ELD levels every year and will be monitored through the ELD local and state assessments. The District-adopted core curriculum provides students with EL support to communicate in familiar, social and academic contexts and on less familiar tasks and topics. The instruction provides students with the differentiated levels which support language acquisition.</p>

Middle School Designated ELD Course Description

Course Title	Description	2019-20 Planned Description Revision
ELD 6-8	<p>The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs and cultures of people in the United States.</p>	<p><i>The course is designed to provide instruction in English language acquisition. Instruction focuses on communicative and academic skills, and the four language domains (listening, speaking, reading, and writing). Content will vary depending on group and individual progress for students identified as English Learners at the earlier stages of English proficiency, Emerging and Expanding. Students will receive differentiated levels of support to communicate in familiar, social and academic contexts and on less familiar tasks and topics.</i></p>

October, 2019

High School Designated ELD Course Descriptions

Course Title	Description	Revised Title	2019-20 Planned Description Revision
ELD Beginning 1	ELD Beginning/Intermediate focuses on speaking and listening skills for beginning and intermediate level English Language Learners. This course helps students develop basic interpersonal communication skills through quality interactive instruction and activities. The course introduces both communicative and academic vocabulary, covers language patterns, grammatical structure, and oral skills to help the student excel academically in American schools, college, and the workforce.	ELD Emerging 1A	<i>This course focuses on oral (listening and speaking) and written (reading and writing) skills for emerging English Learners. This course provides students with substantial linguistic support to learn to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.</i>
ELD Beginning 2	ELD Beginning/Intermediate focuses on speaking and listening skills for beginning and intermediate level English Language Learners. This course helps students develop basic interpersonal communication skills through quality interactive instruction and activities. The course introduces both communicative and academic vocabulary, covers language patterns, grammatical structure, and oral skills to help the student excel academically in American schools, college, and the workforce.	ELD Emerging 1B	<i>This course focuses on oral (listening and speaking) and written (reading and writing) skills for emerging English Learners. This course provides students with substantial linguistic support to learn to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.</i>
ELD Early Intermediate 1	The Early Intermediate proficiency level is for recent immigrant English Language Learner students who will develop skills that are focused on the conventions of the English language across the domains of speaking, listening, reading, and writing as described in the California State Standards for English Language Development.	ELD Emerging 2A	<i>This course focuses on oral (listening and speaking) and written (reading and writing) skills for somewhat developed emerging English Learners. This course provides students with moderate to light linguistic support to learn to communicate in familiar social and academic contexts; they need substantial to moderate linguistic support to communicate on less familiar tasks and topics.</i>
ELD Early Intermediate 1A	The Early Intermediate proficiency level is for recent immigrant English Language Learner students who will develop skills that are focused on the conventions of the English language across the domains of speaking, listening, reading, and writing as described in the California State Standards for English Language Development.	ELD Emerging 2B	<i>This course focuses on oral (listening and speaking) and written (reading and writing) skills for somewhat developed emerging English Learners. This course provides students with moderate to light linguistic support to learn to communicate in familiar social and academic contexts; they need substantial to moderate linguistic support to communicate on less familiar tasks and topics.</i>
ELD Early Intermediate 2	The Early Intermediate proficiency level is for recent immigrant English Language Learner students who will develop skills that are focused on the conventions of the English language across the domains of speaking, listening, reading, and writing as described in the California State Standards for English Language Development.	None	Not applicable
ELD Intermediate 1 *Meets UC/CSU entrance requirement: B English	This course is designed to provide English Language Development 3 students with a foundation of literary analysis through the exploration of a author's style and purpose. It will also transition ELD 3 students into non-fiction and argumentative writing in College Prep English Courses at LAHS. Students will analyze reoccurring themes, plot structure, and point of view expressed by major writers. Students will also develop vocabulary for content specific terms and enrichment. Students will write regularly in order to develop their individual voices, to integrate rich vocabulary, and to vary sentence structure. During the course of the year students will engage in research and write document-based essays which will be orally presented.	ELD Expanding * Pending application and approval for UC/CSU entrance requirement: B English	<i>This course focuses on oral (listening and speaking) and written (reading and writing) skills for expanding English Learners. This course provides students with light to minimal linguistic support to learn to communicate in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.</i>

October, 2019

Grades TK- Wonders ELD Level Up Rubric

Student Name: _____

Date: _____

LEVEL UP	If EMERGING level students are able to do the following, they may be ready to move to the EXPANDING level:	If EXPANDING level students are able to do the following, they may be ready to move to the BRIDGING level:	If BRIDGING level students are able to do the following, they may be ready to move to on-level:
COLLABORATIVE	<input type="checkbox"/> express basic personal and safety needs, ideas, and respond to questions on social and academic topics with phrases and short sentences <input type="checkbox"/> participate in simple, face-to-face conversations with peers and others	<input type="checkbox"/> express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse <input type="checkbox"/> participate actively in collaborative conversations in all content areas with moderate to light support as appropriate	<input type="checkbox"/> participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary <input type="checkbox"/> participate fully in both academic and non-academic settings requiring English
INTERPRETIVE	<input type="checkbox"/> comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations <input type="checkbox"/> read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures <input type="checkbox"/> demonstrate understanding of words and phrases from previously learned content material	<input type="checkbox"/> comprehend detailed information with fewer contextual clues on unfamiliar topics <input type="checkbox"/> read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print <input type="checkbox"/> read technical text on familiar topics supported by pictures or graphics	<input type="checkbox"/> comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings <input type="checkbox"/> read, with limited comprehension difficulty, a variety of grade-level and technical texts, in all content areas
PRODUCTIVE	<input type="checkbox"/> produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects <input type="checkbox"/> express ideas using information and short responses within structured contexts <input type="checkbox"/> write or use learned vocabulary drawn from academic content areas	<input type="checkbox"/> produce, initiate, and sustain spontaneous interactions on a variety of topics <input type="checkbox"/> write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support	<input type="checkbox"/> produce, initiate, and sustain extended interactions tailored to specific purposes and audiences <input type="checkbox"/> write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences

Student Name				Grade	Birthdate	Counselor	Transcript of Student Progress				
				9			<div></div> <div>Glen A. Wilson HS</div> <div>16455 Wedgeworth Dr.</div> <div>Hacienda Heights, CA 91745</div> <div>(626) 934-4400</div>				
Crs-ID	Course Title	Mark	Att/Cmp	Crs-ID	Course Title	Mark	Att/Cmp	Crs-ID	Course Title	Mark	Att/Cmp
--WORK IN PROGRESS--				ELP Level- Novice, Overall Score: 199							
Glen A. Wilson HS											
p	19957C	Integr Math 1	5.00 0.00								
p	2000F	INTRO ART	5.00 0.00								
+ p	4154EH	SPANISH 3H	5.00 0.00								
*	6500	PE 9	5.00 0.00								
	E0000	ELD Emerging 1A	5.00 0.00								
	E0001	ELD Emerging 1B	5.00 0.00								
Total Credit: 30.00											

Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated										
Weighted Non-Wgtd				Date	Test Taken	Score	CREDIT SUMMARY			
				Comp	Lab Sci	Not Taken	Subject Area	Credit Req'd	Compl	Needed
				Comp	Comp Lit	Not Taken	English 1	10.00	0.00	10.00
Total GPA 0.00 0.00							English 2	10.00	0.00	10.00
Credit Attempted: 0.00							English 3	10.00	0.00	10.00
Credit Completed: 0.00							English 4	10.00	0.00	10.00
Class Size: 347							World studies/Cultur	10.00	0.00	10.00
Class Rank: 139							U. S. History	10.00	0.00	10.00
Ranked by Weighted Total GPA							Civics	5.00	0.00	5.00
							Economics	5.00	0.00	5.00
							Mathematics	30.00	0.00	30.00
							Biological Science	10.00	0.00	10.00
District Enter: [REDACTED]							Physical/Earth Scien	10.00	0.00	10.00
School Enter: [REDACTED]							Physical Education	20.00	0.00	20.00
							Science	10.00	0.00	10.00
Class of [REDACTED]							Fine Art/Foreign/CTE	20.00	0.00	20.00
							Electives	60.00	0.00	60.00
							* TOTALS *	230.00	0.00	230.00
							Algebra 1 Requirement NOT Met			
State ID#										

This transcript is unofficial unless signed by a school official.

Signature: _____

Date: _____


Student Name			Grade 9		Birthdate		Counselor		Transcript of Student Progress		
									<div style="background-color: black; width: 100px; height: 20px; margin: 0 auto;"></div> <p style="text-align: center;">Glen A. Wilson HS 16455 Wedgeworth Dr. Hacienda Heights, CA 91745 (626) 934-4400</p>		
Crs-ID	Course Title	Mark Att/Cmp	Crs-ID	Course Title	Mark Att/Cmp	Crs-ID	Course Title	Mark Att/Cmp			
--WORK IN PROGRESS--											
Glen A. Wilson HS											
p	19957C Integr Math 1	5.00 0.00	ELPAC Overall PL: Expanding; Overall score: 1520								
p	2903B ENGLISH 1	5.00 0.00									
+ p	4289EH Chinese 3H	5.00 0.00									
	4760 No Zero Period	0.00 0.00									
*	6635 DANCE P.E	5.00 0.00									
p	6860D BIOLOGY	5.00 0.00									
	E0003 ELD Expanding	5.00 0.00									
Total Credit: 30.00											

Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated																																																																									
<div style="display: flex; justify-content: space-between;"> Weighted Non-Wgtd </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Total GPA 0.00 0.00 </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Credit Attempted: 0.00 </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Credit Completed: 0.00 </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Class Size: <div style="background-color: black; width: 30px; height: 15px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Class Rank: <div style="background-color: black; width: 30px; height: 15px;"></div> </div> <div style="margin-top: 10px;">Ranked by Weighted Total GPA</div>				<div style="display: flex; justify-content: space-between;"> Date Test Taken Score </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Comp Lab Sci Not Taken </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Comp Comp Lit Not Taken </div>		<div style="display: flex; justify-content: space-between;"> Subject Area CREDIT SUMMARY </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Credit Req'd Compl Needed </div> <table border="0" style="width: 100%; font-size: 0.9em;"> <tr><td>English 1</td><td>10.00</td><td>0.00</td><td>10.00</td></tr> <tr><td>English 2</td><td>10.00</td><td>0.00</td><td>10.00</td></tr> <tr><td>English 3</td><td>10.00</td><td>0.00</td><td>10.00</td></tr> <tr><td>English 4</td><td>10.00</td><td>0.00</td><td>10.00</td></tr> <tr><td>World studies/Cultur</td><td>10.00</td><td>0.00</td><td>10.00</td></tr> <tr><td>U. S. History</td><td>10.00</td><td>0.00</td><td>10.00</td></tr> <tr><td>Civics</td><td>5.00</td><td>0.00</td><td>5.00</td></tr> <tr><td>Economics</td><td>5.00</td><td>0.00</td><td>5.00</td></tr> <tr><td>Mathematics</td><td>30.00</td><td>0.00</td><td>30.00</td></tr> <tr><td>Biological Science</td><td>10.00</td><td>0.00</td><td>10.00</td></tr> <tr><td>Physical/Earth Scien</td><td>10.00</td><td>0.00</td><td>10.00</td></tr> <tr><td>Physical Education</td><td>20.00</td><td>0.00</td><td>20.00</td></tr> <tr><td>Science</td><td>10.00</td><td>0.00</td><td>10.00</td></tr> <tr><td>Fine Art/Foreign/CTE</td><td>20.00</td><td>0.00</td><td>20.00</td></tr> <tr><td>Electives</td><td>60.00</td><td>0.00</td><td>60.00</td></tr> <tr><td>* TOTALS *</td><td>230.00</td><td>0.00</td><td>230.00</td></tr> </table> <div style="margin-top: 5px;">Algebra 1 Requirement NOT Met</div>				English 1	10.00	0.00	10.00	English 2	10.00	0.00	10.00	English 3	10.00	0.00	10.00	English 4	10.00	0.00	10.00	World studies/Cultur	10.00	0.00	10.00	U. S. History	10.00	0.00	10.00	Civics	5.00	0.00	5.00	Economics	5.00	0.00	5.00	Mathematics	30.00	0.00	30.00	Biological Science	10.00	0.00	10.00	Physical/Earth Scien	10.00	0.00	10.00	Physical Education	20.00	0.00	20.00	Science	10.00	0.00	10.00	Fine Art/Foreign/CTE	20.00	0.00	20.00	Electives	60.00	0.00	60.00	* TOTALS *	230.00	0.00	230.00
English 1	10.00	0.00	10.00																																																																						
English 2	10.00	0.00	10.00																																																																						
English 3	10.00	0.00	10.00																																																																						
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Civics	5.00	0.00	5.00																																																																						
Economics	5.00	0.00	5.00																																																																						
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Physical Education	20.00	0.00	20.00																																																																						
Science	10.00	0.00	10.00																																																																						
Fine Art/Foreign/CTE	20.00	0.00	20.00																																																																						
Electives	60.00	0.00	60.00																																																																						
* TOTALS *	230.00	0.00	230.00																																																																						
District Enter: <div style="background-color: black; width: 50px; height: 15px; display: inline-block;"></div> School Enter: <div style="background-color: black; width: 50px; height: 15px; display: inline-block;"></div> <div style="text-align: center; margin-top: 10px;">Class of <div style="background-color: black; width: 30px; height: 15px; display: inline-block;"></div></div>																																																																									
State ID#																																																																									

This transcript is unofficial unless
signed by a school official.

Signature: _____

Date: _____

Student Name			Grade	Birthdate	Counselor	Transcript of Student Progress		
			11					
ELPAC Overall PL: Bridging; Overall score: 1726						<div style="text-align: center;">  Glen A. Wilson HS 16455 Wedgeworth Dr. Hacienda Heights, CA 91745 (626) 934-4400 </div>		
Crs-ID	Course Title	Mark Att/Cmp	Crs-ID	Course Title	Mark Att/Cmp	Crs-ID	Course Title	Mark Att/Cmp
Grade 9 Summer 2019-2020			* 6512	PE 10/12	D 5.00 5.00			
Glen A. Wilson HS			p 6890D	CHEMISTRY	F 5.00 0.00			
p 2000F	INTRO ART	D 5.00 5.00	SP0001	Integr Math 2-F	C+ 5.00 5.00			
p 2000F	INTRO ART	NM 5.00 0.00	Credit Att: 30.00 Cmp: 20.00 TGPA: 1.50					
Credit Att: 10.00 Cmp: 5.00 TGPA: 1.00			Grade 10 Spring 2020-2021					
Grade 9 Fall 2019-2020			Glen A. Wilson HS					
Glen A. Wilson HS			p 19744F	Digital Graphic 1	C+ 5.00 5.00			
19961	Math 1	B+ 5.00 5.00	p 2003F	INTERM ART	A+ 5.00 5.00			
p 2000F	INTRO ART	B+ 5.00 5.00	p 2933B	ENGLISH 2	C 5.00 5.00			
p 2903B	ENGLISH 1	C+ 5.00 5.00	* 6512	PE 10/12	C- 5.00 5.00			
p 4130E	SPANISH 1	B- 5.00 5.00	p 6890D	CHEMISTRY	F 5.00 0.00			
* 6500	PE 9	B- 5.00 5.00	SP0001	Integr Math 2-F	B- 5.00 5.00			
p 6860D	BIOLOGY	D- 5.00 5.00	Credit Att: 30.00 Cmp: 25.00 TGPA: 2.17					
Credit Att: 30.00 Cmp: 30.00 TGPA: 2.50			Grade 11 Summer 2021-2022					
Grade 9 Spring 2019-2020			Glen A. Wilson HS					
Glen A. Wilson HS			p 2933B	ENGLISH 2	B 5.00 5.00			
19961	Math 1	CR 5.00 5.00	p 6890D	CHEMISTRY	B- 5.00 5.00			
p 2000F	INTRO ART	CR 5.00 5.00	Credit Att: 10.00 Cmp: 10.00 TGPA: 3.00					
p 2903B	ENGLISH 1	CR 5.00 5.00	--WORK IN PROGRESS--					
p 4130E	SPANISH 1	CR 5.00 5.00	Glen A. Wilson HS					
* 6500	PE 9	CR 5.00 5.00	p 2006F	ADV ART	5.00 0.00			
p 6860D	BIOLOGY	CR 5.00 5.00	+ p 2954BH	AP Eng Lang	5.00 0.00			
Credit Att: 30.00 Cmp: 30.00 TGPA: 0.00			p 4145E	SPANISH 2	5.00 0.00			
Grade 10 Summer 2020-2021			4760	No Zero Period	0.00 0.00			
La Puente HS			p 7439A	US History	5.00 0.00			
p 7451A	World History	D 5.00 5.00	SP0013	Physics- F	5.00 0.00			
p 7451A	World History	B 5.00 5.00	SP0033	Business Math	5.00 0.00			
Credit Att: 10.00 Cmp: 10.00 TGPA: 2.00			Total Credit: 30.00					
Grade 10 Fall 2020-2021								
Glen A. Wilson HS								
p 19744F	Digital Graphic 1	C 5.00 5.00						
p 2003F	INTERM ART	A 5.00 5.00						
+ p 2930B	English 2H	F 5.00 0.00						

Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated

Weighted Non-Wgtd		Date	Test Taken	Score	CREDIT SUMMARY			
		Comp	Lab Sci	Not Taken	Subject Area	Credit Req'd	Compl	Needed
		Comp	Comp Lit	Not Taken	English 1	10.00	10.00	-
					English 2	10.00	10.00	-
					English 3	10.00	-	10.00
					English 4	10.00	-	10.00
					World studies/Cultur	10.00	10.00	-
					U. S. History	10.00	-	10.00
					Civics	5.00	-	5.00
					Economics	5.00	-	5.00
					Mathematics	30.00	20.00	10.00
					Biological Science	10.00	10.00	-
					Physical/Earth Scien	10.00	5.00	5.00
					Physical Education	20.00	20.00	-
					Science	10.00	-	10.00
					Fine Art/Foreign/CTE	20.00	20.00	-
					Electives	60.00	25.00	35.00
					* TOTALS *	230.00	130.00	100.00
					Algebra 1 Requirement Met			
Total GPA								
Credit Attempted:								
Credit Completed:								
Class Size:								
Class Rank:								
Ranked by Weighted Total GPA								
District Enter: 9								
School Enter: 8								
Class of								
State ID#								

This transcript is unofficial unless signed by a school official.

Signature: _____

Date: _____

Access to Grade Level Core Content-Integrated ELD/Designated ELD

English Learners are provided with access to well-articulated, standards-based core curriculum. In Structured English Immersion settings, the core instruction occurs in language arts through the Essential Features of Designated and Integrated ELD, evidence-based practices that are effective for language development, and primary language support as needed. In Dual Language Immersion (DI) Programs, access to the core curriculum is achieved through direct instruction in the target language as well as in English.

In Dual Language Immersion Programs, literacy development in both languages is available to all participating students – EO, IFEP and RFEP, as well as English Learners. In order to ensure that core content instruction is presented in a manner that is comprehensible to English Learners, a variety of strategies are incorporated into classroom instruction.

Both of the language instruction program options, SEI and DI Program areas outlined below make use of the following features to help make instruction comprehensible and meaningful to students.

- Clear Lesson and Language Purpose - ***Lesson purpose*** identifies students' learning at the end of a lesson. Teachers must also incorporate the ***language purpose*** in their lesson planning activities that support students' academic language development to build knowledge and express understanding in the content areas. The language purpose addresses a specific language structure, vocabulary, or function. Additionally, based upon the students' language proficiency level, the language purposes should address any one of the four domains: listening, speaking, reading or writing.
- Intellectually-Rich and Challenging lessons are critical to promote higher order skills inquiry and problem-based learning.
- Differentiated Instruction is necessary to accommodate all language proficiency levels - small group instruction, and/or instruction explicitly modeled through think-alouds, modeling of skills, strategies, and/or concepts.
- Scaffolds include the liberal use of non-verbal language, visual support materials, realia, graphic organizers, and oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning.
- Interactive and engaging opportunities encourage student language production by collaborating with peers.
- Incorporate strategies that adapt content and language instruction such as wait time, questioning, pacing, sentence frames, gestures and highlighting.
- Include structured opportunities for students to practice and consolidate skills, strategies, and concepts through dramatization, drawing, poetry, song, chant, letter writing, journals, graphic organizers, etc.
- Classroom management routines and procedures that are predictable and consistent.
- Value primary language support to enhance learning of English.
- Frequently check for understanding.
- Integrate assessment and instruction on an ongoing basis through observations, portfolios, journals, and analysis of student work
- Provide access to large collections of age-level appropriate literature within the student's assessed Zone of Proximal Development, available in classroom and school libraries

SEI and DI language instruction program placement options incorporate evidence-based practices to make instruction comprehensible and meaningful to students.

More program resources are listed below:

- U.S. Department of Education English Learner Tool Kit
<https://www2.ed.gov/about/offices/list/oele/english-learner-toolkit/eltoolkit.pdf>
- English Language Arts/English Language Development Framework for California Public Schools TK through Grade Twelve
<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Dual Language Immersion Programs

HLPUSD offers Dual Language Immersion (DI) programs for the following target languages: Spanish, Mandarin, and Korean. Dual Language Immersion is a unique educational model where children learn to think, read, write, and communicate naturally in English and a target language. DI program schools and contact information are located on the District web page:
<http://www.hlpusd.org/dual>

DI Program Goals and Models

The three major goals of DI programs are for students to achieve:

- Bilingualism/bi-literacy in the target language (Korean, Mandarin, or Spanish) and English
- High academic achievement in two languages
- Cross-cultural competence

The two main DI program models at the elementary level:

The **90/10** and the **50/50** models. In the 90/10 model, the amount of time spent with each language varies depending upon the grade level. Students are taught 90% of the day in the target language and 10% in English beginning in kindergarten, and progress to 50% target

language and 50% English instruction by grade five.

In the 50/50 model, students are taught half the time in the target language and half in English, in kindergarten through fifth grade. At the middle school level, the partial immersion model includes two class periods in the target language. The target language is maintained at the high school level with two class periods devoted to the target language. Each program placement option, SEI and Dual Immersion, incorporate evidenced-based practices to make instruction comprehensible and meaningful to students.

DI Programs Structure Guidelines

Dual Language Programs are required to develop classrooms that are linguistically balanced.

Linguistically balancing the classrooms ensures that all students have peer models with which to practice academic and conversational language to build native-like proficiency in both languages. To ensure this balance, careful attention must be given to the enrollment procedures by district and site staff members for the DI students. The ideal mix of 50%

English speakers and 50% target language speakers is difficult to achieve, but can be controlled by forming two separate enrollment lists. In many Two Way Dual Language Immersion programs throughout California, the ratio of 30-30-30% is easier to attain and often preferable. Thirty percent (30%) of the students would be English speakers, 30% bilingual students, and 30% target language-speaking students.

Master Plan for Dual Language Immersion Programs

HLPUSD's *Master Plan for Dual Language Immersion Programs* provides detailed program information, guidelines and resources to

support effective program implementation. The plan is posted on the District web page: <http://www.hlp schools.org/dual>

Understanding Secondary English Learners

Adolescent English Learners enrolled in secondary schools bring a variety of educational and cultural experiences to their classes. In order to develop and implement an effective program, it is critical to identify the levels of language proficiency, both in English and in their native language. A variety of types of ELs are enrolled in the Hacienda La Puente Unified School District at the secondary level. These include, but are not limited to:

- Newcomer ELs with formal schooling
- Newcomer ELs with limited formal schooling
- At-Risk-of Long Term English Learners (At-Risk of LTELs) with 4-5.9 years in any U.S. EL program, and;
- Long Term English Learners (LTELs) with 6 or more years in any U.S. EL program

Because adolescent EL students are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies. According to findings of Short and Fitzsimmons, *Double the Work*, 2007, effective instructional practices for developing academic language and content knowledge include the following eight areas:

1. Integrating all four *language skills* (listening, speaking, reading, and writing) into instruction

ELs benefit from the integration of explicit instruction in listening, speaking, reading, and writing across the curriculum, regardless of English proficiency level. Oral language practice should not be sacrificed to increase reading and writing time.

2. Teaching the components and processes of reading and writing

It is important to teach ELs the components of reading: phonemic awareness, phonics and vocabulary, text comprehension, and fluency. After acquiring these basic skills, ELs need to become active readers and writers who use reading and writing processes. Instruction in these components of reading must, however, be appropriate for teens. Materials for primary grades are not suitable.

3. Focusing on vocabulary development

Knowledge of words, word parts, and word relationships is critical if students are to understand topics in a content area. Teachers must teach multiple meanings of words and help students incorporate these words into their expressive vocabularies.

4. Teaching reading comprehension strategies

ELs need to receive explicit instruction about reading comprehension strategies. Comprehension instruction can provide them with skills they can apply to all texts.

5. Building and activating background knowledge

Connect instruction to what learners know and then explicitly discuss how that knowledge applies to a topic.

6. Teaching language through content and themes

Providing content or theme based instruction gives ELs a framework for assimilating new information and applying language skills learned across the curriculum.

7. Using primary language strategically

Maximize students' knowledge of their primary language by clarifying concepts and information through primary language support, bilingual dictionaries, glossaries, or other resources.

8. Providing choice in learning activities

ELs are more motivated and successful when they have the opportunity to choose a text, task, or partner.

Newcomer ELs with Formal Schooling

Characteristics of these students may include:

- Recent arrival in the U.S. (2 years or less)
- Little or no English fluency
- Adequate formal schooling in native country, at grade level or beyond in primary language
- Bilingual and bicultural
- Often highly motivated, may seek additional support and resources
- Easily transfers academic concepts with language support
- Low performance on standardized tests when administered in English

These students face the challenge of mastering English quickly in order to meet district and state content and performance standards, as well as completing all district high school graduation and a-g college entrance requirements. Time is the critical factor for these students. They need an accelerated ELD program that is rigorous yet flexible and allows students to progress at their own rate. Opportunities to move between levels must be frequent (at quarter or semester if appropriate).

Attention to content instruction is also essential so that students successfully complete the high school course of study. In some cases, they require an additional year of high school, or the opportunity to transition to other programs such as the HLPUSD Adult School.

In all cases, it is important that these students are counseled correctly, made aware of the challenges ahead of them, and given a defined learning plan that enables them to successfully complete high school and post-graduate studies.

Instructional Recommendations

- Minimum 2 periods of Designated ELD
- Integrated ELD in content classes and high school requirements with adequate primary language support when available
- Enrollment in courses and electives required for graduation

Extended Learning and Enrichment

- Extended Day (enrollment in 0 or 7th period)
- Targeted counseling, mentoring, tutoring (in primary language when available)
- Adult school ELD classes



Newcomer ELs with Limited Formal Schooling

Characteristics of these students may include:

- Recent arrivals to U.S. (2 years or less)
- Schooling in native country inadequate or interrupted
- Minimal literacy skills in primary language
- Require additional time to become accustomed to school routines and educational expectations in United States
- Strong survival and life skills, intuitive learners, cooperative workers
- Low performance on proficiency exams and standardized tests

Adolescent ELs who enter at the secondary level with limited formal schooling face a daunting challenge and require additional support to complete all high school graduation requirements. These students frequently have significant gaps in their schooling that result in literacy levels at the beginning stages.

These students may benefit from a minimum of two periods of ELD **and** an intensive initial literacy development period. An English learner with limited formal schooling who enrolls for the first time at the high school level must have additional support in order to develop English proficiency and complete all requirements for high school graduation. Careful counseling, development of a long-range learning plan, and articulation between school levels, including HLPUSD Adult School, are essential.

For U.S. Department of Education Newcomer Tool Kit visit the US Department of Education web at <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html>

Instructional Recommendations

- Minimum 2 periods of Designated ELD
- Targeted instruction in literacy development
- SDAIE content courses for secondary course work, with adequate primary language support when available
- Enrollment in non-English language dependent electives required for graduation

Extended Learning and Enrichment

- Extended Day (enrollment in 0 or 7th period)
- Targeted counseling, mentoring, tutoring (in primary language when available)
- Adult school ELD classes

At-Risk of Long Term English Learners & Long Term English Learners (At-Risk of LTELs & LTELs)

District identification criteria and Characteristics of these students include:

- LTELs-Enrolled in any of grades 3-12 inclusive, and US school for 6 or more years
- At-Risk of LTEL-enrolled in grades 3-12, and has been enrolled in a US School 4 or 5 years
- Overall score of a level 1-2 on ELPAC or does not maintain status
- CAASPP –ELA Scores at standard not met
- District Interim Assessment- does not meet the district core ELA benchmark level or mean percent correct on ELA Interim Assessment scored by the same grade English only students
- Struggle academically (low grade point average and score of *Standard Nearly Met* or *Standard Not Met* on SBAC English assessments)

- High functioning social language (strong oral English skills)
- Limited academic background and academic language
- General and imprecise vocabulary
- Significant deficits in reading and writing skills
- Difficulty with content classes and academically challenging text
- Mixture of primary language and English spoken in the home

According to Olsen in *Reparable Harm*, 2010, Long Term English Learners (LTELs) are often not immigrants, but rather students who were born in the United States and attended U.S. schools more than 5 years. They can be categorized into three groups: Transnational Student, Inconsistent U.S. Schooling and Consistent Subtractive Schooling.

- Transnational students move back and forth between the U.S. and their family's country of origin (though primarily U.S. educated)
- Inconsistent U.S. Schooling students attend U.S. schools but have moved in and out of bilingual education, ELD and mainstream classrooms with minimal or no language development
- Consistent Subtractive Schooling students attend either an ELD or "weak" bilingual program that failed to build upon their native language skills and develop literacy in their primary language

LTELs often demonstrate strong oral English skills but lack academic language and vocabulary. In order to engage with the academic demands of the secondary school curriculum, they need explicit instruction in academic uses of English with a focus on comprehension, vocabulary development and the advanced grammatical structures needed to comprehend and produce academic language in all content classes.

For these students the traditional sequence of classes in ELM does not apply. "They no longer

have the luxury of years remaining in school to close academic gaps and develop language proficiency and literacy" (Olsen, 2010). An LTEL student is placed in a mainstream language arts class and requires an additional period of a targeted intervention in accelerated literacy.

Instructional Recommendations

- Daily language development instruction delivered through the core in language arts class with SDAIE Integrated ELD
- Explicit direct instruction in language development in all four domains (listening, speaking, reading, and writing) for multiple functions and contexts
- Explicit direct instruction in academic vocabulary must occur in all core courses
- Explicit direct instruction in comprehension
- Explicit direct instruction in study skills, meta-cognition, and learning strategies
- ELPAC and CAASPP and/or Grades Data Chats (2 times a year)



Overcoming Academic Deficits – The EL Catch-Up Plan

English Learners in Hacienda La Puente Unified School District are expected to meet the district's content and performance standards for their respective grades in core curricular areas and in acquiring English. To overcome academic deficits in core content while acquiring English, schools adhere to adopted state standards. ELs are assessed annually using ELPAC, CAASPP assessments, and district multiple measures:

- K-5 Wonders ELD Unit Assessment or 6-12 APPEL 2.0
- District interim assessments
- Report card grades

Using the above assessments, LTEL and Potential LTEL students in grades 3-12 are monitored for progress and identified for interventions before academic deficits become irreparable. Additional supports are required when monitoring shows that a student did not make sufficient progress in two or more of the following areas:

- ELPAC: "Overall" score (Level 1 – Level 2) OR did not maintain status
- CAASPP: ELA (scored "Standard Not Met")
- District Interim Assessments – ELA: Did not meet the district core ELA Benchmark level OR mean percent correct on ELA Interim Assessment
- Final Report Card Grades for ELA: Gr. 3-5: D's or lower; and Gr. 6-12: D or lower
- ISPEL Process/Intervention

The identification and progress monitoring process is conducted via the ISPEL (Insufficient Progress for English Learners) process. In early September, the site administrator or designee reviews the Potential At-Risk of ISPEL and ISPEL List for English Learners. The Potential At-Risk of ISPEL and ISPEL List contains-ELPAC, CAASPP, and/or district interim data. This review also includes a review of ELs recently enrolled to the site. Once the site administrator or designee finalizes the At-Risk of ISPEL and ISPEL list, he/she identifies At-Risk of ISPEL and ISPEL year 1, 2, 3, 4, or 4+, and creates or renews an intervention plan to target instructional needs. Long Term English Learners who have not met the reclassification criteria will be monitored 2

times a year by the site administrator or designee:

- **Fall** – Using ELPAC, CAASPP, district interim assessment data, and grades
- **Spring** – Monitoring the effectiveness of the selected interventions

Fall ISPEL monitoring includes review of the At-Risk of LTEL and LTEL Monitoring Report from the district's data system. The reports contain students' initial EL identification date (U.S enrollment date), ELPAC Summative overall score, CAASPP ELA score, grade level spring District Interim Assessments from prior year. Additional data includes students' spring ELA grade.

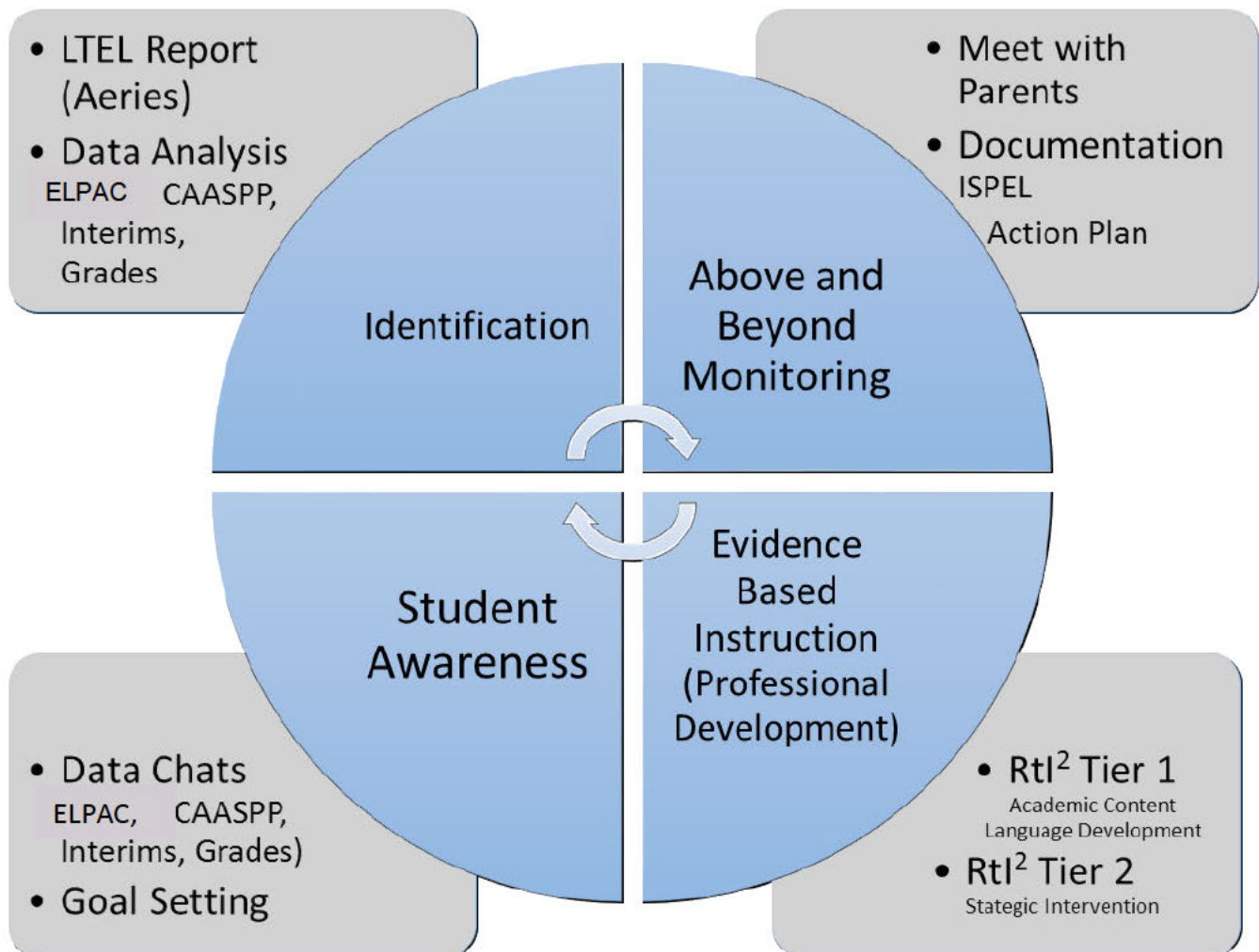
At-Risk of Long Term English Learners or Long Term English Learners who do not meet the expected proficiency growth in English are identified through the Potential At Risk of ISPEL or ISPEL List on the LTEL Monitoring Report. These students will receive a notification of Insufficient Progress for English Learners (ISPEL) or At-Risk of ISPEL. Site administrator or designee, classroom teacher(s), and parent(s) will meet to implement the most appropriate evidence based intervention(s). (See *Interventions for English Learners – Evidence-Based Interventions/ Strategies* chart).

If an At-Risk of LTEL or LTEL has received an ISPEL for 3 consecutive years, the school's Response to Intervention or MTSS Team needs to recommend further intervention. Once each struggling EL is identified and evaluated, the expectation is that targeted interventions are prescribed, progress is periodically evaluated, and dates for follow-up review are established. For more information, see *ISPEL Process Chart*. See also, "Monitoring of Student Progress and Reclassification," Chapter 3.

NOTE: For English Learner Students With Disabilities (SWD), refer to IEP goals and objectives. Teachers of SWD ELs not making adequate progress will be required to:

- Schedule an IEP meeting to discuss further interventions
- Refer to ISPEL documents to guide IEP meeting discussion.
- Document next steps on IEP and attach ISPEL

Hacienda La Puente Unified School District
**Moving Long Term English Learner (LTELs)
Toward English Proficiency and Reclassification**





Evidence-Based Interventions/Strategies

Behavior/Attendance	Academic
<ul style="list-style-type: none"> • Alternative seating • Individual work space • Stand while working • Positive calls/emails/notes home • Frequent home contact • Flexible groups • Breaks • Daily planner • Organize materials daily • Non-verbal cues • Reward and recognize improved attendance • Clearly established behavior expectations and consequences • When a student is absent, immediately talk to the parent/guardian. • When a student is absent, immediately talk with them about why they were gone. Let them know you are aware. • Ensure your classroom is a place where students feel safe and respected • Positive class culture and classroom environment • Positive Behavior Interventions and Supports (PBIS) • Check-In/Check-Out • Social skills instruction (getting along with peers, response to adults) • Behavior Report Card/Self-Checklist • Positive class culture and classroom environment 	<ul style="list-style-type: none"> • Explicit Instruction (First, best instruction) <ul style="list-style-type: none"> ○ Connecting new content to prior knowledge ○ Establishing and maintaining clear learning goals and expectations for each lesson ○ Modeling concepts and processes clearly in a step-by-step fashion ○ Varying instruction in response to immediate and reflective feedback ○ Asking questions to continually monitor understanding and inform immediate feedback ○ Scaffolding learning experiences for students to practice, synthesize, consolidate learning • Guided instruction in small groups (includes examples in “Explicit Instruction”) <ul style="list-style-type: none"> ○ Prompting to spur cognitive and metacognitive thinking (background knowledge prompts, procedural or process prompts, heuristic knowledge prompts, reflective knowledge prompts) ○ Scaffold instruction ○ Cues (physical, verbal, visual) • Frontloading <ul style="list-style-type: none"> ○ Background knowledge ○ Vocabulary ○ Language structures (stems) • Feeding forward (frontloading and re-teaching) • Alternative modes of completing assignments • Increase opportunities to respond • Small group tutoring (12-15) • Extra help courses to address knowledge gaps (AVID) • Provide explicit performance feedback (rubrics) • Assign a buddy or partner to student with homework • Tutoring



Notification of InSufficient Progress for English Learners (ISPEL)

Response to Intervention (RtI²) for English Learners



At – Risk of LTEL: EL enrolled 4 or 5 years
LTEL: EL enrolled 6 or more years

Last Name _____ First Name _____
☐ At- Risk of LTEL ☐ Long-Term EL (LTEL)
School _____ EL Identification Date _____
Grade _____ Date _____ Teacher/Counselor _____

Your child DID NOT make sufficient progress in two or more of the following areas; additional supports are required.

According to most current academic records:

____ 2022 ELPAC – Overall score (Level 1 – Level 2) **OR** did not maintain status

____ 2022 CAASPP – English Language Arts (scored **Standard Not Met**) ____ District Interim Assessment - English Language Arts: Did not meet the district core ELA Benchmark level OR mean percent correct on ELA Interim Assessment scored by same grade English Only students

____ Report Card Grades- English Language Arts: **Grades 3-5 spring2022: Ds or lower. Grades 6-12 spring2022: D or lower.**

*For students with disabilities, refer to IEP goals and objectives.

<i>Interventions provided by the school:</i> For students not making adequate progress, document RtI2 support below. ISPEL Year Yr. 1 <input type="checkbox"/> Yr. 2 <input type="checkbox"/> Yr. 3 <input type="checkbox"/> Yr. 4+ <input type="checkbox"/>	<i>Provided by the parent(s)/guardian(s)</i>
A. The student's learning need is: _____ _____ _____	____ Assure that the student is in school every day and on time ____ Provide a distraction-free environment and the supervision necessary for the student to complete homework assignments on time ____ Practice basic skills with the student ____ <ul style="list-style-type: none">• Sight words, spelling words, vocabulary words• Reading (informational text and literature) for 30 minutes/day
B. The following targeted supports/intervention will be implemented: _____ _____ _____	____ Help the student organize schoolwork, supplies, binder, and backpack ____ Work with student to correct any discipline problems ____ Set academic goals with the student and monitor progress toward goals ____ Other _____ _____
C. The student's progress will be monitored by: _____ _____ _____	
Record Results of Intervention(s): _____ _____ _____	If unable to schedule a parent conference, document attempts to contact parent: Date _____ Initials _____ Date _____ Initials _____ Date _____ Initials _____

*Parent/Guardian Conferences required in the fall/spring of the calendar year.

Fall: _____ Spring: _____
Parent/Guardian Initial

Fall: _____ Spring: _____
Teacher Initial

Fall: _____ Spring: _____
Counselor/Designee Initial

Fall: _____ Spring: _____
Administrator Initial

Chapter THREE

Monitoring of Student Progress and Reclassification

(EL 10, 10.1, 10.2)

State and Federal requirements for Programs serving English Learners

EL 10: Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to the following:

- a. Assessment of English-language proficiency.
- b. Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student.
- c. Opportunities for parent opinion, consultation, and involvement during the reclassification process.
- d. Comparison of student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age which demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

EL 10.1: Regardless of the physical form of such record and to ensure transfer of documentation, each LEA must maintain the following in the student's permanent record:

- a. Language & academic performance assessments
- b. Participants in the reclassification process
- c. Any Decision regarding reclassification

EL 10.2: Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed.

3



Monitoring of Student Progress

Student progress is monitored and based on a set of district-adopted and state-mandated assessments. These assessments are used to determine English language proficiency and evaluate students' academic performance.

Assessment results are maintained in electronic form in the Aeries student information system and the IO/Illuminate database. This allows for rapid access to results in a variety of formats. This information issued for a variety of purposes, including (but not limited to) information that relates to transition from one program to another, reclassification, and identification of students in need to overcome content academic barriers before the deficits become irreparable.

District-adopted formative assessments are given during the year to monitor students' progress in English language development (listening, speaking, reading and writing), and language arts. Curriculum embedded assessments in language arts are taken in English by English Learners in the Structured English Immersion (SEI) and Dual Immersion (DI) programs, and in the target language (Mandarin, Spanish, Korean) by students being instructed in the Dual Immersion program classrooms. If a target language other than Spanish, Mandarin, or Korean increases in size to the point where additional target language DI, and/or transitional or developmental language programs are requested and/or feasible, then assessments in that language will be adopted.

State-mandated Smarter Balanced Assessment Consortium (SBAC) assessments are taken by all students regardless of their language classification.

A third group of assessments, including the state's English language proficiency assessment, are for English Learners only and are taken as annual assessments. Students with Individualized Education Programs (IEPs) may be given an alternative assessment in place of the CAASPP SBAC assessments. The current state-approved alternative assessment is the California Alternative Assessment. (*Tables of Assessments Given to English Learners, 3.1-3.2.*)

Use of Assessment Data for Student Placement and Instructional Planning

Teachers use the language arts and mathematics curriculum embedded assessments to analyze student progress every 6 to 8 weeks, for planning differentiated instruction and to provide classroom interventions as appropriate. The state English language proficiency assessment results (supplemented by curriculum embedded assessment results) are used for instructional grouping in ELD at the elementary level, and student placement in appropriate ELD courses in the middle and high schools. Teachers use formative assessments in ELD to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of these data.

State Academic Assessment Results

State academic achievement assessments results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of Tier I, Tier II or Tier III interventions, and to assign them to appropriate instructional schedules. Students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes. Ongoing monitoring of student progress takes place at two levels:

- Grade level and/or department teams regularly meet at least monthly to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of English Learners to appropriate interventions.
- EL Program Facilitators meet with teachers of English Learners to review performances, develop ISPEL and At-Risk-of ISPEL (Notification of Insufficient Student Progress for English Learner) plans as necessary and recommend reclassification as appropriate.

Reclassification Process and Criteria

An English Learner (EL) is eligible for reclassification when he/she has met the district and state established criteria (20 U.S.C Section 6312[e][3][A][vi]). The reclassification criteria include the use of multiple measures to ensure both proficiency in the English language and success in academic content area achievement. Site designee, teacher, and parent must participate in the reclassification process.

The site administrator or designee collects and reviews the SBAC assessment and/or District Interim Assessment results, the English language proficiency assessment scores, other assessment data, student grades, and teachers' recommendations, for all English Learners. On the basis of this review, students who are eligible for reclassification are identified. The district's criteria are shown in *Tables 3.3-3.6*. These criteria include multiple measures of:

- English language proficiency (listening, speaking, reading and writing)
- Academic achievement in language arts and literacy
- Teacher evaluation, along with supporting documentation
- Parent opinion

The site administrator or designee notifies parents and guardians of their right to participate, and encourages their participation in the reclassification process, providing an opportunity for the parent or guardian to attend the reclassification meeting and provide their input/opinion. The meeting is scheduled at a time convenient for the parent/guardian. If unable to attend, the parent may communicate his/her opinion in writing or via phone call.

The site may elect to take the following additional steps for involving parents in the reclassification process.

- Meet with parents of English Learners who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal
- Invite parents to a group meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for at least four additional years. Students are also included in this meeting/celebration.

Provisions for Students with Disabilities

IF a student has an Individualized Education Program (IEP) and has been receiving services/instruction in ELD, reclassification must be addressed through an annual IEP or Addendum meeting, following the district procedures for reclassifying Students with Disabilities.

Refer to *Table 3.6* for the district's process to reclassify Students with Disabilities (SWD)

District and School Site Responsibilities for Reclassification Evaluation and Assessment Services

District and School Site Responsibilities for Reclassification

Evaluation and Assessment Services:

The District Program Specialist, Assessment provides each school with a list of students

eligible for reclassification each school year:

- August/September-based on most recent CAASPP/SBAC and English Language Proficiency Assessment (ELPAC) scores
- The calendared District Interim and ELD Unit Assessment results are made available in IO/Illuminate to further identify student for reclassification throughout the school year

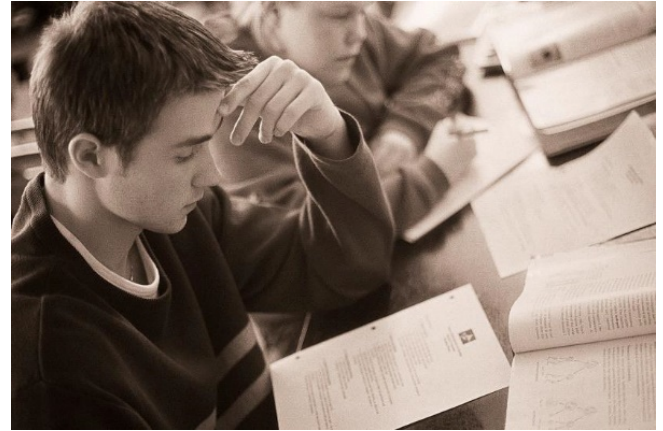
MESBP Office Responsibilities:

1. Train site designees on reclassification procedures.
2. Approve or deny documentation submitted.
3. Return approved reclassifications to school site with the following documents:
 - Signed Reclassification Form
 - D-2 Letter: Parent Notification of Reclassification
4. Changes made in Aeries (MESBP office only):
 - Student code from EL to Reclassified FEP
 - Date of reclassification in Language Assessment window
5. Reclassifications not approved* are returned to school site with the following documents:
 - Letter of Explanation: students not meeting reclassification criteria will have attached notice
 - D-2 Letter: Parent Notification that Reclassification is not approved

School Site Responsibilities (See Chart – *"Reclassification Next Steps"*):

1. Identify students in grades K-12 who are eligible for reclassification
2. Send D-1 Letter: Notification of Intent to Reclassify, to parents of identified students
3. Follow reclassification procedures
4. Schedule conferences with parents of students with approved reclassification

- documentation and ensure parent signature on paperwork
5. Send D-2 Letter: Results of Reclassification Process, to parents of students who were not approved for reclassification
 6. Post Reclassification - Four-year monitoring. Students must be monitored for four years following reclassification
 - If the student has not maintained the same achievement levels attained at time of reclassification, the site must design and implement an action plan to assist the student



Reclassified Fluent English Proficient (RFEP) Monitoring Procedures

Students who have been reclassified as Fluent English proficient (RFEP) receive follow-up monitoring for a minimum of four years after reclassification. The site administrator or designee utilizes student reports generated from the district's data system. The reports utilized for monitoring should contain RFEP students' academic progress including state CAASPP/SBAC results in English Language Arts and/or ELA District Interim Assessment results; and the Language Arts semester grades.

During the four years following reclassification, the administrator or designee records students' grades on the R-FEP Progress Monitoring Report. If the student is not maintaining grades consistent with reclassification criteria, Response to Intervention (RtI2) support must be documented on the form. The person completing the monitoring portion must initial and date the R-FEP Progress Monitoring Report.

The Multilingual Department monitors sites to ensure proper RFEP monitoring procedures are followed. Annually, sites submit their RFEP Progress Monitoring Report to document site monitoring of all RFEP students; including interventions provided for those not maintaining progress.

Tables of Assessments Given to English Learners

Table 3.1: English Language Development Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
English Language Proficiency Achievement for California (ELPAC)	TK-12	<ul style="list-style-type: none"> Initial Assessment Summative assessment Assesses listening, speaking, reading and writing in English State mandated instrument Used as state and federal accountability measure 	<i>Initially:</i> At registration (legal allowance – within 30 calendar days from date of registration) <i>Summative -Annually:</i> •February-May at school sites	<i>Initial:</i> Trained staff person from Welcome Center <i>Annually:</i> Trained classroom teacher
<i>HMH Big Day Assessments</i>	TK	<ul style="list-style-type: none"> Curriculum-embedded Assessments 	According to Pacing Guide	Classroom Teacher
<i>Wonders ELD Unit Assessments</i>	K-5	<ul style="list-style-type: none"> Curriculum-embedded ELD assessments 	According to Pacing Guide	Classroom teacher
<i>Study Sync Designated ELD Unit Assessments</i>	6-12	<ul style="list-style-type: none"> Curriculum-embedded ELD assessments 	According to Pacing Guide	Classroom teacher
<i>Inside (supplemental) Edge (supplemental)</i>	6-8 9-12	<ul style="list-style-type: none"> Curriculum-embedded ELD assessments 	According to Pacing Guide	Classroom teacher

Table 3.2: Academic Achievement–Assessments in English

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
CAASPP SBAC Assessments	3-8 & 11	<ul style="list-style-type: none"> Computer based/adaptive tests to measure student knowledge of grade level standards in language arts State mandated instruments Used as state and federal accountability measures 	Annually in spring	Classroom teacher
California Alternative Assessment	3-8 & 11	<ul style="list-style-type: none"> As determined by the IEP team 	Annually in the spring	Classroom teacher
<i>HMH Big Day</i>	TK	<ul style="list-style-type: none"> Curriculum-embedded Assessments 	Per curricular pacing guides	Classroom teacher
McGraw Hill <i>Wonders</i> Assessments	K-5	<ul style="list-style-type: none"> Curriculum embedded reading/language arts assessments District Interim Assessments (district mandate) 	Periodically throughout the year per grade level curricular pacing guides	Classroom teacher
McGraw Hill <i>Study Sync</i> Assessments	6-12	<ul style="list-style-type: none"> Curriculum embedded reading/language arts assessments District Interim Assessments (district mandate) 	Periodically throughout the year per grade level curricular pacing guides	Classroom teacher

2021 Gr 6-12 Academic Performance Profile for English Learners (APPEL 2.0) Implementation Guide

Culminating Writing Project Lesson Planner

- For each of the three grade level writing genres (Argumentative, Informative/Explanatory, Narrative) complete a ***Culminating Writing Project (CWP) Lesson Planner for English Learners***.
- Choose the ELD standards (Part 1 and Part 2) to support the Culminating Writing Project based upon the needs and proficiencies of English Learners.
- Select and enter three ELD Standards from ***Part 1, Interacting in Meaningful Ways*** and one ELD Standard from ***Part II, How English Works***
- Using the language of the genre, content area, or Essential Question, describe how each of the selected standards (see anchor samples) offer differentiated supports for ELs to successfully engage in the writing/oral presentations based on their English language proficiency levels.

Data Entry Protocols

- Use the grade level 4 point writing rubric to score the Culminating Writing Project.
- English Learners' Culminating Writing Project scores will be entered into MasteryConnect to provide an electronic academic profile for progress monitoring.
- Use the handout, "Directions for Entering APPEL Scores into MasteryConnect" for instructions on how to enter the Culminating Writing Project scores in IO Assessment.

Monitoring: Culminating Writing Project Lesson Planner & Final Drafts

- ***Culminating Writing Project Lesson Planner*** for each grade level writing genre (Argumentative, Informative/Explanatory, Narrative) will be collected by the site's 6-12 EL Program Facilitator every 10 weeks on/by the following dates:
 - ***Culminating Writing Project Lesson Planner #1 - October 20, 2021***
 - ***Culminating Writing Project Lesson Planner #2 - January 4, 2022***
 - ***Culminating Writing Project Lesson Planner #3 - March 7, 2022***
- 6-12 EL Program Facilitators will electronically submit sites' ***Culminating Writing Project Lesson Planners*** to Mercedes Michael at mmichael@hlpusd.k12.ca.us
- Culminating Writing Project scores entered into MasteryConnect:
 - ***Culminating Writing Project Score #1 - December 10, 2021***
 - ***Culminating Writing Project Score #2 - March 4, 2022***
 - ***Culminating Writing Project Score #3 - May 9, 2022***
- EL students' scored final drafts with rubrics will be maintained by the classroom teacher for the current year and returned to the student at the end of the school year.

Revised 9.13.2021

Reclassification Criteria & Process



School Reclassification Designee reviews current English Language Proficiency Assessment scores & other criteria below to begin the reclassification process.

Criteria

1. English Language Proficiency Assessment scores criteria:

ELPAC Summative Overall score of Level 4

2. Standards Based Assessment criteria/Comparison of Performance in Basic Skills:

Current CAASPP Score of Standard Met or Exceeded in ELA

OR

District ELA Interim Assessment: Met or Exceeded the District ELA Benchmark Level OR most Current Alternate Criteria (3-12th grade): Met or exceeded the mean percent correct on ELA Interim Assessment scored by same grade English Only students

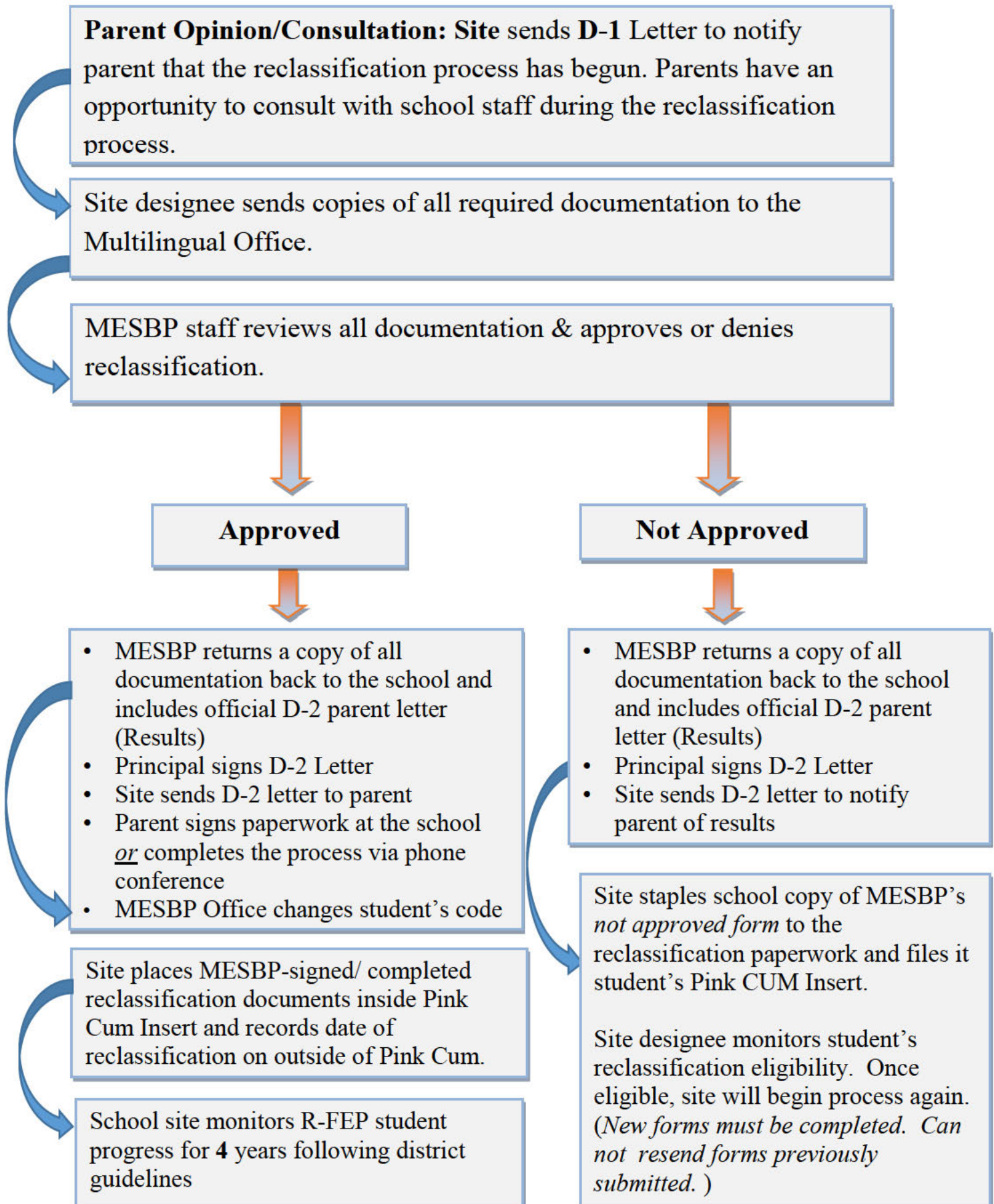
3. Academic Performance criteria/Teacher Evaluation:

- Grades K-2 : Trimester Report Card (**ELA**)
 - Marks of 3s and 4s
 - No more than one mark of 2
 - No marks at 1
- Grades 3-5 : Trimester Report Card (**ELA**)
 - At least 4 out of 5 marks *As* and *Bs*
 - No more than 1 *C*
 - No *D*'s or *F*'s
- Grades 6-12: Semester or Progress Report (**English course**)
 - *C* or better

*SWD – For students with disabilities, refer to the IEP and follow district provided procedures.

Reclassification Criteria & Process

Process





HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

MULTILINGUAL EDUCATION

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Reclassification Criteria Grades K-2



Required Criteria (California Education Code Section 313[d])	Hacienda La Puente Unified Reclassification Criteria Grades K-2
English Language Proficiency Assessments for California (ELPAC)	ELPAC Overall Score of Level 4 ▪ 2022 scores only
Comparison of Performance in Basic Skills <i>"Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English." (Education Code section 313 {f}{4})</i>	District ELA Interim (Students must meet ONE criteria in this section) District ELA Interim Assessment: 75% or better on the <u>most recent</u> ELA Interim OR Most Current Alternate Criteria: Met or exceeded the mean percent correct on <i>ELA Interim Assessment</i> scored by same grade English Only students (see <i>District IFA Mean EO Score Comparison Chart</i>).
Teacher Evaluation	Progress Report: <u>Most Recent</u> Overall Achievement Marks for ELA • No 1s (<i>Not Making Progress</i>)
Parental Opinion and Consultation	Parents are notified and given an opportunity to consult with school staff during the reclassification process
	SWD – For students with disabilities, refer to the IEP



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Reclassification Criteria Grades 3rd- 5th



Required Criteria (California Education Code Section 313[d])	Hacienda La Puente Unified Reclassification Criteria Grades 3-5
English Language Proficiency Assessments for California (ELPAC)	1.1 ELPAC Overall Score of Level 4 • 2022 scores only
Comparison of Performance in Basic Skills <i>"Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English." (Education Code section 313 {f}{4})</i>	ELA (Students must meet ONE criterion in this section) 2.1 2022 Current CAASPP- Standard Met or Exceeded <u>OR</u> 2.2 District ELA Interim Assessment: <u>Most recent</u> Met or Exceeded the District Core ELA Benchmark Level. <i>OR Most Current Alternate Criteria:</i> Met or exceeded the mean percent correct on <i>ELA Interim Assessment</i> scored by same grade English Only students (see <i>District IFA Mean EO Score Comparison Chart</i>).
Teacher Evaluation	3.1 Report Card: <u>Most recent</u> Overall Achievement Marks for all 5 ELA Grades • No D's or F's (<i>Below or Insufficient Grade Level Standards</i>)
Parental Opinion and Consultation	Parents are notified and given an opportunity to consult with school staff during the reclassification process
	SWD – For students with disabilities, refer to the IEP.



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Reclassification Criteria Grades 6th- 12th



Required Criteria (California Education Code Section 313[d])	Hacienda La Puente Unified Reclassification Criteria Grades 6-12
English Language Proficiency Assessments for California (ELPAC)	1.1 ELPAC: Overall Score of Level 4 <ul style="list-style-type: none">• <u>2022</u> scores only
Comparison of Performance in Basic Skills <i>"Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English." (Education Code section 313 {f}{4})</i>	ELA (Students must meet ONE criterion in this section) 2.1 2022 Current ELA CAASPP Score <ul style="list-style-type: none">• Standard Met or Exceeded OR 2.2 District S-MAP Reading Achievement Percentile 41% or higher OR Most Current Alternate Criteria: Met or exceeded the mean percent correct on <i>ELA Interim Assessment</i> scored by same grade English Only students (<i>see District IFA Mean EO Score Comparison Chart</i>).
Teacher Evaluation	Report Card: <u>Most recent</u> Grades <ul style="list-style-type: none">• C or better in ELA on the report card.
Parental Opinion and Consultation	Parents are notified and given an opportunity to consult with school staff during the reclassification process.
	SWD – For students with disabilities, refer to the IEP.

Table 3.6 - Reclassification Procedures for Students with Disabilities (SWD)

The following steps are to reclassify EL students with disabilities through an IEP* meeting.

Criteria Required to Reclassify Student with Disabilities:

1. The student must have been receiving ELD instruction
2. ELD Instruction must be documented in the IEP via goals or other monitoring tools
 - Reclassification Sample IEP Language: [Student name] has been receiving ELD instruction by a teacher certified to teach English Learners and linguistically appropriate goals and objectives have been included in [his/her] IEP. Their English Language Proficiency Assessment scores are: [Include ELPAC scores.] [Student's] Language proficiency levels according to the ELPAC are: [_____]. This IEP team has considered the language needs of [student] and his/her academic progress. [Student's name] academic progress is a result of his/her disability. For these reasons, this IEP team recommends that [student name] be reclassified as Fluent English Proficient.
3. The IEP must have a written explanation/discussion in the English Language (EL) section (special factors page) of the IEP to include:
 - ELPAC* scores,
 - Language proficiency, and
 - Indicate how student's English language needs are being addressed through the IEP.

Steps to Reclassify

1. IEP and Addendum is completed by the special education teacher or case carrier.
2. IEP team gives a copy of the IEP with the above criteria documented to the school site reclassification designee.
3. The site designee completes the necessary paperwork and submits to the MESBP* office for review for final approval (see *Table 3.6-3.8* for MESBP reclassification procedures).
4. MESBP office approves or denies the reclassification and sends D2, Parent Notification Letter of Results, to site.
5. Site designee contacts parent to share Notification of Results (D2).
6. Parent signs the reclassification form.

* IEP: Individualized Education Plan

*ELPAC: English Language Proficiency Assessment

*MESBP: Multilingual Education/Site-Based Programs

Reclassification Next Steps

Approved	Not Approved
<ol style="list-style-type: none"> 1. Principal signs D-2 Letter and mails / emails parent a copy. 2. Parent <u>notification and date</u> must be updated on the Approved Reclassification Form. 3. Secondary student's schedule must be changed <u>immediately</u> to reflect RFEP (Redesignated) status. 4. Inform student's teachers and counselors that the student has been reclassified. 5. Staple and file all reclassification paperwork in student's <i>Pink CUM Insert</i>. 6. Record reclassification date on the outside of the <i>Pink CUM Insert</i>. 7. Print the letter "R", in black, next to student's name on the top of CUM folder. 8. Begin the 4-year RFEP monitoring. (CDE-EL 10) <p style="text-align: center;"><i>Maintain any previous APPEL documentation in the CUM</i></p>	<ol style="list-style-type: none"> 1. Principal signs D-2 Letter and mails parent a copy. 2. Create a <i>Possible Reclassification Folder</i> if non-approval was due to grades, Interim, or CAASPP. Insert all reclassification paperwork. 3. Staple school copy of MESBP not approved form to all reclassification paperwork and file in student's <i>Pink CUM Insert</i>. 4. When resubmitting students for reclassification, <u>new forms must be completed</u> (DO NOT resend forms previously submitted).

Name _____

School _____ Grade _____ DOB _____

Initial Identification Date _____

Primary Language _____

RECLASSIFICATION FORM
Hacienda La Puente Unified School District
MESBP

SECONDARY (6-12)

Submit Electronic Documentation Only

Reclassification Team

Date Reclassification Process Initiated _____
 Month _____ Day _____ Year _____

School Administrator _____ Counselor/Certificated Designee _____

ELA Classroom Teacher _____ District/MESBP Staff Designee _____

For MESBP Office Use Only

R ☐ Meets Reclassification Criteria

NR ☐ Not Recommended for Reclassification

_____ Date Reviewed _____

Students must meet ONE criterion in each of the three sections.

Section 1 – English Language Proficiency

1.1 2022 ELPAC Date _____

Overall Score at Level 4

	Overall Score
Scale Score	
Level	

Section 2 – Comparison of Performance in Basic Skills

2022 CAASPP OR S-MAP

2.1 2022 CAASPP -Standard Met/Exceeded or

	Date	Overall Score	Performance Level
English Language Arts			

2.2 District S-MAP Reading –

Achievement Percentile 41% or higher

	Date	Score	Percentage
ELA District Interim			

Section 3 – Teacher Evaluation

3.1 Grades Date: _____

ELA Grade: Grade of "C" or above

DATE	Grade

**For Student with Disabilities (SWD),
complete this box.**

Date IEP team met and discussed the language needs of the student: _____

☐ Complete IEP attached

Parent Opinion and Consultation

Notification of Possible Reclassification (D1 Letter) _____
 (Initials)

Date sent: _____

(Must be sent to parents prior to submitting reclassification request to MESBP office)

Notification of Results (D2 Letter) _____
 (Initials)

Date sent: _____

I have been notified of my child's reclassification.

Parent/Guardian Signature _____ Date _____

If unable to obtain parent signature,
document the attempts to contact parent below:

Date _____ Initials _____

Date _____ Initials _____

Date _____ Initials _____

(Parent signature not required if student was not reclassified)

Post Reclassification 4-Year Student Monitoring

Progress monitored annually on RFEP Progress Monitoring Data Form (Fall/Winter)

*EL 10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed
 (20 U.S.C. Section 6841 [a][4][5]; 5 CCR Section 11304)*

Place in Pink Cum Insert After Parent Signature Obtained

REV 10.10.2022

Name _____
 School _____ Grade _____ DOB _____
 Initial Identification Date _____
 Primary Language _____

RECLASSIFICATION FORM
Hacienda La Puente Unified School District
MESBP
Elementary (Grades 3-5)
Submit Electronic Documentation Only

Reclassification Team

Date Reclassification Process Initiated _____
 Month Day Year
 School Administrator _____ Counselor/Certificated Designee _____
 ELA Classroom Teacher _____ District/MESBP Staff Designee _____

For MESBP Office Use Only

R ☐ Meets Reclassification Criteria
 NR ☐ Not Recommended for Reclassification

 Date Reviewed

Students must meet ONE criterion in each of the three sections.

Section 1 – English Language Proficiency

1.1 2022 ELPAC Date _____
 Overall Score at Level 4

	Overall Score
Scale Score	
Level	

Section 2 – Comparison of Performance in Basic Skills
2022 CAASPP or ELA Interim Assessment

2.1 2022CAASPP -Standard Met/Exceeded

	Date	Overall Score	Performance Level
English Language Arts			

2.2 ELA District Interim Assessment – Met or Exceeded Benchmark Level

	Date	Score	Percentage
ELA District Interim			

Section 3 – Teacher Evaluation

3.1 Report Card Date: _____
Gr. 3-5: No D's or F's.

Subject	Total # of Emphasized Standards	Excels (A)	Meets (B)	Approaching (C)
English Language Arts (All)				

For Student with Disabilities (SWD), complete this box.

Date IEP team met and discussed the language needs of the student: _____
☐ Complete IEP attached

Parent Opinion and Consultation

Notification of Possible Reclassification (D1 Letter) _____
 (Initials)
 Date sent: _____
(Must be sent to parents prior to submitting reclassification request to MESBP office)

Notification of Results (D2 Letter) _____
 (Initials)

Date sent: _____

Following Los Angeles DPH recommendation, site representative made parent/guardian consultation via phone.

Site Representative Signature _____ **Date** _____

If unable to obtain parent signature, document the attempts to contact parent below:

Date _____ Initials _____

Date _____ Initials _____

Date _____ Initials _____

(Parent signature not required if student was not reclassified)

Post Reclassification 4-Year Student Monitoring

Progress monitored annually on RFEP Progress Monitoring Data Form (Fall/Winter)

EL 10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed
(20 U.S.C. Section 6841 [a][4][5]; 5 CCR Section 11304)

Name _____

School _____ Grade _____ DOB _____

Initial Identification Date _____

Primary Language _____

RECLASSIFICATION FORM
Hacienda La Puente Unified School District
MESBP



Elementary (Grades K-2)
Submit Electronic Documentation Only

Reclassification Team	
Date Reclassification Process Initiated _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Month Day Year </div>	
School Administrator _____	Counselor/Certificated Designee _____
ELA Classroom Teacher _____	District/MESBP Staff Designee _____

For MESBP Office Use Only
R <input type="checkbox"/> Meets Reclassification Criteria
NR <input type="checkbox"/> Not Recommended for Reclassification
_____ Date Reviewed _____

Students must meet ONE criterion in each of the three sections.

Section 1 - English Language Proficiency	
1.1 2022 ELPAC	Date: _____
Overall Score at <i>Level 4</i>	Overall Score
Scale Score	
Level	

For Student with Disabilities (SWD), complete this box.
Date IEP team met and discussed the language needs of the student: _____
<input type="checkbox"/> Complete IEP attached

Section 2 - Comparison of Performance in Basic Skills			
<i>ELA Interim</i>			
2.1 2022DIA#2 - Level 3 or 4			
2.2 ELA District Interim Assessment - 75% or Better			
	Date	Score	Percentage
ELA District Interim			

Parent Opinion and Consultation
Notification of Possible Reclassification (D1 Letter) _____ <div style="text-align: right; font-size: small;">(Initials)</div>
Date sent: _____
<i>(Must be sent to parents prior to submitting reclassification request to MESBP office)</i>

Section 3 - Teacher Evaluation				
Date: _____				
3.1 Gr. K-2: No 1's				
Subject	Total # of Emphasized Standards	Excels (4)	Meets (3)	Approaching (2)
English Language Arts (All)				

Notification of Results (D2 Letter) _____ <div style="text-align: right; font-size: small;">(Initials)</div>
Date sent: _____
Following Los Angeles DPH recommendation, site representative made parent/guardian consultation via phone.
Site Representative Signature _____ Date _____
If unable to obtain parent signature, Document the attempts to contact parent below
Date _____ Initials _____
Date _____ Initials _____
Date _____ Initials _____
<i>(Parent signature not required if student was not reclassified)</i>

Post Reclassification 4-year Student Monitoring

Progress monitored annually on RFEP Progress Monitoring Data Form (Fall/Winter)

EL 10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed (20 U.S.C. Section 6841 [a][4][5]; 5 CCR Section 11304)

Place in Pink Cum Insert After Parent Signature Obtained

REV 8.29.2022

Response to Intervention for (RtI²) for RFEP Students Not Showing Progress

Reclassified to Fluent English Proficient (RFEP) Progress Monitoring

Process Chart

Student does not show progress in two or more of the following areas; additional supports are required.

According to previous year's academic records:

- _____ 2021 Interim Comprehensive Assessment Mirror (ICAM2021) – **Level 1** or CAASPP – English Language Arts scored **Standard Not Met (1)**
- _____ District Interim Assessment- English Language Arts: Did not meet the district core ELA Benchmark level/Level 1 or median percent correct on ELA Interim Assessment scored by same grade English Only students
- _____ Report Card Grades- English Language Arts: **Grades 1-2 spring 2021: 2s or lower** **Grades 3-5 spring 2021: D's or lower** **Grades 6-12 spring 2021: D or lower**

*For Students with Disabilities (SWD) Reclassified English Proficient (RFEPs), refer to IEP goals and objectives. Teachers of RFEP SWD not making adequate progress will be required to:


- Schedule an IEP meeting to discuss further interventions
- Refer to RFEP Progress Monitoring documents to guide IEP meeting discussion
- Document next steps on IEP and attach RFEP Progress Monitoring form

Response to Intervention for (RtI²) RFEP Progress Monitoring Process should be completed before the end of the first grading period of the academic calendar year.

EL Program Facilitator

- Share Potential **RFEP Progress Monitoring Data Report** list to administrator/designee.
- Work with administrator/designee to identify Potential **Response to Intervention for (RtI²) RFEP Progress Monitoring** candidates from the **RFEP Progress Monitoring Data Report**.
- Support administrator/designee to share Potential **Response to Intervention for (RtI²) RFEP Progress Monitoring** candidates list, RFEP Monitoring process, and RFEP monitoring tool at a staff meeting
- Submit Update #1 of the **RFEP Monitoring Data Report** electronically to Mercedes Michael on/before **November 19, 2021**
- Individual student ISPEL monitoring tool is housed in students' Pink Cum Insert in the spring
- Submit final **RFEP Progress Monitoring Data Report** electronically to Mercedes Michael on/before **January 14, 2021**.

Response to Intervention for (RtI²) RFEP Progress

- Look for additional data (Aeries, site, or CUM)
- Identify year 1, 2, 3 or 4 students by reviewing RFEP date
- Finalize **RFEP Progress Monitoring** list
- Complete top half of **Response to Intervention for (RtI²) RFEP Progress Monitoring** form
- Distribute forms to teachers (see teacher column)
- Inform counselors of RFEP students not making sufficient progress for counseling next steps
- Grades 6-12: Inform counselors of ELs not making sufficient progress for counseling next steps
- In May, collect signed  and completed **Response to Intervention for (RtI²) RFEP Progress Monitoring** forms
- File signed Response to Intervention for (RtI²) RFEP Progress Monitoring form in student Pink CUM Insert

Teachers

- Complete the section "**Fall: Academic Support and/or Interventions provided by the school**" of the **Response to Intervention for (RtI²) RFEP Progress Monitoring** form
- Verify that both teacher and administrator/designee have signed **Response to Intervention for (RtI²) RFEP Progress Monitoring** form
- File signed **Response to Intervention for (RtI²) RFEP Progress Monitoring** in Designated Site Location
- Document results of intervention on form in the "**Spring: Results of Academic Support and/or Intervention's(s) and Action Steps**"
- In May, return CUM copy to Counselor or designee for filing

Revised 10.19.2021

EL 10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification placement and additional academic support as needed. (20 U.S.C. § 6841(a)(4)(3) 5 CCR § 11304)

Evidence Requests: Submit RFEP progress monitoring documents for RFEP students. Include areas of academic concern academic support and/or interventions provided to RFEP

Students who are not showing progress.

2019-20 RFEP PROGRESS MONITORING DATA REPORT

HLPUSD/Multilingual Department

School

Monitoring Years:

2015-16
2016-17
2017-18
2018-19

Directions:

- Complete Grades Monitoring section for ALL RFEP students listed.
- For students not making adequate progress based on 2 or more criteria, document RTI₂ support on RFEP Monitoring Tool.

Orange = SBAC ELA Level 1 and Most Recent ELA IA ≤ 50%

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's
Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or 1's

Student Name	Gr Lvl	Student ID	Lang Fluency	R-FEP Date (Fall 2015-Spring 2019)	SWD	2018-19 Test Scores			Criteria 3 Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)	
						Criteria 1	Criteria 2 (Most Recent IA)		Spring 2019 Grades Yes/No	Fall 2019 Grades Yes/No
						SBAC ELA LVL	IA # 1	IA # 2		
	7		RFEP	3/19/2019	No	3	30	70		
	7		RFEP	5/23/2017	No	3	45	60		
	7		RFEP	9/22/2017	No	3	65	85		
	7		RFEP	5/23/2017	No	2	55	65		
	7		RFEP	5/24/2016	No	3	65	70		
	7		RFEP	3/19/2019	No	2	65	75		
	7		RFEP	5/24/2016	No	2	65	80		
	7		RFEP	5/24/2016	No	4	65	85		
	7		RFEP	3/19/2019	No	2	30	80		
	7		RFEP	5/24/2016	No	2	45	70		
	7		RFEP	10/21/2016	Yes	1	50	50		
	7		RFEP	5/16/2016	No	2	60	75		
	7		RFEP	3/19/2019	No	3	60	85		
	7		RFEP	5/24/2016	No	3	70	70		
	7		RFEP	9/25/2016	No	3	65	70		
	7		RFEP	5/23/2017	No	4	65	80		
	7		RFEP	5/2/2019	Yes	2	45	75		

10/4/2019



Reclassified to Fluent English Proficient (RFEP) Progress Monitoring Response to Intervention for (RtI²) for RFEP Students Not Showing Progress (RtI² – RFEP)



Last Name _____ First Name _____ RFEP Year Yr. 1 ☐ Yr. 2 ☐ Yr. 3 ☐ Yr. 4 ☐
Grade _____ Date Reclassified _____ Teacher/Counselor _____ School _____ Date _____

Student does not maintain progress in two or more of the following areas; additional academic support and/or intervention are required.

According to previous year's academic records:

____ 2021 Interim Comprehensive Assessment Mirror (ICAM2021) – **Level 1** or 2021 CAASPP – English Language Arts: scored **Standard Not Met (1)**
____ District Interim Assessment (most recent I.A.) - English Language Arts: Did not meet the district core ELA Benchmark level/**Level 1** or mean percent correct on ELA Interim Assessment scored by same-grade English Only students

____ Report Card Grades - English Language Arts: **Grades 1-2 spring 2021: 2's or lower** **Grades 3-5 spring 2021: Ds or lower.** **Grades 6-12 spring 2021: D or lower.**

*For students with disabilities, refer to IEP goals and objectives.

Fall: Academic Support and/or Intervention(s) Provided by the School:	Spring: Results of Academic Support and/or Intervention(s) and Action Steps:
A. The student's area of <u>academic concern</u> /learning need is: _____ _____	A. ____ Student <u>meets</u> grade-level academic standards or benchmarks.
B. The following <u>academic support and/or intervention(s)</u> will be provided: _____ _____	B. ____ Student <u>does not meet</u> grade level academic standards or benchmarks. Additional academic support and/or intervention(s) are required.
C. The student's progress will be <u>monitored</u> by the following: _____ _____	C. Summary of Action Steps: _____ _____ _____ _____ _____
Additional Comments: _____ _____	

EL 10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304)

Fall: _____ Spring: _____
Teacher or Counselor Initial

Fall: _____ Spring: _____
Administrator or Designee Initial

File in Pink Cum Insert

Chapter FOUR

Staffing and Professional Growth

4

(EL 11 and 12)

State and Federal requirements for Programs serving English Learners

EL11.0: Teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations.

EL12.0: Each LEA must provide professional development (PD) specific to the implementation of programs for ELs.

EL 12.1: Each LEA must provide sufficient PD to effectively implement the LEA's EL program.

EL 12.2: PD is provided to classroom teachers, principals and other school leaders, administrators and other school or community-based organizational personnel, that is:

- a. Designed to improve the instruction and assessment of ELs.
- b. Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.
- c. Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and
- d. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.



Staffing and Certification

Appropriate Teacher Authorization

Teachers assigned to instruct English Learners are required to be appropriately authorized. When the district has identified a shortage of such teachers, it has adopted and implemented measures to remedy such a shortage. The district also provides appropriate professional development for staff responsible for the education of English Learners.

Recruitment of Bilingual Cross-cultural Language and Academic Development (BCLAD) and Cross-cultural, Language and Academic Development (CLAD) Teachers:

1. **Dissemination of Job Announcements**
When the Hacienda La Puente Unified School District (HLPUSD) determines the number of new teaching positions estimated to be available during the next school year; job announcements are sent to:
 - EDJOIN web site
 - Educational placement centers at private, UC and CSU campuses with teacher training programs
 - When appropriate they are also sent out regularly to the listed school site until the vacancy is filled

All announcements of teacher positions indicate that HLPUSD is seeking BCLAD/CLAD or other English Learner authorization

2. **Advertisements**

Announcements of openings are placed in organizational newsletters and the internet.

3. **Career Day**

The district sends representatives to local colleges and universities to participate in “Career Day” activities.

The district provides information concerning district needs for teachers with CLAD and/or BLAD Certificate and employment opportunities.

4. **Interviews and Hiring**

NONDISCRIMINATION IN EMPLOYMENT (BP 4030)

The Governing Board prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation at any district site and/or activity. The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district’s complaint procedures instituted pursuant to this policy.

Job applications, eligibility interviews, and processing procedures are handled at the district office. Included in the procedures are means to identify qualified paraprofessionals. Job interviews are held at the local school site.

The following procedures are followed to fill classified employee paraprofessional openings:

- Authorizations sent by site to Human Resources as openings occur
- Human Resources provides list of candidates to be interviewed to the sites
- As eligibility lists are depleted, the Human Resources office informs Personnel Commission of the need for new testing
- Approved substitutes or provisional paraprofessionals may be placed in classrooms while the site is waiting for a list of interviewees



Staffing

1. Teachers who provide instruction to English Learners must have one of the following credentials:
 - a. Bilingual Cross-Cultural (BCC) or Bilingual Cross-Cultural Language and Academic Development (BCLAD)
 - b. Language Development Specialist LDS or Cross-Cultural Language and Academic Development (CLAD)
 - c. SB 1969 authorized
 - d. SB 395 Specially Designed Academic Instruction in English (SDAIE), English Language Development (ELD)
 - e. SB 2042 credential with English and SDAIE (Specially Designed Academic Instruction in English) embedded in the program
2. Teachers who provide instruction in English Language Development (ELD), or to EL students in Mainstream English, must be certified Bilingual Cross-Cultural teachers (BCC/BCLAD), LDS/CLAD certified. If in a self-contained setting, SB 1969/395 is also appropriate.
3. Teachers who provide SDAIE instruction in content areas must be certified Bilingual Cross-Cultural teachers (BCC/BCLAD), LDS/CLAD certified, or SB 1969/395. Content teachers must also be credentialed by the California Commission on Teacher Credentialing (CTC) in their subject area.
4. Teachers who do not meet the above criteria will not be assigned to work with EL students unless withdrawn from specific requirements at parent request.

Overall Procedures for Assuring Sufficient Qualified Staff

In the spring of each year, based on the annual language census and annual analysis of EL needs, the following steps must take place:

Elementary Site

- Projects/estimates need for Structured English Immersion and/or DI classrooms
- Projects/estimates need for classrooms with authorized teachers
- Tentatively staffs classrooms/sections with certified staff, or anticipates vacancies
- Assigns bilingual paraprofessional to teachers as identified through needs assessment and School Plan for Student Achievement (SPSA)

Secondary Site

- Projects/estimates need for ELD Language Arts classrooms or ELD sections
- Projects/estimates need for English Language Arts classrooms or Integrated ELD (SDAIE) sections
- Tentatively staffs classrooms/sections with certified staff, or anticipates vacancies
- Assigns bilingual paraprofessional to teachers as identified through needs assessment and School Plan for Student Achievement (SPSA)

Human Resources

- Reviews projections of certificated and classified staff for compliance with timelines in negotiated contracts
- Reviews anticipated vacancies
- Requests appropriate authorizations
- Monitors completion of required university courses towards initial certification
- Monitors timelines on hiring of bilingual instructional aides

Professional Development for All Staff Who Work with English Learners

The English Learner Master Plan is reviewed with district and site staff through a carefully planned professional development process. Key features of the plan and procedures to be adopted by all sites are emphasized. Training is given to all district and site administrators and all general education teachers of ELs. Professional development sessions at each site for faculty and staff are implemented by the site instructional leaders in collaboration with the Multilingual Education School-Based Program (MESBP) department.

Annual training on the English Learner Master Plan is provided for all site staff members who have responsibility for implementing the plan. This ensures that there is a widespread understanding of the contents of the Master Plan and commitment to faithful and high quality implementation.

Focus Areas for District Professional Development

The district provides high quality research-based professional development that is designed to improve instruction and assessment results. Training efforts related to English Learners focus on the following areas:

- Knowledge and use of effective pedagogy
- ELA/ELD Framework
- Essential features of Designated and Integrated ELD
- Language development and content
- Methods for implementing instructional strategies that ensure meaning making in content areas
- Data and Assessment
- Master Plan Goals & Objectives
- Program/Curriculum & Assessment Implementation



These trainings provide professional development opportunities (academic language development, evidence-based instructional strategies, differentiation of instruction for English Learners) which include workshops followed by support and n.

MESBP SUPPORT

All schools

- Supplemental support for ELPAC training and certification of examiners
- Initial ELPAC testing of all students new to HLPUSD/creation of cum insert
- Curriculum and program implementation with classroom support
- Ongoing email/phone calls from site personnel with EL questions
- Principal consultation and support
- Individual teacher conferences
- Assistance with and review of School Plan for Student Achievement – EL
- I-SPEL forms to monitor progress of ELs not making sufficient annual growth
- RFEP Monitoring
- School site PD and trainings as requested
- Site Governance Facilitator meetings
- DELAC meetings
- Facilitating and supporting Annual EL, Annual Title I, and ELAC meetings
- In-class teacher support/modeling of lessons
- EL Facilitator's meetings - FPM compliance

- Reclassification training and review of all reclassification paperwork submitted, K-12
- Aeries student data support
- School office managers meetings
- Fiscal oversight for sites Title I, Title III, LCFF budgets
- Data analysis support for site and department pieces of Consolidated Application
- Translations, both written and oral, of district communications to parents/families, including as requested by other departments and district office personnel

Elementary Schools

- K-5 EL Program Facilitator meetings
- Support with EL, At-Risk of LTEL, and LTEL data reports and progress monitoring
- 4 year RFEP Monitoring
- ELD Monitoring Walks
- EL Program Reviews
- GLAD Training (Institute or workshop by special arrangement)
- Assistance with IO/Illuminate data reports
- Consultation and support to site Resource Teachers/Literacy Coaches/TOSAs
- *Big Day and Wonders* ELD implementation
- Push-in PD, trainings for staff, PLC support

Middle Schools and High Schools

- 6-12 EL Facilitator meetings
- Academic Performance Profile for English Learners (APPEL 2.0)
- GLAD training (Institute or workshop by special arrangement)
- Site training as needed for using APPEL 2.0 (Institute or workshop by special arrangement)
- Counselor orientation for working with ELs and the district EL Master Plan
- APPEL 2.0 Walks
- ELD Diagnostic for ELs at the Beginning - Intermediate levels
- *Study Sync* ELD implementation
- Push-in PD, trainings for staff, PLC support

Monitoring of Professional Development and Support

The site principal and the executive director monitor teacher professional development related to English Learner support to ensure that all staff members working with English Learners receive relevant professional development and support. The Assistant Superintendent for Human Resources monitors teacher credentialing requirements for all teachers of ELs.



**Multilingual Education School Based Programs
English Learner Program Implementation**

School: _____

Date: _____

Designated English Language Development - Essential Components	Classroom/ Grade	Classroom/ Grade	Classroom/ Grade	Classroom/ Grade
Designated ELD ___ K-5: Daily Protected Time (visible on daily schedule) ___ 6-12: Designated ELD Class				
Designated ELD lesson aligns to ELA curriculum ___ K-5: Wonders/Wonders ELD ___ 6-12: StudySync/ Designated ELD Unit				
Instruction addresses students' English Language proficiency levels (Emerging, Expanding, Bridging)				
Instruction addresses use of the CA ELD Standards to build English Language skills, knowledge, and abilities needed for content learning in English.				
Integrated English Language Development - Essential Components				
Integrated ELD lesson aligns to ELA curriculum ___ K-5: Wonders/Integrated EL Scaffolds ___ 6-12: Core StudySync/Access Path Resources				
Integrated ELD lesson aligns to content standards (i.e. math, science, history/social studies, etc.) in tandem with ELD standards.				
Instructional Scaffolds and Strategies for All English Learners				
All English Learners participate in lessons with targeted differentiation for Emerging, Expanding, and Bridging.				
Instruction is explicit and modeled (i.e. think alouds; or modeling of skills, strategies, and/or concepts) to connect content learning to language development as defined by the CA ELD Standards.				
English Learner Instructional Scaffolds: ___ Builds on background knowledge/past learning related to content ___ Various levels of DOK Questions ___ Provide immediate feedback				
Instructional Strategies include Best Practices for English Learners: Use of gestures, sentence/writing frames, graphic organizers tailored to specific content, visuals, realia, manipulatives, technology, songs/chants				
Structured collaborative opportunities on using Academic Language accurately in multiple contexts.				
Students use text structure and language resources (transitional words, morphology, etc.) to comprehend academic language and text.				
Students use compound, complex, concise, and detailed sentences while speaking and writing.				

Comments/Notes:



Multilingual Education School Based Programs English Learner Program Implementation

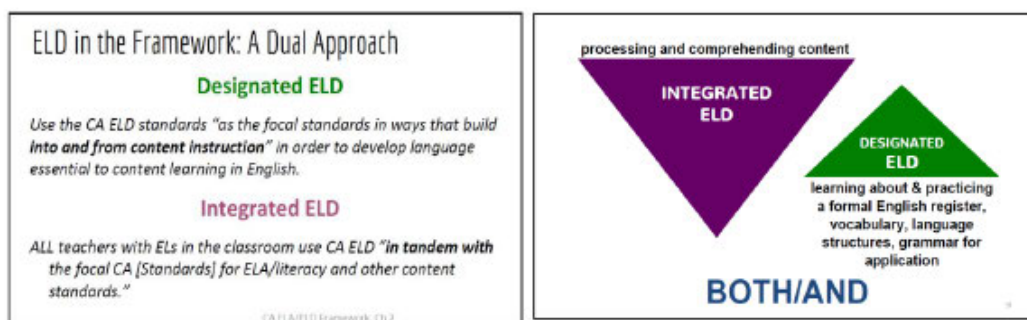


Figure 4. CA ELD Standards—Parts and Strands

Figure 4. CA ELD Standards—Parts and Strands

Part I: Interacting in Meaningful Ways	
A. Collaborative (engagement in dialogue with others)	
1. Exchanging information and ideas via oral communication and conversations	
2. Interacting via written English (print and multimedia)	
3. Offering opinions and negotiating with or persuading others	
4. Adapting language choices to various contexts	
B. Interpretive (comprehension and analysis of written and spoken texts)	
5. Listening actively and asking/answering questions about what was heard	
6. Reading closely and explaining interpretations and ideas from reading	
7. Evaluating how well writers and speakers use language to present or support ideas	
8. Analyzing how writers use vocabulary and other language resources	
C. Productive (creation of oral presentations and written texts)	
9. Expressing information and ideas in oral presentations	
10. Writing literary and informational texts	
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments	
12. Selecting and applying varied and precise vocabulary and other language resources	
Part II: Learning About How English Works	
A. Structuring Cohesive Texts	
1. Understanding text structure and organization based on purpose, text type, and discipline	
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows	
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases to create precision and clarity in different text types	
4. Using nouns and noun phrases to expand ideas and provide more detail	
5. Modifying to add details to provide more information and create precision	
C. Connecting and Condensing Ideas	
6. Connecting ideas within sentences by combining clauses	
7. Condensing ideas within sentences using a variety of language resources	

Chapter FIVE

Parent and Community

Involvement

5

(EL 1, EL 2)

State and Federal requirements for
Programs serving English Learners

EL 1: English Learner Advisory
Committee (ELAC): A school site with 21
or more English learners (ELs) must have a
functioning ELAC that meets the
following requirements:

- (a) Parent members are elected by parents
or guardians of ELs.
- (b) Parents of ELs constitute at least the
same percentage of the committee
membership as their children represent of
the student body.
- (c) The ELAC shall be responsible for
assisting in the development of the
schoolwide needs assessment and ways to
make parents aware of the importance of
regular school attendance.
- (d) The ELAC shall advise the principal and
staff in the development of a site plan for
ELs and submit the plan to the school site
council for consideration for inclusion in
the SPSA.

The ELAC receives training materials and
training, planned in full consultation with
committee members, to assist members in
carrying out their legal responsibilities.

EL 2: Each LEA with 51 or more ELs
must form a DELAC unless the district
designates for this purpose a subcommittee
of an existing districtwide advisory
committee.



The Hacienda La Puente Unified School District outreach to parents of English Learners includes the following actions:

- Sends notices and holds regular meetings of each school's School Site Council (SSC) ~~Shared Decision Making (SDM)~~, English Learners Advisory Committee (ELAC), District Advisory Committee (DAC) and District English Learners Advisory Committee (DELAC). These meetings allow parents the opportunity to provide input and make recommendations to the HLPUSD Board of Education.
- Parent workshops are held at school sites and district facilities to assist parents in learning ways to help their children attain English proficiency, achieve academically, and meet state standards.

- When 15 percent of students enrolled in a public school speak a single primary language other than English, as determined by the previous year's language census data, all notices, reports, statements, and records sent to parents of such students are written in the primary language and in English.

English Learner Advisory Committee (ELAC)

Whenever there are 21 or more EL students at a school site, there will be an active English Learners Advisory Committee (ELAC).

The purpose of the ELAC is to provide opportunities for parents of English Learners to advise and assist the district and school in making decisions that concern programs for English Learner (EL) students.

The parents of children enrolled in English Learner these should be encouraged to have an active part of the decision making process affecting their children, and be provided with the opportunity to make recommendations on issues addressing their children's English language acquisition and academic learning needs.

Parents of English Learners shall constitute membership in at least the same percentage as English Learners in the total school enrollment (EC 52176 b). In practice, the majority of ELAC membership is composed of English Learner parents.

Responsibilities

The ELAC advises the principal and staff on the following:

- Assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
- Advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).

Selection and Composition of ELAC members:

The ELAC members must be elected by parents or guardians of EL students at the school site. There must be an election of members in which all parents of EL students have an opportunity to vote. In addition, ELAC must elect a DELAC representative. A constituted English Learners Advisory Committee (ELAC) will serve as an advisory committee to the School Site Council/Shared Decision Making (SSC/SDM).

District English Learners Advisory Committee (DELAC)

Whenever there are 51 or more English Learners in the district, there will be an active District English Learners Advisory Committee (DELAC). The DELAC will establish and adhere to the bylaws as approved by the DELAC membership. The majority of members should be parents of EL students.

Responsibilities: The DELAC advises the school district governing board on all of the following tasks:

- Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services, that takes into consideration the SPSAs
- Conducting of an LEA-wide needs assessment on a school-by-school basis.
- Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE adopted EL Roadmap Policy.
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Review and comment on the LEA's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR Section 11308)
- DELAC must carry out specific responsibilities related to the LCAP. If the DELAC acts as the ELAC under EC sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP). (CC Section 11301)

Training

The LEA must provide training materials and training, planned in full consultation with committee members, appropriate to assist

members in carrying out their legal advisory responsibilities. The training and materials will be available in the primary languages of the members, or translation provided as needed.

Parent Notification of EL Placement & Programs

Parents and guardians of English Learners are informed of the language acquisition program options for their children in a Structured English Immersion or, if selected, the Dual Language Immersion (DI) classroom.

Annually, parents receive written description in the District Handbook, of the language instruction programs offered in the district, which currently include Structured English Immersion, or Dual Language Immersion (DI) Program.

CA Education for a Global Economy Initiative (Proposition 58)

Per passage of the CA Education for a Global Economy Initiative (Proposition 58), as of July 1, 2017, Parental Exception Waivers for student participation in an Alternative Program are no longer required.

Upon enrollment or as part of the annual parent notification, parents/guardians receive notification that describes the types of language acquisition programs for both native and non- native English speakers available to district students.

As part of the parent and community engagement process required for the development of the Local Control and Accountability Plan (LCAP), the district solicits input from EL parents, including DELAC and ELAC, on implementation of district and school

EL programs, including but not limited to establishing language acquisition programs.

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents/guardians of 30 students or more per school or 20 students or program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (See Chapter 1, Requests for Program Placement)



Evaluation and Accountability

6

(EL 4, EL 5, and EL 9)

State and Federal requirements for Programs serving English Learners

EL 4: Each LEA and consortia must annually update, implement and monitor a Title III plan for the use of funds in a subgrant year.

EL 5: The EL program must be included in the development of the SPSA

EL 9: A program evaluation must be provided by each LEA and must be used to determine:

- (a) The degree to which, within a reasonable amount of time
 - i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the LEA
 - ii. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the LEA's school system already proficient in English.
- (b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards
- (c) Necessary improvements to programs and activities for which Title III have been used for EL and immigrant students
- (d) Whether to eliminate specific EL activities proven to be ineffective



English Learner Progress Monitoring & Program Evaluation

The Hacienda La Puente Unified School District (HLPUSD) is committed to providing effective regularly evaluated instructional programs for English Learners (ELs). Through this process, school and individual student programs are modified to expeditiously remedy academic deficits incurred by students. ELs receive support through instruction, assessment, monitoring, and evaluation. Through monitoring and analysis of student achievement data, academic needs are addressed, instructional strategies are prescribed and implemented, and program effectiveness is continually evaluated.

Progress Monitoring at the School Site Level

Teachers are at the core of student monitoring at the school site level. Teachers will assess their EL student outcomes formatively and summatively, modifying instructional approaches as needed. Teachers, along with site administrators, will review outcomes of EL

student performance in relation to expected English proficiency and academic progress indicators. In grade level or subject level teams, teachers will identify areas of instructional practice that need strengthening based on student performance evidence. Priorities for training and/or for professional development will be identified, with district program support requested as needed.

The MTSS Team and/or Student Focus Team (SFT) at the school level is another key component of the EL progress monitoring process. The school site teams monitor ELs, including LTELs, At-Risk of LTEL, RFEP student needs to provide supports and/or intervention as needed. Examples of monitoring tools utilized at the school site level include:

- ELPAC and CAASPP results
- California School Dashboard reports
- District Interim Assessment results
- K-5 ELD unit assessments
- 6-12 APPEL 2.0
- Formative assessments
- Progress reports/grades

School Site Responsibilities

1. Deliver a high quality standards-based course of study adhering to state ELD and content standards
2. Establish achievement targets for English Learners in the *School Plan for Student Achievement* and monitor progress
3. Follow monthly categorical program timeline as provided by MESBP
4. Establish language proficiency and academic goals using K-5 Wonders Unit ELD Assessments, 6-12 Study Sync Unit ELD Assessments, and 6-12 Academic Performance Profile for English Learners 2.0 (APPEL 2.0)
5. Analyze and use data generated (see *Table 6.3 Evaluation and Accountability Matrix*)

District Level Support for EL Progress Monitoring

Schools receive monitoring oversight and support from district level support staff. Examples include support to school sites to monitor the progress of ELs for reclassification, LTELs and At-Risk of LTEL for the ISPEL process, and four-year RFEP monitoring, and additional support to help schools determine EL services appropriate to meet the needs of ELs.

Multilingual Education School Based Programs Office (MESBP) Responsibilities

1. Assist in the establishment of achievement targets as needed
2. Describe district programs for English Learners in the *Master Plan*
3. Support planning and implementation of changes in instructional programs as determined by data analysis
4. Provide State and Federal Programs – School Checklist to guide school sites in sustaining high quality, compliant programs.

5. Annually evaluate the district EL program with key stakeholders.

Program Monitoring Supports

District and site staff will monitor implementation of EL programs. MESBP's primary goal is to ensure that every school in HLPUSD has a sustainable program for English Learners that is both effective and compliant. To support monitoring, all schools are required to have representation at the following meetings:

- **Site Governance Facilitators:** Site assistance in protocols for School Site Council/~~Shared Decision Making~~ (SSC/SDM) and English Learner Advisory Committee (ELAC) meeting minutes and agendas
- **Site EL Facilitators:** Provide support to sites in the implementation of research-validated best practices for an effective English Learner program, including assessment and monitoring of EL English language proficiency and academic performance.
- **Federal Program Monitoring (FPM):** Key documents and compliance information disseminated:
 - Site Governance & EL meetings
 - Annual Administrator Training Sign-in sheets will be used to verify attendance at all meetings.

EL Program Effectiveness

ELD Benchmarks: Individual Monitoring

The Summative ELPAC is the current state instrument used in monitoring English Learner progress. Table 6.1 describes what students at each level on the ELPAC can typically do in English.

Table 6.2 shows how the Summative ELPAC levels relate to the three proficiency levels described in the ELD Standards.

- Level 1-Beginning Stage to Level 2-Somewhat Developed
- Level 2-Somewhat Developed to Level 3-Moderately Developed
- Level 3-Moderately Developed to Level 4- Well Developed
- Level 4-Well Developed to Reclassified

Individual student Summative ELPAC results will be utilized as one of the instruments to measure and monitor English Learners' individual progress in acquiring English.

Summative ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to the child's parent about the child's progress in English language development
- Is used as one of four criteria to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

Individual Student Monitoring

In addition to Summative ELPAC scores, HLPUSD uses the K-5 Wonders ELD Unit Assessments, 6-12 Study Sync ELD Assessments and 6-12 APPEL 2.0, District Interim Assessments, and CAASPP SBAC assessment results to provide ongoing assessment data to drive instruction and measure student progress.

The **Individual Student Profile** is a report that provides an overview of student assessment results over time on numerous state and local assessments. This individual student report is available via the district's on-line data management system to provide teachers and school administrators with a

comprehensive progress report on assessment results, including CAASPP, ELPAC, ELD unit assessments, APPEL 2.0, and District Interim Assessments. *(See the K-5 and 6-12 examples that follow)*

The monitoring of ELs Students with Disabilities takes place as part of an Individualized Education Plan (IEP) meeting. Appropriate Designated and Integrated ELD services are discussed to address to meet both the student's disability and language needs.

Monitoring Requirements at the State Level

California Dashboard

All California school districts are required to report the progress of English Learners and other student groups, via the California Dashboard, which includes both growth and equity measures. The Dashboard is an online tool that shows school districts and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard is a key part of major shifts in California schools, with changes toward increasing student learning, transforming testing, and placing focus on equity for all students. *(See Table 6.3 for example)*

The Dashboard is made up of reports that show districtwide or school performance on the following six state indicators and four local indicators:

State Indicators

1. High School Graduation Rate
2. Academic Performance in ELA and Math
3. Suspension Rate
4. EL Progress
5. College and Career Readiness
6. Chronic Absenteeism

Local Indicators

1. Basic Conditions
2. Implementation of Academic Standards
3. Parent/Guardian Engagement
4. Local Climate Survey
5. Course Access

Table 6.1





ELPAC Levels		What Students Can Typically Do at Each Level
LEVEL 4		Students at this level have well developed English skills. <ul style="list-style-type: none"> They can usually use English to learn new things in school and to interact in social situations. They may occasionally need help using English.
LEVEL 3		Students at this level have moderately developed English skills. <ul style="list-style-type: none"> They can sometimes use English to learn new things in school and to interact in social situations. They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		Students at this level have somewhat developed English skills. <ul style="list-style-type: none"> They usually need help using English to learn new things at school and to interact in social situations. They can often use English for simple communication.
LEVEL 1		Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> They usually need substantial help using English to learn new things at school and to interact in social situations. They may know some English words and phrases.

Table 6.2

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging — requires substantial linguistic support	Expanding — requires moderate linguistic support	Bridging — requires light linguistic support	

Table 6.3



Home About ▾ State Summary Search More Information En Español

DISTRICT PERFORMANCE OVERVIEW

Hacienda la Puente Unified

Explore the performance of Hacienda la Puente Unified under California's Accountability System.

[Generate PDF Report](#)
[View All Schools](#)
[View Additional Reports](#)

2018

Chronic Absenteeism



Yellow

Suspension Rate



Yellow

English Learner Progress



No Performance Color

Graduation Rate



Green

College/Career



Orange

English Language Arts



Yellow

Mathematics



Orange

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

The California Dashboard provides users the ability to search for and view a variety of reports for any district or school, showing the data in different configurations. Find the Dashboard reports at:

www.caschooldashboard.org

English learner progress toward language proficiency is measured on the Dashboard Using two indicators:

- Number/percent of ELs who make progress from year from year on standardized tests of English proficiency
- Number/percent of ELs who make progress from year to year on tests of English Academic Achievement

In addition to measuring progress in English proficiency, EL student group progress is reported in the Dashboard in each of the six state indicators.

The Dashboard reports are utilized at the district and school site levels to monitor EL progress in the six state indicators, and to assist in the evaluation of EL program effectiveness at the school and districtwide levels.

Monitoring Requirements at the Federal Level

Every Student Succeeds Act (ESSA)

The State monitoring requirements are informed by federal requirements. ESSA of 2015 is the federal education policy that provides funding for ELs and redefines the goals of the program Under ESSA, the programmatic goals are:

- To ensure English proficiency and develop high levels of academic achievement in English for ELs
- To assist ELs in meeting the same challenging state academic standards as all student
- To assist teachers and schools in establishing and sustaining effective language instruction programs to teach ELs

- To assist teachers and school leaders in providing effective programs to prepare ELs to enter all English instructional settings
- To promote parental and community participation in language instructional programs for parents/guardians, families and, communities of ELs

Under ESSA, Title III annual reporting requirements for ELs include the following:

- Number and percentage of ELs making progress toward English language proficiency
- Number and percentage of ELs who attain proficiency and exit EL programs
- Number and percentage of former ELs who meet academic content standards for four years after they exit EL programs
- Number and percent of ELs who have not exited EL programs after five years as an EL
- Number and percentage of ELs with disabilities making progress toward English language proficiency
- Number and percentage of former ELs with disabilities who meet academic content standards for four years after they exit EL programs

The data related to the above reporting requirements may be found on the CDE's Data Quest web page at:

<http://data1.cde.ca.gov>

HLPUSD will additionally utilize these data as a part of the evaluation of EL program effectiveness, as broad indicators of what is working and where the district need to seek improvements or provide additional supports.

The *Evaluation and Accountability Matrix*, Table 6.4, illustrates key goals, measures, analysis and school responsibilities in the evaluation of EL program effectiveness.

Table 6.4 – Evaluation and Accountability Matrix

GOALS	MEASURES	ANALYSIS	SCHOOL RESPONSIBILITIES
Annual Progress in acquiring English	<ul style="list-style-type: none"> Summative ELPAC results K-5 Wonders ELD Unit Assessments 6-12 Study Sync Designated ELD Unit Assessments or- APPEL 2.0 	<ul style="list-style-type: none"> Disaggregate EL proficiency gains by ELPAC Proficiency Level, years in program, and grade level 	<ul style="list-style-type: none"> Administer annual ELPAC Administer District Interim Assessments – ELA Administer TK-5 Designated ELD unit assessments Train and monitor teachers in the use of APPEL 2.0 (6-12) Use At-Risk-of ISPEL and ISPEL (Insufficient Progress for English Learners) to provide intervention Monitor Designated ELD implementation
Reaching English Proficiency and reclassification to FEP	<ul style="list-style-type: none"> Summative ELPAC results District Interim Assessments - ELA Grades/Report Cards Enrollment in Honors, GATE, AVID, AP Courses 	<ul style="list-style-type: none"> Examination of reclassification data by years in school district and type of instructional program Disaggregate interim test data by grade levels, ELD levels, and language groups. Placement of EL, reclassified students in district curricular programs Percentages of EL, reclassified students meeting grade levels standards in language arts 	<ul style="list-style-type: none"> California School Dashboard Reports District Interim Assessments Reclassification rates School Accountability Report Card Increase enrollment of underserved population or GATE and AP Course ISPEL process to provide intervention
Academic Achievement in Content Areas	<ul style="list-style-type: none"> CAASPP/SBAC results District Interim Assessment results Grades/Report cards Attendance rates MTSS data 	<ul style="list-style-type: none"> SBAC ELA & results of EL, reclassified students Attendance/chronic absenteeism rate for EL, reclassified students The number of behavior referrals/suspensions for EL, reclassified students 	<ul style="list-style-type: none"> School Accountability Report Card Annual parent survey Graduation rate of English Learners Dropout rate of English Learners SPSA Action Plan Alignment to needs identified through data analysis Monitor Integrated ELD implementation effectiveness

K-5 Student Profile Example– EADMS Report

Pages 1-2

Student Profile

Student Name [REDACTED] **Student ID** [REDACTED] **Birthdate** [REDACTED]
District Mobility 0 **Gender** F **Grade** 3
Hispanic Y **Home Language** Spanish **Language Fluency** Limited English Proficient
Parent Ed Level High School Grad **Primary Disability** No Special Ed Services **R-FEP Date**
School Mobility 1 **School Name** Grandview Elem **SSID** [REDACTED]
USA Enroll-date 06/10/2015

Enrollment History

Date	School	Grade	Teacher
Current	Grandview Elem	4	Marin, Miguel

SBAC Summative

Assessment	SS	Level	DFM
SBAC Grade 03 ELA/LR Summative	2443	Standard Met	11
SBAC Grade 03 Math Summative	2444	Standard Met	8

ELPAC

Assessment	2015-2016				2017-2018			
	SS	Level	Level Dtd	Level	SS	Level	Level Dtd	Level
ELPAC Summative (Overall) Gr 2					1481	3	Moderately Developed	4/12/2018
ELPAC Oral Language					1471	3	Moderately Developed	
ELPAC Written Language					1490	3	Moderately Developed	
Listening Performance								3 Well Developed
Speaking Performance								2 Somewhat/Moderately
Reading Performance								3 Well Developed
Writing Performance								2 Somewhat/Moderately
ELPAC Summative (Overall) Gr 3	1542	4	Well Developed	3/27/2019				
ELPAC Oral Language	1535	4	Well Developed					
ELPAC Written Language	1549	3	Moderately Developed					
Listening Performance				3 Well Developed				
Speaking Performance				3 Well Developed				
Reading Performance				2 Somewhat/Moderately				
Writing Performance				2 Somewhat/Moderately				

Page 1 of 2
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Student Profile

page 2

CELDT

Assessment	2016-2017		2015-2016	
	SS	Level	SS	Level
CELDT (Overall)	492	Early Advanced	370	Early Intermediate
CELDT Reading	409	Intermediate	233	Early Intermediate
CELDT Writing	444	Early Advanced	262	Early Intermediate
CELDT Listening	528	Advanced	406	Early Intermediate
CELDT Speaking	471	Early Advanced	362	Early Intermediate
CELDT Comprehension	468		319	

Local Tests - CCSS ELA

	ELA Gr3 DIA#1 2018-19	ELA Gr3 DIA#2 2018-19	ELA Gr 3 District Writing Assessment #2
	DIA#1	DIA#2	Trimester 2 2015
	%	%	%
Total	50	73.68	50
n/a			
Reading: Literature	0	83.33	
Reading: Informational Text	75	0	
Language	56.25	75	

Local Tests - CCSS Math

	Math Gr 3 IA#1 2018-19	Math Gr 3 IA#2 2018-19
	Fall 2018	Winter 2019
	%	%
Total	75	58.33
Measurement and Data	50	
Number and Operations in Base Ten	83.33	100
Number and Operations-Fractions		75
Operations and Algebraic Thinking	87.5	52.63

Local Tests - English Language Development (CA 1212)

	2018-2019 ELD Gr 3 Unit 1 Emerging	2018-2019 Gr 3 ELD Unit 3 Emerging
	Fall 2018	Winter 2019
	%	%
Total	51.28	56.41
n/a		

6-12 Student Profile Example– EADMS Report pages 1-3

Student Profile

Student Name _____ **Student ID** _____ **Birthdate** _____
District Mobility 0 **Gender** M **Grade** 11
Hispanic Y **Home Language** Spanish **Language Fluency** Fluent English Proficient
Parent Ed Level Some College **Primary Disability** No Special Ed Services **R-FEP Date** _____
School Mobility 9 **School Name** La Puente HS **SSID** _____
USA Enroll-date 07/01/2007

Enrollment History

Date	School	Grade	Teacher
Current	La Puente HS	12	Multiple Teachers

SBAC Summative

Assessment	2018-2019			2015-2016			2014-2015		
	SS	Level	DFM	SS	Level	DFM	SS	Level	DFM
SBAC Grade 07 ELA/Lit Summative							2475	Standard Not Met	-77
SBAC Grade 08 ELA/Lit Summative				2545	Standard Nearly Met	-22			
SBAC Grade 11 ELA/Lit Summative	2598	Standard Met	15						
SBAC Grade 07 Math Summative							2541	Standard Nearly Met	-26
SBAC Grade 08 Math Summative				2537	Standard Nearly Met	-49			
SBAC Grade 11 Math Summative	2487	Standard Not Met	-141						

Physical Fitness Test

Assessment	2016-2017	
	Tests Met	Placement
PFT	6	
Aerobic Capacity	1	Met
Body Composition	1	Met
Abdominal Strength	1	Met
Trunk Extension Strength	1	Met
Upper Body Strength	1	Met
Flexibility	1	Met

Page 1 of 3
Generated: 8/13/2019 IO Assessment

Student Profile

Student Name _____ **Student ID** _____ **Birthdate** _____
District Mobility 0 **Gender** M **Grade** 11
Hispanic Y **Home Language** Spanish **Language Fluency** Fluent English Proficient
Parent Ed Level Some College **Primary Disability** No Special Ed Services **R-FEP Date** _____
School Mobility 9 **School Name** La Puente HS **SSID** _____
USA Enroll-date 07/01/2007

Enrollment History

Date	School	Grade	Teacher
Current	La Puente HS	12	Multiple Teachers

SBAC Summative

Assessment	2018-2019			2015-2016			2014-2015		
	SS	Level	DFM	SS	Level	DFM	SS	Level	DFM
SBAC Grade 07 ELA/Lit Summative							2475	Standard Not Met	-77
SBAC Grade 08 ELA/Lit Summative				2545	Standard Nearly Met	-22			
SBAC Grade 11 ELA/Lit Summative	2598	Standard Met	15						
SBAC Grade 07 Math Summative							2541	Standard Nearly Met	-26
SBAC Grade 08 Math Summative				2537	Standard Nearly Met	-49			
SBAC Grade 11 Math Summative	2487	Standard Not Met	-141						

Physical Fitness Test

Assessment	2016-2017	
	Tests Met	Placement
PFT	6	
Aerobic Capacity	1	Met
Body Composition	1	Met
Abdominal Strength	1	Met
Trunk Extension Strength	1	Met
Upper Body Strength	1	Met
Flexibility	1	Met

Page 1 of 3
Generated: 8/13/2019 IO Assessment

Student Profile

page 3

Local Tests - English Language Development (CA 12)

	2018-2019 APPEL Gr 11 Argumentative Writing
	2018-2019
	%
Total	75
Justifying own arguments and evaluating others' arguments in writing	

Chapter SEVEN

Funding

(EL 6, EL 7, EL 8)

State and Federal requirements for Programs serving English Learners

EL 6: For all categorical programs, each LEA must maintain a historical inventory record for each piece of equipment, with an acquisition cost of more than \$500 per unit that is purchased with Title III funds.

EL 7: General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

EL 8 Each LEA must properly assess charges for direct and indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee.

7



Funding

The district is committed to allocating sufficient funds to fully implement the English Learner Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. Title I, Title III, and other categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and external auditors.

Funding for EL Core and Supplemental Instruction

- General fund resources provide an appropriate core curriculum for each EL student. Resources include staff, curriculum materials, instructional supplies, and other district services available to students
- The school budgets correspond to the district allocation plan for English Learners
- The district and sites provide adequate and appropriate resources from local, state, and other funds to support academic success in the core curriculum including English Language Development (ELD)

- English Learners use the same core curricular materials for each content area at each grade level as all other district students
- District resources provide adequate services in Designated and Integrated ELD, SDAIE, and instruction to promote each student's self-image and cross-cultural understanding
- Instructional supplies and appropriate curriculum materials are provided for each EL student including, when appropriate, primary-language materials used to implement the districts Dual Language Immersion programs
- Ongoing monitoring of budgets for compliance

Appropriate Use of Federal Supplemental Funds

Title I and Title III funds appropriated for English Learners must supplement and not supplant local general funds or other categorical funds allocated from other local or state resources to meet the needs of EL students.

- District general funds are used for staff, curriculum materials, supplies, etc. District Title I and Title III funds earmarked for EL students are used to supplement, not supplant base funds.
- The total school site budgets correspond to the total amounts described in the district's allocation plan for LCFF base, LCFF Supplemental & Concentration (S & C) and Title I funding
- School site Title I funds are spent for supplemental services and materials including but not limited to the following:
 - Supplemental teachers
 - Paraprofessionals
 - Supplemental instructional materials & services
 - Professional development
 - Parent involvement

Appropriate Use of LCFF Supplemental and Concentration (S & C) Funds

California's Local Control Funding Formula (LCFF) implementation began in 2013-14. LCFF consists of LCFF Base, and LCFF S & C funds. LCFF S & C funds are calculated above and beyond the district's base LCFF funding, based on the district's percentage of unduplicated low income, English learner, and foster youth students. The S & C funds must be utilized to increase or improve services for these unduplicated students.

The Local Control and Accountability Plan

The LCAP is an important component of the LCFF. Under the LCFF all districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all students, with specific activities to address state and local priorities.

The LCAP includes planned actions, services and expenditures to meet the district goals. In the LCAP, the district must explain how they will expend supplemental and concentration funds in the LCAP year, and how any proposed district-wide or school-wide uses of S & C funding will support services that "are principally directed toward, and are effective in, meeting the district's goals for unduplicated pupils (low income, English learner, foster youth) in the state or local priority areas."

HLPUSD's LCAP includes specific district-wide, school-wide, and targeted actions, services and expenditures to support ELs in meeting district goals for English Learners. Specific actions included in the LCAP are consistent with the strategies included in the schools' School Plan for Student Achievement (SPSA)

School Site Supplemental Funding Allocations

The Director of the Multilingual Education/School Based Programs Office (MESBP) oversees the annual allocation of Supplemental Title I and LCFF S & C funds to school sites, based on Business Services and funding guidelines.

Step 1. Site level administrators approve and submit requisitions to MESBP Office for approval based on the Single Plan for Student Achievement and budget allocations.

Step 2. MESBP Director approves expenditures using Title I and/or LCFF S & C funds according to federal and state guidelines.

Step 3. MESBP Director approves expenditures using Title I and/or LCFF S & C funds if the requisitions are in alignment with the goals and/or activities written in the School Plan for Student Achievement (approved by SSC) and with state and/or federal guidelines.

Inventory Procedures

For all categorical programs, the District must maintain an inventory record for each piece of equipment with an acquisition cost of \$500 or more. The record must describe the equipment by:

- Type
 - Model
 - Serial number
 - Funding source
 - Purchase date
 - Cost
 - Location
 - Current condition
 - Transfer, replacement, or disposition of obsolete or unusable equipment
- A physical check of the inventory must be conducted every two years

Each fall, the Executive Director of MESBP programs will provide school sites and department heads with an inventory report generated by the District's fiscal monitoring system for each location.

Each school site and department head will conduct a physical check of inventory and return the report with required information to the MESBP department by December 1st of the current year.

Time & Effort Accounting Procedures

All employees paid with federal funds must adhere to the following procedures to complete the appropriate time and effort records.

An employee who works on a single cost objective must complete a semi-annual certification (SAC) that indicates the employee worked solely on that cost objective for the period covered by the certification. The certification must be prepared at least every six months. Either the employee or a supervisor with first-hand knowledge of the work performed by the employee must sign the semi-annual certification.

Employees working on multiple cost objectives must maintain Personnel Activity Reports (PARs) or equivalent documentation indicating the amount of time spent on each cost objective for the period covered by the PAR or equivalent documentation.

The PAR or equivalent documentation must be prepared at least every month. The employee must sign the PAR or equivalent documentation.

Complete time accounting procedures and forms are available in the *Time and Effort Reporting and Approval Process*, posted in the Multilingual Organization on the District's Blackboard.

Master Plan for English Learners

References

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<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
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https://ncela.ed.gov/files/family_toolkit/EL-Family-Tool-Kit-All.pdf
- English Learner Roadmap
<https://www.cde.ca.gov/sp/el/rm/>
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