ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

Multilingual English Learner Master Plan

Emergent Bilingual & Multilingual Students

2023-24

ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

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INTRODUCTION

The AVUHSD Multilingual English Learner Master Plan describes the District's process to serve English Learners and ensure compliance with state and federal laws. The District ensures all English Learners have access to the core curriculum with goals to support their development of English language fluency while learning the California Core content standards.

The Multilingual EL Master Plan provides guidance to EL Site Programs throughout the District for all levels of leadership to support their work with English Learner students.

The District seeks to ensure all English Learners achieve English proficiency, academic success, and meet the criteria for the district's Graduate Student Profile. The Multilingual EL Master Plan provides an understanding of how English Learners are identified, a description of the program supports and curriculum, and describes the reclassification process.

At AVUHSD, all EL students are monitored to ensure they make academic progress and understand the importance of the annual English Learner Performance Assessment of California (ELPAC) exam for reclassification. Reclassified students also receive Monitoring once a semester to ensure they are fulfilling academic goals, and are on a pathway to be college and career ready. Guidance and academic intervention supports are available for all EL and reclassified students

Governing Board
Carla Corona
Charles Hughes
Jill McGrady,
Miguel Sanchez IV
Donita Winn,

Governing Board Review
October 19, 2023

Antelope Valley Union High School District
176 Holston Ave.
Lancaster, CA 93534
(661) 948-7655

Message from Dr. Chris Grado
Assistant Superintendent of Education Services

The Antelope Valley Union High School District is committed to ensuring that our English Learners are given every opportunity to succeed. This master plan is the culmination of countless hours of work by all educational partners so that families are meaningfully involved in their student's learning. Its intent is to provide an instructional program that challenges students, while supporting them in their goal of attaining English language fluency. Thank you to staff, parents and guardians, and students for your partnership and ongoing commitment to our EL student success.

Acknowledgements from Dr. David Dunstan
Director of Student Support & Intervention

The 2023-24 AVUHSD Multilingual English Learner Master Plan reflects a team effort among many esteemed colleagues who contributed their expertise and knowledge to the development and writing of this plan. Thank you, one and all, on the Steering Committee for your knowledgeable input and editorial guidance. Let's especially extend our appreciation to Sheryl Davis, Dr. Kathy Mercier and Ana Peña-Santos for editing and writing the Reclassification chapters for Students with Disabilities. Additional acknowledgements are extended to Pablo Andrade, Marci Clement, Ana Peña-Santos, and Mirna Urias for their hard work and talent to develop the new Monitoring Process with Data Central.

Overall, we hope this Master Plan represents a user-friendly resource to support all levels of leadership among Multilingual EL Site Teams and your work with students and parents and guardians. On behalf of our team, we extend our profound appreciation to Superintendent, Greg Nehen, for his unwavering support of multilingual EL students and parents and guardians.

Mission and Vision
for Multilingual English Learner Students

At AVUHSD, Multilingual students and Emergent Bilingual / English Learner students fully and meaningfully access and participate in a rigorous course of study that affirms and embraces their diverse identities, develops multicultural competencies, and prepares them for college, career, and civic participation in a global, diverse, and multilingual world.

Antelope Valley Union High School District
Multilingual English Learner Master Plan
2023-2024

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Chapter 1

District Goals and Statement of Purpose

The Multilingual English Learner Master Plan provides guidance and support for the English Learner Programs in Antelope Valley Union High School District (AVUHSD). The Multilingual EL Master Plan shows how EL Programs identify, serve, and monitor the progress of students who arrive in our schools without a full command of the English language.

AVUHSD includes eight comprehensive and three alternative high schools, an early college high school on the Antelope Valley College campus, one dependent charter school with two preparatory campuses, a virtual school, and an adult education community school. The district serves over 21,900 students in the cities of Palmdale and Lancaster, and the surrounding area.

AVUHSD schools offer a variety of programs to prepare students for college and careers. Academies and pathways, which focus students' coursework toward a specific field of interest, include industries such as agriculture, digital design, engineering, environmental science, health care, law and government, the arts and multimedia.

Our District's mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. We do this by ensuring that our faculty and staff are provided opportunities to further their development in areas such as innovative classroom teaching strategies and the use of technology in the classroom. We envision that every student who graduates will be prepared to pursue college and any career to which he or she aspires.

District Mission and Vision

The District's Vision is that all graduates will be prepared to pursue college and any career. The District's Mission is to provide a safe and secure learning environment that promotes rigorous curriculum and enables development of necessary academic, technical, and work-related skills. Career Academies and Pathways focus students' coursework toward a specific field of interest.

Our Why

"To give our best
so that those we serve
are inspired and empowered
to become their best."

Multilingual English Learner Master Plan

The Antelope Valley Union High School District's Multilingual EL Master Plan serves as an operational guide for all district personnel in their work with English Learners. Several guiding principles for English Learner Instruction guide the work and approach toward meeting the needs of ELs.

It is the goal of the Antelope Valley Union High School District to educate and support English Learners in reaching proficiency in English as rapidly and effectively as possible. English Learners receive a program of instruction in English Language Development and must satisfy the standards for reclassification. Students are reclassified based on the following criteria: attain proficiency on the English Language Proficiency Assessment of California (ELPAC), teacher evaluation, report card grades, and parent consultation.

Goals for English Learners

The Antelope Valley Union High School District's Multilingual EL Master Plan describes how the AVUHSD identifies, serves, and supports English Learners. The EL Master Plan has the following goals:

1. English Learner programs at the district level, and at each site level, will be fully implemented
2. Parents and guardians of both active English Learners and Reclassified Fluent English Proficient (RFEPs) will participate meaningfully in their children's education.
3. English Learners are provided Designated ELD instruction at the appropriate level to develop their English language proficiency.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and RFEP students will have the support to academically achieve at school.

LCAP Goals (2021-24)

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

LCAP Goal 1: Ensure that all students are academically proficient and college and career ready.

LCAP Goal 2: Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

LCAP Goal 3: Cultivate a Safe and Secure, Positive School Culture that Supports all Students' Personal and Academic Growth.

LCAP Goal 4: Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

LCAP Goal 5: Ensure that Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate**.**

EL Program, English Proficiency and Academic Achievement with Enhanced Instructional Opportunities

Program components, including instructional strategies and interventions, are annually evaluated to ensure the District's Multilingual EL program addresses the needs among English Learners:

- Achieve proficiency in listening, speaking, reading, and writing English equal to that of their native English speaking peers as rapidly as possible through English Language Development instruction.
- Ensure all EL students receive academic support to make progress toward reclassification.
- Students are provided Designated English Language Development instruction at the appropriate developmental level of language proficiency.
- Students are properly assessed in all modes of language (listening, speaking, reading, and writing) as they advance toward full English competence.
- Have equal access to a challenging core curriculum through Integrated ELD and primary language support as needed.
- Are provided meaningful activities and instruction that lead to a positive self-esteem and appreciation of their culture and language.

English Learner Roadmap: 4 Principles

The *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners* (*CA EL Roadmap*) articulated a common vision and mission for educating English Learners and supports LEAs as they implement the State Board policy. Each of the four principles of the California EL Roadmap are embedded in the AVUHSD Multilingual EL Master Plan:

- Principle 1 – Assets-oriented and needs-responsive schools
- Principle 2 – Intellectual quality of instruction and meaningful access
- Principle 3 – System conditions that support effectiveness
- Principle 4 – Alignment and articulation within and across systems

The *English Learner Roadmap*, passed by the State Board of Education on July 12, 2017 has been adopted and embedded into the AVUHSD 2021-24 Local Control Accountability Plan (LCAP). The *EL Roadmap* provides essential guidance to assist classroom teachers, Instructional Partners, administrators, and certificated and classified staff working with ELs to understand and welcome the diverse population of ELs in the district.

English Learner Language Classifications

ARLTEL (At Risk of becoming a Long-Term English Learner) is defined [*EC* 313.1(b)] as an EL who is enrolled in any of grades five through eleven, inclusive, has been enrolled in schools in the U.S. for four years, scores at the intermediate level or below on the English language development test identified or developed pursuant to *EC* Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the ELA standards-based achievement test administered pursuant to *EC* Section 60640, or any successor test.

English Learners (ELs) can be a newcomer to the country or a student who has lived in the U.S. for all or most of his/her life. The student did not demonstrate English proficiency on the initial ELPAC assessment and was identified as an English Learner. The student has not yet demonstrated English proficiency on the EPLAC or met the requirements for reclassification.

English Only (EO): Student who initially answered only "English" on ALL Home Language Survey* questions

IFEP (Initially Fluent English Proficient): Student who answers something other than "English" on any Home Language Survey* question and meets "fluency" criteria during the initial assessment and placement process.

Long Term English Learners (LTEL) is defined [*EC* 313.1(a)] as an EL who is enrolled in any of grades six through twelve, inclusive, has been enrolled in schools in the United States (U.S.) for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English Language Development test identified or developed pursuant to *EC* Section 60810, or any successor test, and scores far below basic or below basic on the English-language arts (ELA) standards-based achievement test administered pursuant to *EC* Section 60640, or any successor test.

Newcomer ELs are recent immigrants or refugees with limited or no English language proficiency and have been in the United States for less than three years. Newcomer ELs typically do not communicate with fluency in English and score at the novice or intermediate level on the California English Learner Proficiency Assessment of California (ELPAC). The Newcomer ELs are generally enrolled in the Designated English Language Development (ELD) Elective course (ELD 1 or ELD 2, which provides language acquisition support as well as a grade level appropriate broad course of study). Bilingual Instructional Aides provide academic support in their core classes. Newcomers should be placed in a grade according to their age and not the last grade they attended in their country.

The CDE Newcomer Students web page provides information and resources to support local educational agencies serving newcomer students and their families, which is available at https://www.cde.ca.gov/sp/el/er/newcomerstudnts.asp.

- **Newcomer English Learner:** A Newcomer English Learner is a student who has recently immigrated to the United States and has been enrolled in any of grades 6 to 12, inclusive, for no more than 6 years, and is unable to demonstrate initial proficiency in English through the initial assessment and placement process.
- According to **California Ed Code Section 51225.2.a.6**, a "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency."

RFEP (Reclassified as Fluent English Proficient): EL who meets all of the elements required to demonstrate proficiency in English.

AVUHSD provides Professional Development to address the needs of teachers working with all types of English Learners with a focus on Long-Term English Learners. Please refer to Chapter 8 for details.

Chapter 2

AVUHSD Multilingual English Learner Program Flow Chart

Identification of an English Learner (EL) – First Time Enrollment in a California Public School

Home Language Survey indicates a language other than English

- Language other than English indicated on Home Language Survey – **Initial ELPAC is administered** to determine if student is an EL.
  - **Identified as EL and eligible for EL services:** ELPAC indicates Emerging, Expanding, and Bridging level. Overall or Subtests score is at Expanding proficiency level or lower.
- If responses to the **Home Language Survey** indicate **English**, then the student is coded EO (English Only). Initial ELPAC is not administered.
  - **Initial Fluent English Proficient (IFEP)** is not eligible for EL services. ELPAC results are at Bridging proficiency level with no subtest lower than Expanding.

Identification of an English Learner (EL) – Transfer from a California Public School

English Learner designation continues from transferring school – AVUHSD School staff contacts previous school and/or checks CALPADS for verification of EL Status

- Previous school indicates student is EL
  - Summative ELPAC exam Administered during Spring
    - **District Office EL Team decides students to Reclassify**, and contacts EL Site Coordinators for students to retake NWEA exam or ask teachers for input about ELA grades below C.
- Previous school indicates student is RFEP or IFEP
  - Do NOT administer ELPAC
- Previous school indicates student is NOT an EL. Student is coded "English Only."
  - Do NOT administer ELPAC

Summative ELPAC Assessment to Determine Progress to acquire English Language Proficiency

- **Does <u>not</u> meet Reclassification criteria:** English Learner services continue until student is reclassified. Student continues to receive Designated and Integrated ELD in core classes. EL Coordinator meets with EL and RFEP students once per semester. 5th year option for Newcomer students who meet requirements.
- **Meets Reclassification Criteria** Exit EL Status and Monitored for four years.

Services for English Learners

AVUHSD has dual obligations to ELs:

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

English Learners are provided with English Language Development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction in one of three settings.

- **Structured English Immersion** – "Not Reasonably Fluent" (Designated ELD Elective 1 & 2) - Elective class that provides intense **Designated ELD** instruction to Newcomer ELD students.
- **English Language Mainstream** – "Reasonably Fluent" - Teachers use **Integrated ELD** with the core content for ELs to progress academically while developing proficiency in English.
- **Alternative Program** – Parent exception waiver is required (Primary Language Program)

parents and guardians may decline EL services in writing. Student remains identified as an EL and is required to participate in the summative ELPAC exam until reclassified. Student enrolls in mainstream English classes, but does not receive EL services.

ELD Curriculum

- **Core ELD Curriculum**: *Get Ready!* - Designated ELD Level 1 for 2023-24
- **Core ELD Curriculum**: *Edge* - Designated ELD Level 2 - *Engage* will be adopted in 2024-25.
- **Core ELA Curriculum**: *SpringBoard ELA*
- **Supplemental ELD Curriculums**: *Rosetta Stone Classroom, NearPod EL*

Designated ELD

Designated ELD 1 and **Designated ELD 2** offer protected time during the student's English Language Development class or English Language Arts class, where teachers use ELD standards as the focal standards in ways that build *into* and *from* content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content in learning English.

Integrated ELD

Integrated ELD language development is academic language instruction provided throughout the instructional day and across disciplines. Teachers with English Learners use CA ELD Standards in addition to their content standards to support the linguistic and academic progress of English Learners.

- **Core Subject Standards** should be taught ***in tandem*** with **ELD Standards**

Monitoring EL and RFEP Students

- 2023-24 EL & RFEP Monitoring Process with **DataCentral** Forms
- ELA teachers fill out the EL Progress Monitoring Forms once per semester.
- EL Coordinators fill out the High School EL Progress Monitoring once per semester.

Reclassification

Reclassified Fluent English Proficient (RFEP): Reclassification is the process through which students who have been identified as English Learners are reclassified as fluent English proficient (RFEP) based on multiple criteria, standards, and procedures adopted by the district and demonstrate that students being reclassified have an English language proficiency comparable to that of average native English speakers.

AVUHSD Reclassification Form - Current

1. **Proficiency on ELPAC**: An EL student must have an **Overall Score of 4**. If student did not meet the overall English Proficiency requirement, student does not qualify for reclassification
2. **Teacher Evaluation of Student Academic Performance**: Students must demonstrate a "C" or better in their English/ELAC course. If the Performance requirement (**C or better**) is not met, and the teacher thinks factors other than English Language Proficiency are responsible for low grades, have the teacher complete the Reclassification Teacher Input Form.
3. **Parent Opinion and Consultation**: Parent consultation, phone call or meeting, must take place before the student is reclassified. Parent signature should be on the RFEP form.
4. **Comparison in Performance of Basic Skills**: Demonstrate the equivalent of the mid-basic level on a standardized test in English language arts
    - NWEA Score of 207 or higher
    - 206 or less requires a meeting with the student, parent, or teacher, and/or District Office EL Team to review all the criteria and decide if the student should be Reclassified

ELD Immigrant & Long-Term English Learners (LTELs) Course Recommendations

EL Students	Proficiency Level	ELD Class Recommendation
• ELD Immigrants / Newcomers	Emerging	1. Designated ELD 1 and; 2. Core ELA Class for grade level
• ELD Immigrant / Newcomers	Expanding	1. Designated ELD 2 and; 2. Core ELA Class for grade level
• Long Term ELs	Expanding / Bridging	Core ELA Class with Integrated ELD and ELPAC Practice Tutoring

Chapter 3

English Learner Program

At AVUHSD, the Multilingual English Learner Program is coordinated at each school by the EL Program Coordinator. The purpose of the Multilingual English Learner Program is to assist English Learner students to gain proficiency in English and achieve success in all core subjects. English Learner students are placed in one of three programs based on the results of the English proficiency exam (ELPAC):

- English Language Mainstream / General Program with core content Support Teachers
- Structured English Immersion - Designated ELD 1 or 2 elective
- Alternative Program - requires a parent exemption waiver

All English Learner students receive Designated ELD in either a support class or in their ELA class. Additionally, they receive additional support in the form of integrated ELD in their core classes. The teachers to whom they are assigned have their EL Authorization. Those students who demonstrate the lowest levels of English proficiency receive additional support from a Bilingual Instructional Aide.

All English Learner students are monitored quarterly and all reclassified students are monitored for a period of at least two years.

EL Authorization for Teachers

State and Federal laws require that all teaching personnel with assignments including English Learners must be qualified to provide the appropriate instructional services including English Language Development (ELD), access to other core curriculum through Specially Designed Academic Instruction in English (SDAIE), and/or primary language instruction. The district will hire qualified bilingual support staff reflective of the language needs of the school community.

AVUHSD has made a significant effort to ensure that all students are placed with highly qualified and effective teachers, administrators, and other staff members. All teachers have been or are working toward being identified as highly qualified with the proper credentials to teach English Learners. AVUHSD strives to participate at recruitment fairs sponsored by universities, colleges, and organizations to identify and recruit EL authorized teachers.

AVUHSD will assist all teachers who lack proper authorization to teach English Learners. Staff members may participate in training from the County Office of Education and/or local colleges or universities. Staff in training for these certifications will be monitored and notified by the District Personnel Office on a yearly basis to ensure that indicated progress towards certification is taking place.

Staff members that want to take a study course to prepare for the EL authorization exam may be reimbursed for the costs of registration and materials only upon request.

District Office
Multilingual EL Program Site Supports

2023-24 Directory - EL Site Program and AV Migrant Ed Program Directory

The District Office's Student Support & Intervention Department oversees the District's Multilingual English Learner Program and AV Migrant Education Program Consortium. Our team includes Program Coordinators, Teachers on Special Assignment for English Learners, and Bilingual Secretaries who work with all levels of leadership at the District level and site level. Our District Office team assigns a representative at each comprehensive school site, alternative education school, and at the Academies of the AV. Consistent representation ensured EL Site Teams had support and guidance from the district office.

To meet the needs of our critical unduplicated students - English Learners, homeless, foster youth, and low-income students - the District Office provides targeted support for each student group for academic engagement and social-emotional well-being. These structures include Student Services (including our District Foster and Homeless Youth Liaison, Coordinator Specialists, and Social Workers).

District goals are focused on increasing awareness among core teaching staff about the needs of Long Term ELs and reclassify all typology of English Learner students. Our District's Office's EL TSA, Program Coordinators and other EL experts provide strategic Professional Development, including:

- EL Roadmap with a focus on Math, Science, and Social Science
- Essential ELPAC tasks/Skills to support English Learners
- Individualized Approach to ELPAC: Tasks Review and Strategies
- Strategies and Activities to support ELD Collaborative and Interpretive Standards
- Nearpod and Nearpod EL
- EL PD for staff meetings at comprehensive high schools
- ELD Class-Walkthroughs for Designated ELD Teachers to share best practices, learn from each other, and confer for guidance with our district's consultant for the *Get Ready!* curriculum and Rosetta Stone Classroom.

The District Office EL team provides guidance and support to facilitate EL Site Team meetings and coordinate professional development.

- Each school provides at least two EL-focused PDs for staff. (Site Targeted or Site TI)
- Monthly 2-hour training of schools' EL Site Bilingual Secretaries (District-other funds)
- Quarterly all-day or half-day training for ELD teachers (District-other funds)
- Quarterly training of school for Bilingual Instructional Aides (DO Targeted)
- Quarterly EL Site Team meetings (DO Targeted)
- Annual District Special Ed Conference Workshops with EL-focused workshops

EL Program
Roles and Responsibilities

VP or AP Administrator overseeing EL Site Program

An Assistant Principal or Vice Principal provides guidance and leadership to ensure the EL Site Program functions with accountability and is in compliance with local and state guidelines, in alignment with the LCAP goals and District Office's expectations.

Director III of Student Support & Intervention (District Office)

EL Program Site Coordinator

- **Monthly Responsibilities for EL Coordinator**

Program Coordinator (District Office)

Bilingual Instructional Aide

Guidance Counselor for EL Site Program

Bilingual Secretary for the EL Site Program

Bilingual Secretary/Principal's Secretary for EL Program

EL TSA for English Learners - Expectations & Responsibilities

Chapter 4

English Learner Identification, Assessment, Parent Notification and Program Placement

Guidelines for Age Appropriate Placement 2023-24

It is recognized that students do their best work in school when they are placed in a grade with other students of the same chronological age. The following AVUHSD guidelines assist with placing students at the appropriate grade level. **Guiding Theme**: "**What's in the best interest of the student?**"

Verify student birth date and age provided at the time of initial enrollment. (EC Section 48010).

While **Grade-Level Placement Guidelines** in the **Age Enrollment Chart** may help identify the appropriate age-range and grade level, **a student over age 18 or 19 may enroll in the district**, based on students' needs. There may be "**gray**" areas; the guidance chart is not a black-and-white checkbox.

Grade	Born on or before	Age Range	Birthday
9th	Dec 2, 2009	14-15	Dec 3, 2008 – Dec 2, 2009
10th	Dec 1, 2008	15-16	Dec 2, 2007 – Dec 1, 2008
11th	Dec 1, 2007	16-17	Dec 2, 2006 – Dec 1, 2007
12th	Dec 1, 2002	17-18	Dec 2, 2005 – Dec 1, 2006

For students over age 18, the District offers **enrollment options**, based on the **needs of the student**:

Independent Study · Desert Winds HS/R. Rex Parris HS · AV Adult School

- What's in the best interest of the student?
- If a student asks to enroll and **is over 18**, without transcripts, **ask for transcripts and make an informed decision** based on a **holistic evaluation** of the student's needs.
- Welcome input from the site Guidance Counselor and from our District Office EL Team.

If a student provides transcripts at enrollment, AVUHSD enrolls the student 4 years from the date the student enrolled as a high school student. Revalidate student's transcripts to make an informed decision.

District Office Guidance: Enroll the student, based on age-appropriate grade level progression.

Determine if credits earned from **Transcript Revalidation contribute to the total credits for AB 104**, or progress toward graduation. Refer to the District Office guidance **for students over age 18**.

Identification and Placement Process

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. The process to gather this information requires all parents and guardians/legal guardians to complete a Home Language Survey for each of their school-aged children. When a student enrolls in a California public school, it is required for schools to determine the language spoken at the student's home.

To determine this, schools ask parents and guardians to submit a **Home Language Survey** (HLS). If the student is new to US Public Schools and enrolls in AVUHSD, parents and guardians fill-out the Home Language Survey in the **PowerSchool Enrollment** Form.

- When a parent or legal guardian enrolls their child in the Antelope Valley Union High School District for the first time, the parent / legal guardian completes the PowerSchool Enrollment Form.
- The initial Home Language Survey remains on file for each student in the permanent cumulative record. This information will assist schools in providing appropriate instruction for all students.

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

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

The **Home Language Survey** remains on file for each student in their cumulative folder. The information provided on their initial Home Language Survey takes precedence over any information provided on subsequent surveys completed. The information provided on the Home Language Survey is maintained in the District's student information system, PowerSchool.

The student's **English Learner Salmon folder** is maintained as part of the student's cumulative folder. The **Home Language Survey** consists of the following four questions:

1. What language did this student learn when he or she first began to speak?
2. What language do you use most frequently to speak to this student?
3. What language does this student most frequently use at home?
4. What is the language most often spoken by the adults at home?

These questions are used to determine a student's primary Home Language Status, which includes:

English Only

- If the answers to the four questions on the Home Language Survey are English, the child is classified as English Only, and will participate in the English Language Mainstream Program.

Possible English Learner (EL)

- If the answers to any of the first three questions on the Home Language Survey indicate a language other than English, or a combination of English and another language, the child is assessed using the English Language Proficiency Assessment for California (ELPAC) to measure his or her level of English proficiency.

If Reasonable Doubt Exists

- In some cases, if the parent's response to the first three questions on the Home Language Survey is English and the response to the fourth question is a language other than English, then reasonable doubt may exist as to the student's primary language. The District's administrator/ designee or EL Coordinator should research the student's language background using the following indicators and consult with the student's parent/legal guardian.

    - Parent/legal guardian requires interpreter to communicate in English
    - Parent/legal guardian speaks to child in a language other than English
    - Student initiates communication with parent/legal guardian in a language other than English
    - It is revealed that the child's caretaker who cares for them while their parent/legal guardian is away, speaks a language other than English

If there is sufficient evidence of significant Non-English exposure, then the English Language Proficiency Assessment for California (ELPAC) will need to be administered. When reasonable doubt has been established, the students' Home Language Survey will be annotated to confirm the student has taken the Initial ELPAC exam. The parent/guardian will be notified of the need to administer the ELPAC exam and the results and final placement will be sent to the parent/guardian.

If the response to all four questions on the Home Language Survey are English, but the teacher or administrator has a concern based on the bullet points above, the EL Site Team at the District Office may provide guidance to determine if the student should be administered the ELPAC.

Home Language Survey (HLS) Amendment

If a language other than English was inaccurately included on the Home Language Survey, the parent/guardian has the right to amend the Home Language Survey. However, if the student has already been administered the annual ELPAC, the change on the Home Language Survey will not affect the student's language status classification. The student must take the assessment annually until they are reclassified.

English Language Proficiency Assessment of California (ELPAC)

State and federal regulations require that all students whose Home Language Survey indicates a language other than English take the Initial ELPAC exam to measure their English language proficiency skills within 30 calendar days of initial enrollment. Parents and guardians must be notified of the assessment results and program placement within 30 calendar days of initial enrollment via the *Parent Notification Letter*.

The state approved English Language Proficiency Assessment of California is administered to determine the English language proficient skills. The ELPAC is a criterion-referenced test based on the English Language Development Standards that assesses students' English language proficiency in listening,

speaking, reading, and writing. Parents and guardians may request a meeting to discuss the assessment results.

If the student receives Special Education services, the Individualized Education Plan (IEP) team may specify that the student's English proficiency by assessed using California Department of Education (CDE) approved accommodations or modifications to the ELPAC, which is updated annually, or that an alternative assessment of English proficiency be used that measures the equivalent domains assessed by the ELPAC. In this case, the student will be given an alternative assessment as specified in the Individual Education Plan. English Learners with moderate to severe disabilities will be assessed in alignment with their IEP.

Based on a student's overall performance on the ELPAC, the student may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must annually be assessed with the ELPAC until the student meets the eligibility criteria and is redesignated to Fluent English Proficient (RFEP).

Initial ELPAC assessment results are used to determine appropriate Program Placement for students identified as EL. The overall proficiency level must be communicated to the parent, in writing, within 30 calendar days of initial enrollment.

At the end of the annual testing cycle, student test booklets are submitted to the test vendor for official scoring. The test vendor provides the AVUHSD with official ELPAC results. The ELPAC results are to be accurately and permanently recorded in the AVUHSD's student information system.

Parent Notification of Initial Assessment Results and Program Placement

Parents and guardians must be notified after no later than 30 days of the results of the child's English proficiency assessment, official language clarification, and recommended instructional placement.

Parents and guardians are notified of the assessment results and are provided with a description of the recommended program placement. This information is provided to parents and guardians in written form, in English and their home language (if the home language is spoken by 15% or more of the school's students) Ed. Code §48985. A meeting informing parents and guardians of the results may be held in English or the student's home language, and a translator may be present if needed.

Parents and guardians of EL students are informed of the above information using the District's Parent Notification Letter. Parents and guardians are advised to contact the student's school if they need additional information.

Program Placement

As part of the initial enrollment process, parents and guardians receive information about the instructional programs for English Learners. The District has the following options, with more information in Chapter 8.

- **Structured English Immersion** - Designated ELD 1 and Designated ELD 2 (elective)
- **English Language Mainstream** with Support Teachers (Sheltered English Immersion), part of the Newcomer Program for core content subjects
- **Alternative Program** – Parent exception waiver is required (Primary Language Program)

Students placed in an English Language Mainstream (ELM) program, by law, are to receive English Language Development instruction and support that will ensure that they learn English and have full access to the core curriculum. Parents and guardians may choose to opt out of a program for the student, but cannot opt out of English Learner services provided to the student (i.e. Designated and Integrated ELD Instruction, ELPAC testing, intervention supports, etc.).

The parent/guardian may decide to request a Parental Exception Waiver. If the waiver request is approved, the student is released from the requirement that English Learners be placed in an English Language program, English Language Mainstream.

ELD Student Placement Guidance with Core Classes

To prepare for a new academic year, EL Coordinators and EL Counselors are expected to work together to ensure ELD Newcomer students (3 years or less) are appropriately placed in Core Content classes. Our guidance recommends:

- **Group** or **Pod** students with **Support Teachers** in the same Core Classes, (Algebra, Biology, Health, etc.) to maximize Bilingual Instructional Aides to provide efficient support for the most students during each period.
    - Guidance recommends placement with a team of **EL Support teachers across all content areas.**
    - Do not place all ELDs with the same teacher in the same period. Find a reasonable balance.
- Determine which ELD students from last year, 2022-23, need Designated ELD 2 for 2023-24, and which students should transition to only core ELA, *without* the Designated ELD elective class.
- Determine highest priority ELD students who speak and understand the least English language skills, and place or group them with the same Core teachers.
- **Bilingual Instructional Aide**s can best maximize their time to assist the highest priority ELD students if students are placed strategically with EL Support teachers
- Ensure **Bilingual Instructional Aides** have schedules to assist ELD students in core academic classes, and the Designated ELD, Levels 1 & 2 class.
- EL students on **5th Year Contracts** - ensure students are taking the appropriate classes to be on track to graduate.

Reminders - Please contact your District Office site representative with any questions. During the first three weeks of school, Bilingual Secretaries are tagging the ELA Status in PowerSchool for incoming 9th graders. Enrollment may fluctuate and increase among EL students.

Annual Notification of Summative ELPAC Assessment Results and Placement

English Learners are tested annually with the ELPAC until reclassification. Parents and guardians and guardians will receive the Parent Notification Letter: Official Annual ELPAC Results and Program Placement for English Learners informing them of their child's test results. This letter will also serve as a reminder of the program option for placement.

Procedures for Parent Notification of Parental Exception Waivers

Per the state law governing this process, a parent may request and be granted a Spanish Biliteracy Pathway Parental Exception Waiver Request Form requesting that their child be taught in an alternative program (Section 311 of CA Ed. Code). Spanish Biliteracy Pathway Parental Exception Waiver Request Form is required when a parent selects an alternative program in which the language of instruction is English, paired with another language. Spanish Biliteracy Pathway Parental Exception Waiver Request Form shall be available at every school site upon request, and at the time of enrollment for newly enrolled students.

To request a waiver, parents and guardians and guardians must personally go to the school each year to apply for and complete the waiver. If parents and guardians and guardians of 20 or more students at a given school and grade level have been granted waivers the school must offer an alternative program. If parents and guardians and guardians of fewer than 20 students at a school and grade level have been granted waivers, AVUHSD must provide the parent with a list in the surrounding area that provides the selected program.

Approved annual waivers for students placed in an alternative program are kept on file in the student's cumulative folder by the site for the school year in which they are received and entered in the student information system. If the Spanish Biliteracy Pathway Parental Exception Waiver Request Forms is denied, the parent may appeal.

Transfer Student From Other California Schools

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores from the ELPAC and an initial language status. These students do not need to go through the District's initial identification process.

The school site will contact the former district in order to obtain information. Records obtained from the previous school are entered into the student's cumulative record and shared with the classroom teachers. If available, the first Home Language Survey (HLS) completed by the parent will be used as the basis for deciding whether the ELPAC should be administered to the child.

Transfer Students from Other Districts, Private Schools, or Other Countries

Based on the answers to the Home Language Survey and if the student has not taken an Initial ELPAC, or has not previously enrolled in a California public school, the student will take the Initial ELPAC Assessment. The results of the Initial ELPAC will determine if the student is an English Learner or Initially Fluent English Proficient.

English Learner Identification English Language Acquisition (ELA) Status

The first step to determine if the student's **ELA Status** has already been identified, or if they are an Initial, is to lookup the student up in the **CALPADS database**. This will allow you to see the student's ELA Status.

New students, who have already been classified, will not need to take the **Initial Summative ELPAC** Assessment. You may be able to view their scores in CALPADS if the previous LEA (Local Education

Agency) has released the student's record to our district (if not, contact the previous school and request students' scores). Proceed to step 2 below.

New students, who are new to the USA and/or California PUBLIC School System and their primary language is other than English or ASL (American Sign Language), are required to be tested within 30 calendar days after the first date of enrollment in a California public school to identify potential English Learners (the sooner the better). *The initial Primary Language and Preferred Home Language information can be located in PowerSchool Enrollment.*

Once the student is tested, you will need to:

1. Calculate the scores to determine the level of English language performance of pupils who are limited English proficient.

2. Provide the scores/levels to the EL Counselor and EL Coordinator so they can ensure the students are placed in the appropriate support classes.

3. Next, you will need to update the information in PowerSchool under the English Learners and Immigrant Information section. ***See section on **CALPADS Verification** for instructions on how to proceed.

4. Create an **ELD Salmon Folder** (Provided by AVUHSD Student Support & Intervention Department, District Office) and fill out the appropriate information on the folder.

Parent Notification Timeline: Ensure parents and guardians of English Learners are notified of their child's assessment results, program placement, and criteria for exiting the program within 30 calendar days after the beginning of the school year.

Enrollment Procedures

The enrollment procedures for English Learners (EL) consists of the following:

1. Home Language Survey (HLS)
2. Language proficiency assessment
3. Parent consultation. Parents and guardians receive student assessment results and information on program options; students are appropriately placed based on assessment data and parent request. At the time of enrollment, parents and guardians complete the HLS at their child's school of residence.

If a language other than English is indicated on the HLS, parents and guardians meet with the EL Site Program Coordinator and Bilingual Secretary for consultation to have their child assessed for English language proficiency. They provide parents and guardians information on the various EL programs, which helps to facilitate the appropriate placement of students in the EL programs offered throughout the district, based on results from the Initial English Language Proficiency Assessment for California (ELPAC).

Registration Process

The California Education Code 62002 requires schools to determine the language spoken in each student's home. This information is used to provide appropriate instruction for all students.

The **Home Language Survey (HLS)** form is required for all new students. Once a school district has a student's completed HLS on file, the original survey information is valid and follows the student registration information throughout enrollment in any California school.

The parent or guardian of every student completes the Home Language Survey for PowerSchool Enrollment at the time of initial enrollment in each school. The survey is provided to each family in English and in the appropriate home language, when available. The HLS has been translated into 36 languages, and additional language versions of the HLS may be requested from Student Services.

A. PowerSchool Enrollment

The online PowerSchool Enrollment student registration eliminates the need to print paper packets every year and facilitates updating previously submitted information. parents and guardians input student data, and student data is stored securely in a scalable cloud environment.

B. Home Language Survey and PowerSchool Enrollment

The California Education Code contains legal requirements that direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services. To gather this information, at the time of enrollment, all parents and guardians are required to complete a Home Language Survey (HLS).

The HLS is completed online, via PowerSchool Enrollment, as part of the District's enrollment procedure. The HLS remains on file for each student in their Salmon Cumulative Folder. parents and guardians are to receive an explanation regarding its purpose and uses as well as the possibility that their child may be given an assessment to measure their English Language proficiency level.

C. Home Language Survey

Each parent completes a Home Language Survey, as part of the District's enrollment procedures, for new students. The following four state mandated questions are included on the survey:

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

When a response to any of the first three questions is a language other than English, the enrolling student is identified as a potential EL student, and the language assessment process is initiated. The student is required to take the ELPAC.

Bilingual Secretary Responsibilities
to assist with Powerschool Enrollment Registration Process

The procedure for students attending a California school for the first time:

- The EL Site Program's Bilingual Secretary sends the completed Student Enrollment Form and the HLS to the District Office to schedule an appointment for the Initial ELPAC language proficiency assessment.

The procedure for students who have previously attended school in California:

- The EL Site Program will confirm the student's language proficiency by contacting the student's prior district to retrieve assessment data for appropriate program placement.

English Language Proficiency Levels

Each year, English Learners take the annual English Learner Performance Assessments of California (ELPAC). AVUHSD administers the Summative ELPAC during February to May. The Initial ELPAC is administered, as needed, throughout the year.

ELs are assessed in 4 domains: **Listening, Speaking, Reading and Writing**. Once the assessment is complete, students will fall under one of the following performance levels:

ELPAC: Levels/Descriptions		
Proficiency Level	**Performance Level**	**ELD Standards/Proficiency Levels (PLDs)**
1	Minimally Developed	Emerging
2	Somewhat Developed	Expanding
3	Moderately Developed	Expanding/Bridging
4	Well Developed	Bridging

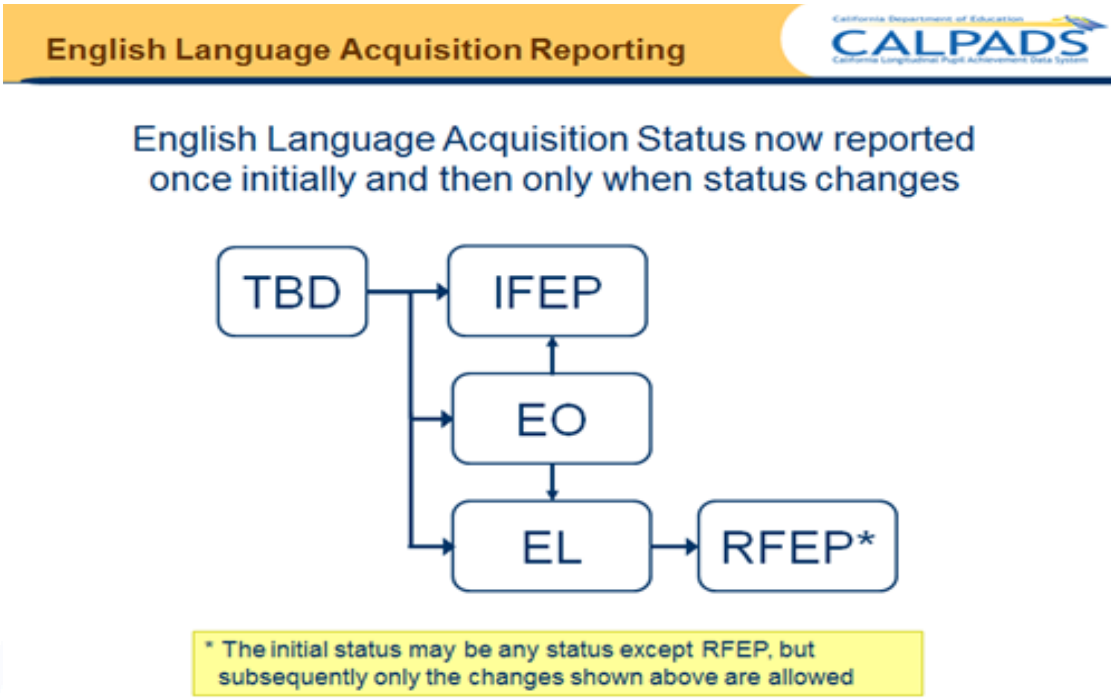
Reclassification requires an Overall 4 on the ELPAC

English Learner students require an **Overall 4** in order to qualify for **Reclassification**. The overall **Proficiency Level** is a composite (***Overall Scores***) of the levels from the 4 domains listed above. The **Performance Level** depicts the student's skills and abilities in each of the 4 Domains. This process helps us identify LEP (Limited English Proficient) pupils who need language assistance. **Refer to Chapter 4** for more information about Reclassification.

English Language Acquisition (ELA) Status Codes

Language Fluency Codes are **NOT** ELPAC or ELD levels!

English Language Fluency Codes	
TBD	To Be Determined. Students not yet been verified, either through testing or CALPADS
EO = 1	English Only (English is the students primary language)
IFEP = 2	(Initially) Fluent English Proficient. Student has a primary home language other than English Student tested fluent on initial ELPAC
EL = 3	Student has a primary home language other than English Student is developing English language proficiency
RFEP = 4	Reclassified Fluent English Proficient Student was once classified EL and met Reclassification Criteria



ELPAC Assessment
Measuring English Language Proficiency

Based on required California state regulations, if a student's Home Language Survey indicates that a language other than English is used at home, the student's English language proficiency level is assessed within 30 calendar days of initial enrollment with the Initial ELPAC.

The language assessment used to determine initial English proficiency is the **English Language Proficiency Assessment for California (ELPAC).** The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in two language areas: Oral (listening and speaking) and Written (reading and writing). The child receives scores for Oral and Written proficiency, as well as an overall score.

The AVUHSD District Office or EL Site Team calculates an Initial ELPAC proficiency level score for the purpose of determining the instructional program and placement options. These results include the proficiency level for each subtest, and are communicated to the parent orally and in writing on the Initial Parent Notification Letter and the Initial Student Score Report forms for either elementary or secondary aged students.

ELPAC results are maintained in the student's English Learner folder inside the Cumulative Folder, and in **PowerSchool**, AVUHSD's Student Information System, for future use in monitoring student progress and in program evaluation.

If an **Individual Education Plan (IEP)** team has determined that a student is unable to take all or part of the ELPAC, the student will be given an **Alternative Assessment** (to be determined by the IEP team according to individual student need), in accordance with California Department of Education (CDE) regulations.

On the basis of the English language assessment, students are identified as either Initially Fluent English Proficient (IFEP) or English Learner (EL). The parents and guardians of IFEP students are informed of the results. Students identified as English Learners have the option of a Structured English Immersion (SEI) Program or placement in Designated ELD elective course, if needed.

Programs for English Learners who have an Individualized Education Program (IEP) or 504 Plan follow the instructions outlined in the IEP or 504 Plan. The IEP or 504 Plan identifies any accommodations or modifications required in administering the ELPAC or an alternate assessment for the ELPAC. The California Department of Education provides a Matrix of Testing Variations, Accommodations, and Modifications for Administration of the California Statewide Assessments.

Students with Less Than Reasonable Fluency

Students with minimally developed to moderately developed fluency or those students who are identified as English Learners with minimally developed to moderately developed English language skills are placed in classes where they will receive both designated English language development and integrated English language development instruction.

Designated ELD instruction is provided daily in a scheduled time where English Language Development standards are provided in tandem with the core subject. Integrated ELD is provided in

all core content subjects; supports and strategies are used to ensure English Learner's access to the content.

Initial Program Placement

Students with well-developed English language skills or those students initially identified as Fluent English Proficient (iFEP) on the Initial ELPAC will be placed in mainstream classes. These students will not be identified as English Learners.

Students who are identified as English Learners will be placed in a Structured English Immersion Classroom or Designated ELD Elective course, and receive Designated ELD and Integrated ELD.

Assessment for Primary Language Proficiency

During the language proficiency testing process, the primary language of the student is informally assessed through language surveys. CDE is launching a new primary language assessment in 2022-23 (TBD). Results of primary language assessment are included with the English language assessment (ELPAC) to be placed in the student's **salmon Cumulative Folder** and entered in PowerSchool.

The Home Language Survey, the language assessments (other documents related to prior schooling, including transcripts, if available) are used to determine the degree of English proficiency and the program placement options for students as well as appropriate academic instruction.

Cumulative (Salmon EL) Folder

A cumulative EL salmon student folder in the Registrar's Office at each site contains testing information and other documents, such as Initial ELPAC results. The purpose of the folder is to assist the teacher, parent, and school/district administrators with program placement and development, student monitoring, and reclassification. The following items are placed in the EL folder:

- Original Home Language Survey
  CALPADS Evidence of English Language Acquisition Status (ELAS)
- Testing Results (unless available electronically)
- Copies of Initial and Annual Parent Notification Letters
- Reclassification Documents
- Follow up monitoring forms for RFEP students

Chapter 5

Progress Monitoring for EL and Reclassified Students

DataCentral provides an online Monitoring process for the district's Multilingual EL Program. DataCentral gives EL Site Teams an efficient data-driven dashboard and platform to monitor EL and Reclassified students, and ensure EL students are on course to reclassify and graduate. Professional Development is provided for certificated and classified staff to understand and use DataCentral.

DataCentral provides digital access to EL students for EL Coordinators and support staff to work with EL and Reclassified students, to ensure students are on course to reclassify and graduate.

EL Progress Monitoring / Case Management

EL Progress Monitoring is implemented at each site, **once a semester**, and continues (4) years after Reclassification (or until graduation). Administrators overseeing EL Site Programs are asked to support their EL Site Teams to monitor EL and Reclassified students.

DataCentral provides ELA teachers an easy platform to share input about **EL Student Progress** on the **Monitoring Form**. If interventions are needed, the EL Site Team and ELA teachers have opportunities to collaborate and work together to support the student.

2023-24 EL & RFEP Monitoring Process

Monitoring/Case Management

- Once a semester
- Every Six Weeks - Data Pulls - Review grades, graduation progress, ELPAC scores (especially the students who scored a 3 on ELPAC)
- Review Data and Create Interventions
- Highly encourage one-on-one talks with Ds and Fs
- Complete Monitoring based on interventions
- Logistics
    - Use the entire team if possible
    - Divide by academic progress
- Power School Entry - Mass log entry is OK. Details are appreciated.
- English Teacher Input Forms are due: 12/22/23 and 5/31/24
- Teacher Spaces are offered: 10/23/23, 10/30/23, 11/13/23, 12/11/23 and four dates in 2024.

Ongoing Supports - DATA DRIVEN

Supports will take place based on student's academic progress, grades, and should be Data Driven

EXAMPLES:

- Passing Grades can attend presentations on A-G requirements, college prep, academies, etc In danger of failing or failing - presentations on tutoring, resources, credit retrieval, etc.
- Parent contact - follow-up
- Coffee with the Advisor - EL Team Newcomer workshops Technology Workshops
- Parent Workshops ELPAC Bootcamps
- Community Building Days

Sample Spreadsheet

- **EL Monitoring** - https://tinyurl.com/Sample22-23

How are you measuring the success of interventions and supports?

- Run your data - https://datacentral.avhsd.org

- All students can participate in any presentation, but sites can target presentations to academic needs
- The District recommends two intervention supports per semester. Evidence must be kept on file
- Think about Federal Program Monitoring!

Ongoing Supports - DATA DRIVEN

- Supports will take place based on student's academic progress, grades, and should be Data Driven

EXAMPLES:

- Passing Grades can attend presentations on A-G requirements, college prep, academies, etc
- In danger of failing or failing - presentations on tutoring, resources, credit retrieval, etc.
- Parent contact - follow-up
- Parent/Student Conferences
- Newcomer workshops
- Technology Workshops
- Parent Workshops
- ELPAC Bootcamps
- Community Building Days

Sample Spreadsheet

- **Intervention Samples**

How are you measuring the success of supports for RFEP students?

- Run your data - https://datacentral.avhsd.org

Chapter 6

Reclassification

The goal for all English Learner students is to be reclassified to fluent English proficient to allow for full participation in mainstream academics. AVUHSD reclassifies students' English language proficiency from English Learner (EL) to Reclassified Fluent English Proficient (RFEP) when specialized EL services are no longer needed for ELs to be successful in the mainstream educational program.

This decision is made using criteria that include the English Language Proficiency Assessment for California (ELPAC), an assessment of academic performance, teacher evaluation and report card grades, and parent consultation (parent-teacher conference, email, phone call, or letter). Once students are reclassified, they remain reclassified, or RFEP on their language status until graduation. During this time their academic progress is monitored for a four-year process towards success.

All EL students must meet Reclassification criteria to become RFEP. Students with an IEP also receiving special education services must meet Reclassification criteria, based on a decision with the IEP team.

Reclassification Criteria

- AVUHSD Reclassification Form

Reclassified Fluent English Proficient (RFEP): Reclassification is the process through which students who have been identified as English Learners are reclassified as fluent English proficient (RFEP) based on multiple criteria, standards, and procedures adopted by the district and demonstrate that students being reclassified have an English language proficiency comparable to that of average native English speakers.

1. **Proficiency Level on ELPAC**: An EL student must have an **Overall Score of 4**. If student did not meet the overall English Proficiency requirement, student does not qualify for reclassification

2. **Teacher Evaluation of Student Academic Performance**: Students must demonstrate a "C" or better in their English/ELAC course. If the Performance requirement (**C or better**) is not met, and you think factors other than English Language Proficiency are responsible for low grades, have the teacher complete the Reclassification Teacher Input Form.

3. **Parent Opinion and Consultation**: Parent consultation, phone call or meeting, must take place before the student is reclassified. Parent signature should be on the RFEP form.

4. **Comparison in Performance of Basic Skills**: Demonstrate the equivalent of the mid-basic level on a standardized test in English language arts
    - NWEA / MAP score of **207 or higher**
    - **206 or less** requires a meeting with a student, parent, at least one teacher, or District Office EL Team to review all the criteria and decide if the student should be Reclassified

Reclassification Procedures

Process for Reclassification (See also RFEP Form in Appendix)

1. The District Office reviews ELPAC data pulled from PowerSchool or DataCentral, to identify students who earn an Overall 4 on the most recent ELPAC, and other criteria.

2. **AVUHSD District Office team** (Data Coordinator, Program Coordinator, Bilingual Secretary) pulls Reclassification data from **DataCentral** or **PowerSchool** to determine a list of students who meet the criteria for **Reclassification**. Based on a review of the data, and consultation with EL Program Site Coordinators, the **District Office makes the decision to reclassify students** and updates the information in PowerSchool and CALPADS.

3. The **District Office** shares the data and **Reclassification decisions** with the **EL Coordinator** and Bilingual Secretary. EL Coordinator may need to ask a student's teacher about English language proficiency in the classroom, or if the student can be successful in an English only classroom.

4. Students may retake the **NWEA outside the District Testing Window** to meet the minimum criteria of 207 or above on the ELA portion. The **highest NWEA scores** are relevant for reclassification, dating back to the **previous academic year** for a student.

5. The EL Coordinator or site EL Program Secretary **may notify parents and guardians by phone call** of the RFEP recommendation and follow-up with a Parent Reclassification Letter. **Parent verbal confirmation** should be entered in a **PowerSchool Log Entry.** The site may invite parents and guardians to meet with teachers and administrators, as needed for consultation, and to make further recommendations.

6. The **EL Coordinator** or EL Program Secretary uploads the **signed RFEP form** to a **Google Folder**, where the forms are reviewed and verified.

7. Upon verification, the **District Office staff will approve for the Data Site Technician** to change the language fluency designation in PowerSchool **from L** (limited English proficient) **to R** (reclassified.) The CALPADS designee at the District Office communicates with Site Data Techs to update the student's information in CALPADS and the CALPADS language fluency will be changed from EL to RFEP.

8. The student's progress as a **Reclassified studen**t will be **monitored for 4 years**, or until graduation, according to state mandates, following the date of Reclassification to ensure the student remains successful in the English language core content program and classes.

Chapter 7

Reclassification of English Learners With Disabilities

AVUHSD Special Education Guide to EL IEPs and Reclassification

Reclassification of English Learners with Disabilities is an IEP (Individualized Education Plan) decision.

Accommodations, Exemptions, and the Alternative ELPAC (Mod/Severe Only)

A. <u>Accommodations for English Language Learners on the ELPAC:</u>

- **Accommodations**: IEP Teams need to be sure students with special needs and EL are offered appropriate Accommodations to help them be as successful as possible on the ELPAC in order to measure their true English language abilities. IEP teams should consider possible accommodations that will help the student show their true English Proficiency level on the ELPAC.

B. <u>Exempting a Portion of the ELPAC:</u>

- Exemptions can be made for students who can **<u>not</u>** be appropriately Accommodated with existing accommodations.
- IEP teams may exempt one area in each Domain, Oral Language or Written Language. Scores will be calculated by the state as long as only one area is exempted.
- **The IEP team must justify and document** the need to exempt portion/s of ELPAC due to disability, the impact of the disability on the section that is being exempted, and appropriately document data and/or reasons which explain why a student can not be adequately accommodated in the exempted area.
- **Domains Oral Language or Written Language**:
    - Oral Language areas:
        1. Listening
        2. Speaking
    - Written language areas:
        1. Listening
        2. Speaking

C. <u>The Alternative ELPAC</u> should be considered for English Language Learners participating in programs that use an alternative curriculum such as a moderate to severe special day class programs during IEPs.

ii. The Alternative ELPAC must be listed in the IEP for a student to qualify for this option.

iii. Testing Window for the State starts in November and ends in February. When possible, changes to the IEP should occur before November to help ensure students are provided with the appropriate assessment that meets their needs.

Process of Preparing an IEP
Process of Preparing an IEP for a Student Identified as an English Language Learner

At least a month prior to the IEP:

1. **Interview and Discuss:** A month or more prior to the student's Annual or Triennial, the Case Carrier needs to interview and discuss the Student's English Language Proficiency as it relates to learning in the classroom, and level of support the student needs within the classroom due to English Language Development area with stake holders such as the parents and guardians, student, teachers, service providers and school psychologists.

2. **Consider Data:** The case carrier and Psychologist need to collect Data relevant to the reclassification process, so that the IEP has the data needed to determine if the student is making progress in their English Language Development. Appropriate Data to consider:

   ELPAC Scores: Must use the most recent score to consider reclassification (should not be more than 2 year old. Students with scores older than 2 years should to be reassessed prior to reclassifying.)
   - **NWEA Scores**
   - **Reading Inventory Scores**
   - **Standardized Assessment Scores**
   - **Psychological Assessments/Reports**
   - **English Based Classroom Data**: Work Samples, Progress, Test Scores, Quizzes, Projects and Grades.

*** If Reclassification for the student is a possibility at the IEP (Final Decision to be made at the IEP):**

- **Invite the student's Psychologist to the IEP:**
  Review Data, Interviews, discuss whether reclassification is a possibility at this time. However, the final decision will be made at the IEP.

- **Invite the EL Coordinator to the IEP**
  - 2023-24 Directory - EL Site Program and AV Migrant Ed Program Directory

  If Reclassification of a student is being considered for a student, **The EL site Coordinator** should be contacted and invited to the IEP about a **month** prior to the meeting.
  - If the EL Coordinator is not able to attend the meeting, the Coordinator will provide the case manager with data about the student from "Ellevation" which is the EL Departments platform for monitoring students.
  - If the EL Coordinator declines the meeting, then an excusal should be signed stating that written input was provided to the IEP team.

- **On the invitation to the IEP,** along with the Meeting type (Plan Review or Eligibility Determination) and Transition, mark **"Other: EL Reclassification"**

- **If Reclassification appears to be an option, fill out the District's Reclassification Form, to prepare for the IEP. If the EL Site Program Coordinator or EL staff is not attending the IEP, the EL Coordinator should sign the Reclassification Form prior to the IEP.** (Signatures will need to be obtained at the IEP from the School Psychologist, Administrator, Student and Parent.)(Not needed for students remaining identified as "EL.")
  LINK to District's Reclassification Form

IEPs for Students Identified as English Language Learners

1. **Review of Reclassification Pages for All Students Identified as EL**
2. **Writing IEPs for Students NOT Being Reclassified.**
3. **Writing IEPs for Students Who Are Being Reclassified**

Reclassification Process
English Learners With Disabilities

AVUHSD has developed a process for reclassification of English Learners with Disabilities. The reclassification of ELs with Disabilities is an IEP Team decision.

Step One: District team in charge of Reclassification (in collaboration with the Director of Special Education, Program Specialist or TSA) compiles results of all special education students who have not met overall reclassification criteria. They are sorted by school sites.

Step Two: The IEP team meets. The IEP Team should include input from the EL Program Site Coordinator or district representative (Program Coordinator or English Learner TSA). Parent opinion and consultation is required.

Step Three: Using the "Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient" form (Attachment C), the IEP Team considers whether disability is impacting performance. See Instructions for completing the form (Attachment D.)

Step Four: If the team agrees to recommend reclassification as RFEP, the bottom box is checked:

- "The IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Learner services."
- The form is sent to the appropriate district EL Reclassification representative and EL Program Site Coordinator.

Step Five: If it is determined through the District process that the student will be reclassified, the Special Education Case Manager and parent will be notified. The student will be noted as an "RFEP" on the subsequent IEP, and the date of District Reclassification noted (not the date of the IEP). Once the student is reclassified, ELPAC (or alternate) testing is no longer required, nor is the "English Language Development Information" page.

1. RFEP for students with special needs who are EL must be considered by the IEP team each and every time they meet until the student is able to move from EL to RFEP. By law, the IEP team cannot "delay" RFEPing a student if the team feels there are sufficient assessment measures that point to RFEP. **compromise in just a few bullet points**

2. The IEP team will always consider the RFEP requirements from a general education student perspective and if that criteria is met, the IEP team will comply with the typical RFEP process. The IEP team will then follow up to ensure that the IEP document reflects the appropriate language development status.

3. However, not all students with disabilities are able to successfully reclassify under the general education requirements, but the IEP team has additional assessment data regarding language development due to the impact of a disability and may be able to reclassify and, by law, the IEP team must address those data points and determine if RFEP is appropriate due to the disability impact.

4. By law, in the event that a SWDs IEP team has sufficient data points, that may not include the most recent summative ELPAC assessment scores, the IEP team must present those data points and complete the RFEP process without delay.

5. However, given the preparation required for the Alternative ELPAC and Summative ELPAC testing, with the time needed to identify students to be assessed, complications may arise if students who have been identified to test are reclassified during the testing window. Below are steps for a solution to avoid this situation:

Step 1 At the beginning of the school year, sites will identify SWD who are EL and immediately search to locate the Summative ELPAC scores from the previous spring.

Step 2 IEP teams will review the data points as soon as possible (rather, it's an amendment IEP or at the student's annual or tri-annual IEP meeting) that would occur during the first semester of the school year.

Step 3 An IEP team may notice that the student does not have an ELPAC score from the earlier spring, but DOES have enough other assessment data points to make an RFEP determination, and the IEP team WILL meet to make the decision.

Step 4 The IEP team will follow up with the District's Data Technician at the District Office to keep the list as clean as possible regarding the students to be tested. .

Step 5 The site teams will work diligently in the first semester to RFEP all SWD who are appropriate, per General Ed or IEP requirements. This will include identifying EL IEPs that would fall during the testing window in the spring, and either advance the IEP to first semester to address RFEP, or alert the parent that the student will be tested during the window and the RFEP discussion would occur as an amendment after the testing window.

--**As of an agreed upon date rage (i.e. Feb 28-April 30) each school year, the IEP teams will hold off on RFEP for students so that the data remains as clean as possible.

--**HOWEVER, in the event that an IEP team for an EL student occurs during the testing window, and for whatever reason we didn't catch this kid before, the IEP must at least discuss the RFEP process and IF there is sufficient data to RFEP, BY LAW, the IEP team cannot delay the RFEP.

--Student Services knows that this process will cause some difficulty with data but we will work to minimize if this event even occurs. If there is a student who will need to be reclassified during the 'block out' Summative ELPAC testing window, the TSA/Program Specialist and the IEP team will work carefully with the District's Data Technician to do what is necessary to resolve any issues.

Chapter 8

Instructional Program

The purpose of ELD is to intentionally develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and a pathway leading to mastery of California Common Core State Standards and English Language Arts (ELA) Standards. Both the ELA and ELD standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

AVUHSD Program Options for English Learners:

1. **English Language Mainstream / General Program**
    - General program instruction in all subjects is provided in English by EL-authorized teachers. English Learners are provided with full access to grade level core content, with additional support services, as needed and receive integrated and designated ELD until they are reclassified.

   English Language Mainstream (core subject **Support Teachers** with ELD Newcomer Program)
    - The program goal is for English Learners to attain a "well developed" level of English proficiency that enables them to be successful in the district general program. Instruction is in English (EC § 306.), but the curriculum and manner of presentation are differentiated for students who are learning English. Bilingual Instructional Aide assistance is provided in the primary language for clarification, explanation, motivation, and support. Lessons are designed to help students access the core curriculum, as described in the CA ELA/ ELD Framework.
2. **Structured English Immersion - Designated ELD 1 and Designated ELD 2 Elective**, part of the ELD Newcomer Program offered to students with less than 12 months in the United States.
    - This Elective program serves students who are newly arrived immigrants. Students in this program receive Designated ELD instruction in an elective class for one period per day, while enrolled in an ELA course (Structured English Immersion) based on their current grade level.
3. **Alternative Program** – Parent exception waiver is required (Primary Language Program)

Each option is designed to ensure students acquire English language proficiency, and contain the following required components:

- Well-articulated, standards-based, differentiated Designated English Language Development (ELD) instruction.
- Well-articulated, standards-based, differentiated instruction in the core curriculum and Integrated English Language Development instruction.
- Culturally and Linguistically Responsive Teaching that validates and values students' cultural and linguistic heritage (see *CA ELA/ELD Framework, Chapter 9*).

ELD instruction occurs daily for all English Learners until the student is Reclassified to Fluent English proficient (RFEP). It is an ongoing, purposeful component of the English Learner student's overall educational program.

Access to Standard Instructional Program

All *ELs have access to Common Core classes* and ***all*** *ELs must receive Designated ELD*; therefore all course descriptions are updated with reference to teach and scaffold core content with Designated ELD, based on the needs of ELs enrolled in the course.

English Language Arts - Mainstream / General Program

English Language Arts in the General Program or Mainstream Program is for ELs who have already acquired reasonable fluency in English (Emerging and Bridging proficiency levels, based on ELPAC Summative results). The classroom may contain all English Learner typologies, including Long-Term ELs. English Only students, Fluent English Proficient students, and Reclassified students may also enroll in ELA Mainstream classes.

English Learners placed in General Program, per the California Ed Code, are to receive Designated English Language Development instruction, in tandem with the core ELA subject, and support that will ensure they learn English and have full access to the core curriculum.

SpringBoard is the district's core curriculum for ELA. Teachers are provided with guidance and options to use supplemental *SpringBoard* materials and instructional strategies for Designated ELD.

In AVUHSD, all teachers have an English Learner Authorization. The District Office reviews data among all faculty each year to determine which teachers are on course to earn EL Authorization, specifically new teachers enrolled in the District's Teacher Induction Process.

Structured English Immersion

Structured English Immersion is a program of instruction in English for students with less than reasonable fluency in English (Emerging, Expanding, and low Bridging proficiency levels).

It is an accelerated program of English Language Development, provided in the Designated ELD Elective course. Students may continue in an SEI setting until they meet the criteria for "reasonable fluency." The **Designated ELD Elective courses** have two levels and are designed to improve student's English language proficiency.

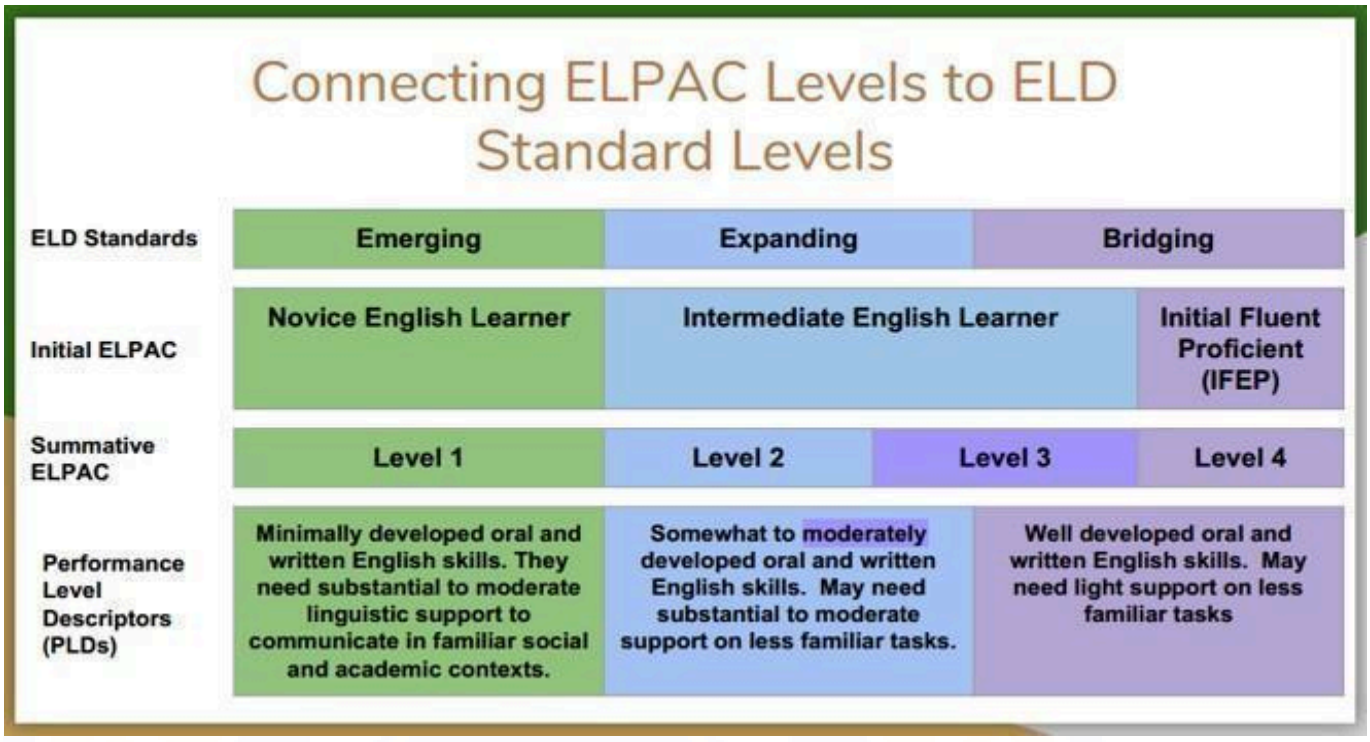
Students in the Designated ELD Elective receive differentiated instruction and sufficient and appropriate scaffolding, with Specially Designed Academic Instruction in English (SDAIE) to provide access to the core. Students in the SEI program may receive support from the Bilingual Instructional Aide. All Designated ELD Elective teachers at each comprehensive site in AVUHSD have English Learner authorization.

Designated ELD also occurs within the English Language Arts class, provided the English teacher can set aside structured Designated ELD time during the ELA core subject's instructional time. All ELA teachers with ELs in their classes must provide Designated ELD.

AVUHSD is committed to providing English Learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students to become active members of society.

English Language Development (ELD)

As part of AVUHSD's core program, all identified ELs, including Long-Term ELs, must receive a program of ELD instruction, to develop proficiency in English as rapidly and effectively as possible and meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program. (20 U.S.C. §§ 1703 [f], 6825 [c][1][A]; *EC* §§ 300, 305, 306, 310; 5 *CCR* § 11302[a]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013)



ELD Immigrant & Long-Term English Learners (LTELs) Course Recommendations

English Language Development (ELD) is a component of ***ALL*** program options for English Learners. ELD includes two ways to intentionally plan for language development instruction and is detailed in the California English Language Arts/English Language Development Framework as follows:

EL Students	Proficiency Level	ELD Class Recommendation
• ELD Immigrants / Newcomers	Emerging	Designated ELD Level 1 & Core ELA Class

• ELD Immigrant / Newcomers	Expanding	Designated ELD Level 2 & Core ELA Class
• Long Term ELs	Expanding / Bridging	ELA General Program ELA with Integrated ELD and ELPAC Practice Tutoring

<table>
<tr><th>ELPAC Initial</th><th>ELPAC Summative</th><th>ELD Standards</th></tr>
<tr><td>Novice</td><td>Level 1</td><td>Emerging</td></tr>
<tr><td rowspan="4">Intermediate</td><td rowspan="2">Level 2</td><td>Low Expanding</td></tr>
<tr><td>Mid Expanding</td></tr>
<tr><td rowspan="2">Level 3</td><td>Upper Expanding</td></tr>
<tr><td>Low Bridging</td></tr>
<tr><td>IFEP</td><td>Level 4</td><td>Upper Bridging</td></tr>
</table>

Designated ELD and Integrated ELD

The EL Program supports both Integrated and Designated ELD, taught by fully qualified teachers of English Learners, and is implemented in accordance with the *California English Language Arts/English Language Development Framework* (2014, Chapter 2, pp. 106-108; 115-116).

Designated ELD

All ELs must receive Designated ELD**.** Students are provided support for academic language development in core content courses (Integrated ELD) and specialized support (Designated ELD) for English language development. Designated ELD is provided during a designated period.

> "Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge abilities needed for content learning in English."

Integrated ELD

All teachers with ELs in their classrooms use the 2012 California English Language Development Standards *in tandem* with the California Common Core State Standards for English Language Arts and Literacy.

Integrated ELD is provided throughout the day for ELs in core classes. Their ELD instruction will be provided by their ELD teacher, ELA teacher, or another designated teacher and will be taught *in tandem with* the ELA standards, as referenced in the ELA/ELD Framework.

Integrated ELD refers 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 their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress."

ELD Standards

The ELD curriculum is aligned with the 2012 California ELD Standards and the California Common Core State Standards in the ELA/ELD Framework, adopted in 2014, and revised in July, 2015. The district has implemented the new ELD Standards, adopted in 2012.

Part I of the ELD Standards requires that students interact in meaningful ways by collaborating (engagement in dialogue with others), interpreting (comprehension and analysis of written and spoken texts), and producing (creation of oral presentations and texts).

Part II requires students learn How English Works by structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas.

Part III expects students to use Foundational Literacy Skills. The CA English Language Arts (ELA) Standards and ELD Standards work in tandem promoting dual integration of both standards. Both sets of standards promote students' use of the skills of the language arts to gain content knowledge, and to express their understanding to apply that knowledge.

Chapter 9

Placement Guidance 2023-24
Designated ELD 1 (02299) & Designated ELD 2 (02300)

The **Designated ELD Elective course** is designed for immigrant Newcomer ELD students who have been in US public schools for 3 years or less. It is an accelerated program for students to improve their English language proficiency as rapidly as possible. The course is designed to not normally exceed one year.

Newcomer ELD students, who have been in the US for **three years or less**, have access to a Designated ELD course and a Core ELA course, based on their grade level.

- Enroll in a **1-period Designated ELD course** (**Level 1** or **Level 2**), and;
- Enroll in a **grade-level appropriate ELA course** (English 9, Eng. 10, Eng. 11, or Eng. 12).

Guidelines

Level 1 - **Designated ELD 1 (02299)**, capped at **26** students for each section, based on English proficiency level.

Level 2 - **Designated ELD 2 (02300)**, capped at **26** students for each section, based on English proficiency level.

Additional sections may be added, based on student numbers. Classes with over 26 students impacts the effectiveness of English Language Development.

Guidelines for Placement:

Designated ELD 1 (02299)	**Designated ELD 2 (02300)**
● EL Site Team (EL Coordinator, ELD teachers, Counselor & DO Rep) reviews criteria and recommends placement. **Criteria**: ● ELPAC **Emerging** ○ Novice (Emerging level*) score in **Initial ELPAC test (open to discussion)** ● U.S. school enrollment date - 3 years or less ● Has not taken ELD support class previously ● *Get Ready!* Diagnostic Assessment ● Students are assessed at beginning of year to ensure proper placement ○ NWEA RIT score (not proficient**)**	● EL Site Team (EL Coordinator, ELD teachers, Counselor & DO Rep) reviews criteria and recommends placement. **Criteria**: ● ELPAC **Expanding (open to discussion)** ● U.S. school enrollment date - 3 years or less ● Students should have successfully completed ELD Level 1 or initially assessed at **Expanding** ● Students are assessed at beginning of year to ensure proper placement ○ NWEA RIT Score (not proficient**)** ○ *Get Ready!* and *Engage* diagnostic exams ○ Holistic evaluation

[ELD Placement Guidance 2023-24 - Designated ELD 1 (02299) & Designated ELD 2 (02300)]

Considerations for scheduling Newcomer English Learners:

- **Group** or **"Pod" Newcomer ELs** by **language proficiency level** with strategically selected core Support Teachers (English, Math, Science, History/Social Science).
- For ELD courses, maintain class size capped at **26 students**, if possible. Class size should not exceed 30 students. ELD Levels 1 and 2 may be combined if numbers **are 5 to 10**.
- Schedule courses with ELD Level 1 and and Level 2 students strategically for **Bilingual Instructional Aides** to assist students in math, science, and history/social science.
- **Concurrent enrollment in World Language courses** should be encouraged for students to develop and build upon their home language (L1). **A strong L1** (fluency in primary language) significantly supports a student's second language acquisition.
- For **EL Students With Disabilities**, if the IEP team is considering placement in ELD class, consult TSA and Program Specialist for input.
- Data shows low English reading, writing, listening and/or speaking skills, and that substantial *Designated* English Language Development support is needed.
- If student is a **senior** (focus on **graduation progress** & status only)

English Proficiency Guidance:

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	Bridging

Designated ELD Level 1	ELPAC Summative: Level 1	ELD Standards: Emerging
Designated ELD Level 2	Level 2	Low Expanding / Mid Expanding

Description and Expectations:

1. **Designated ELD 1**

   Level 1 is for a student whose linguistic level is at the **Emerging** (Beginning) level, based on ELPAC exam results. This course is for a Newcomer student who has been in the United States three years or less.

   - **Instructional Materials:** *Get Ready!*
   - **Expectations:** Students will rapidly develop English Proficiency to successfully access the core curriculum.

2. **Designated ELD 2**

   Level 2 is for a student with a linguistic level at the **Expanding** (Early Intermediate) level based on ELPAC exam results. This course is for a Newcomer student who has been in the US three years or less.

   - **Instructional Materials:** *Edge Level A (Orange)*
   - **Expectations:** Students will rapidly develop English Proficiency to successfully access the core curriculum.

Level 1 and **Level 2** are courses with protected time during the regular school day to strategically target student's language learning needs. Each course has instruction designed, implemented, and scaffolded to meet all students' language needs.

Courses are aligned to the California English Language Development Standards (2012) and meets the requirements for Designated ELD instruction for English Learners as defined by the ELA/ELD Framework (2014).

- Each course is aligned to the California English Language Development Standards (2012) and meets the requirements for Designated ELD instruction for English Learner as defined by the ELA/ELD Framework (2014).

- AVUHSD implements the California EL Road Map (https://www.cde.ca.gov/sp/el/rm/) and adhere to AB 2735.

- Content and language are inextricably linked. The three parts of the CA ELD Standards should be interpreted as complementary and interrelated dimensions of what must be addressed in a robust instructional program for English Learners.

Site-level and District-level support includes:

- Bilingual Instructional Aides
- EL Instructional Partners (EL IP)
- EL Teachers on Special Assignment (EL TSA)

Sample Newcomer ELD Student Schedules by Level:

Per. 1	ELD Level 1 (9th)	ELD Level 1 (10th)	ELD Level 2 (9th)	ELD Level 2 (10th)
Per. 2	Algebra 1	Geometry	Algebra 1	Geometry
Per. 3	Biology	World History	Biology	World History
Per. 4	Health	Chemistry	Health	Chemistry
Per. 5	English 9	English 10	English 9	English 10
Per. 6	P.E.	World Language	P.E.	Art

Supplemental Materials: Title III funds purchase materials, such as **Rosetta Stone Classroom**. Only research-based textbooks and/or curriculum may be used.

Instructional Methods and/or Strategies:
AVID strategies, WICOR Writing, Inquiry, Collaboration, Organization, Reading, support executive function, teaching to multiple intelligences and emotional intelligences, implement universal design for learning and differentiate instruction.

NearPod EL: Strategies, Activities, Lesson Plans, and Learning Modules are available in NearPod.

Instructional Supports for ELs:

- English Language Development standards will be integrated into daily Lesson Design, Implementation, and Assessment.
- 30% of class time should focus on Speaking Skills development in all core content classes
- Students will write every day to support progress.
- Teaching will be intentional with reference to the ELD Standards and Core Content Standards for each lesson. Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs.
- A variety of models of instruction will be employed, including but not limited to: Universal Design for learning, Inquiry-Based Learning, Project based learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented.
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understanding, and engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding will be provided to allow learners to successfully access the learning.

Instructional Supports for ELs in Special Education:
Implementation of Individual Education plans and student goals. System 44 to be used only for Special Education ELs to support non-readers.

● IEP implementation ● Texts/materials in first language ● SDAIE strategies	● Flexible grouping ● Thinking maps ● Audio & visual aids ● Individualized academic instruction	● Modified assignments ● Modified texts ● Testing Accommodations	● Tutoring ● Think, pair, share, write ● Realia

Assessments Including Methods and/or Tools: *Get Ready!* (Level 1) and *Edge* (Level 2) placement test, Unit exams, ELPAC practice tests, Reading Inventory, teacher created formative assessments.

Chapter 10

MTSS for Multilingual Learners

Multi-Tiered Systems of Support (MTSS) is an educational framework designed to provide targeted and systematic support to all students based on their individual needs. MTSS aims to address academic, behavioral, and social-emotional needs through a tiered approach that offers increasingly intensive levels of support. This framework is particularly important for English Learners who may have diverse linguistic and cultural backgrounds that can impact their educational experience. MTSS can be applied to support Multilingual Learners in the following manner:

Tier 1 - Universal Support

Language-Rich Environment: In the general education classroom, teachers create language rich environments that expose Multilingual Learners to academic language through visuals, discussions, and interactive activities.

Differentiated Instruction: Teachers use differentiated instruction techniques to accommodate different language proficiency levels within the classroom. This might include providing various materials and scaffolds to support Multilingual Learners' understanding.

Culturally Responsive Teaching: Educators incorporate culturally relevant materials and teaching strategies to engage Multilingual Learners and validate their cultural backgrounds.

Tier 2 - Targeted Support

Small Group Interventions: Multilingual Learners who need additional support might participate in small group interventions focused on specific language skills, vocabulary development, or reading comprehension.

Intensive Language Instruction: Multilingual Learners requiring more targeted language support might receive specialized instruction from language specialists or English as a Second Language (ESL) teachers.

Progress Monitoring: Teachers regularly assess Multilingual Learner progress to determine if the targeted interventions are effective and adjust support as needed.

Tier 3 - Intensive Support:

Individualized Plans: Multilingual Learners who continue to struggle might receive Individualized Education Plans (IEPs) or English Language Development (ELD) plans that outline tailored support strategies.

Intensive Language Services: Multilingual Learners with Tier 3 supports might receive intensive one-on-one or small group instruction from specialized professionals to address specific language challenges.

Collaboration with Specialists: Teachers, ESL specialists, special education teachers, and other professionals collaborate to develop and implement specialized strategies for Multilingual Learners with complex needs.

Cultural and Linguistic Considerations:

Cultural Competence: Educators are trained to understand and respect the cultural backgrounds of Multilingual Learners ensuring their needs and experiences are valued and integrated into the support process.

Bilingual Resources: Providing bilingual materials, if available, can help Multilingual Learners access content more effectively and support their language development.

Family Engagement: Engaging families of Multilingual Learners is crucial. Schools communicate with families in their native languages, involve them in decision-making processes, and provide resources to support learning at home.

MTSS for English Learners recognizes that every student is unique and requires a personalized approach to learning. By addressing linguistic, academic, and cultural needs within the framework of MTSS, we create an inclusive and supportive environment that helps English Learners succeed academically and linguistically.

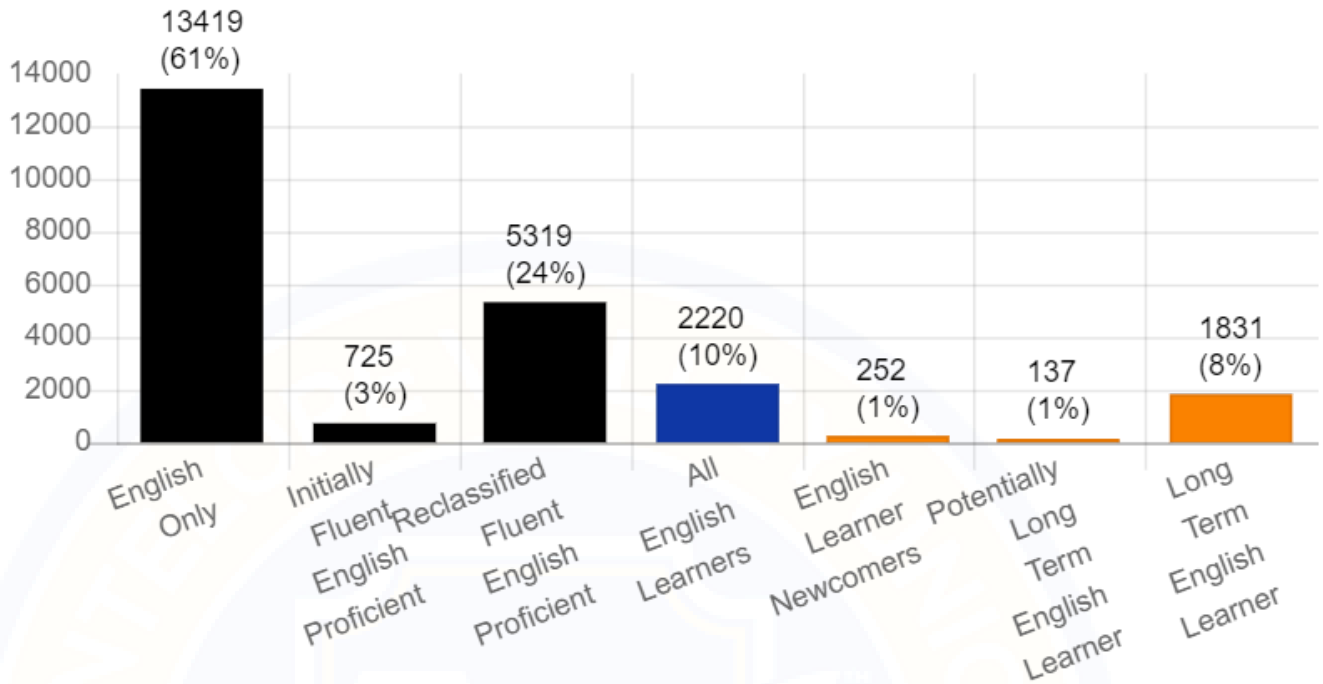
Chapter 11

EL Data and Reclassification Rate

Overall, AVUHSD meets the expectations of LCAP Goal 1.08 (EL Reclassification & Monitoring), and the Reclassification Rate consistently exceeds the LA County RFEP Rate.

- **2016-17** - Reclassification Rate was **10.5%** - 272 EL students out of 2,440 ELs district-wide.
- **2017-18** - Reclassification Rate **increased** to **12.3%** - 301 EL students out of 2,252 ELs district-wide.
- **2018-19** - Reclassification Rate decreased to **6.2%** - 139 EL Students out of 2,157 ELs district-wide.
- **2019-20** - Reclassification Rate **increased** to **21.8%** - 470 EL students out of 2,033 ELs district-wide.
    - Note - Both ELPAC Overall 3 and 4 were accepted for Reclassification
- **2020-21** - Reclassification Rate **decreased** to **12.6%** - 256 EL students out of 2,143 ELs district-wide.
    - Note - only ELPAC Overall 4 criteria accepted for Reclassification
- **2021-22** - ReclassificationRate **increased 13%** - 281 EL students out of 2,140 ELs district-wide.
- **2022-23** - ReclassificationRate **increased** to **15.7%,** (344 ELs out of 2190 total number of EL students)
    - **Note**: CDE Reports CALPADS Reclassification Data during Census Dates (Oct 2023 to Oct 2024)
    - **CDE Source** - https://dq.cde.ca.gov/dataquest/DQCensus/EnrElasLevels.aspx?cds=19&agglevel=county&year=2022-23

DataCentral provides current **2023-24** data for all EL typologies:



Source: DataCentral, Sept. 13, 2023

CDE Data for 2021-22 shows **2,107** students are **Long-Term ELs in AVUHSD**, representing **86%** of the 2,446 English Learners in the district.

Name	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Academies of the Antelope Valley	3	0	39	0	42	96	138
Antelope Valley High	19	16	171	1	207	411	618
Desert Sands Charter	1	0	74	0	75	127	202
Desert Winds Continuation High	1	1	89	0	91	151	242
Eastside High	26	10	286	0	322	747	1,069
Highland High	35	16	232	1	284	709	993
Lancaster High	18	13	135	2	168	514	682
Littlerock High	16	15	275	0	306	581	887
Nonpublic, Nonsectarian Schools	0	0	4	0	4	2	6
Palmdale High	49	22	324	1	396	884	1,280
Phoenix High Community Day	0	0	1	0	1	2	3
Quartz Hill High	16	4	75	1	96	318	414
R. Rex Parris High	0	3	92	0	95	228	323
SOAR High (Students On Academic Rise)	1	0	2	0	3	132	135
William J. (Pete) Knight High	29	18	308	1	356	1,030	1,386

Report Totals

Name	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Antelope Valley Union High	214	118	2,107	7	2,446	5,932	8,378
Los Angeles County	115,530	47,225	76,783	8,151	247,689	268,434	516,123
State	497,471	211,055	379,290	39,832	1,127,648	963,056	2,090,704

CDE Source DataQuest - https://dq.cde.ca.gov/dataquest/longtermel/EverElTypeLevels.aspx?cds=1964246&agglevel=District&year=2021-22

Chapter 12

Professional Development

AVUHSD provides high quality Professional Development specific to the implementation of programs for English Learners to all staff members, including principals, teachers, administrators, paraprofessionals, and other school or community-based personnel.

- EL Professional Development / Multilingual Mondays (2023-24)

LACOE Guidance: "**EL-focused PD** at the **District** and **sites** should be 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 teachers' performance in the classroom."

AVUHSD EL-focused PD **aligns with LCAP Goals 1.07** (EL Program Implementation), **1.08** (EL Reclassification & Monitoring), **1.12** (Ancillary Instructional Materials), **1.13** (Focus on Writing), **2.03** (PD), **2.07** (CTE opportunities), **2.08** (AVID), **2.11** (STEM Support), **2.14** (21st Century), and **3.09** (Classified PD)

Some examples of trainings include: ELD standards, State and District assessment administration procedures, Designated and Integrated ELD for Secondary Teachers, Ellevation, DataCentral, Supporting English Learners with the State Standards for each grade level, English Learner Strategies, Technology in the Classroom, and additional Distance Learning resources.

2023-24 SPSAs include the following EL Supports for PD:

EL Professional Development at Sites
- Sites should provide at least **one EL-focused Professional Development each semester**.
- EL Site Teams may offer EL-focused PD at a staff meeting, Department Meeting, Non-Student day breakout sessions, before or after-school PD, or Flex-Day options.

Guidance to effectively implement EL Site PD
- Required at all Comp. sites, Alt. sites and Academies of AV each academic year.
- Options:
  - Staff meetings and Non-Student Day breakout sessions
  - Dept. Meetings – ELA and Math are ideal subjects to start delivering EL PD
  - PD before and after school
  - Special Education with an EL focus (addressed at annual 2-day SPED conference)

CDE FPM Instrument - EL 12: Professional Development Specific to English Learners

12.0 Each LEA must provide sufficient professional development (PD) to effectively implement the LEA's EL program. (5 CCR 11309(c)(2); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013)

12.1 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. (20 U.S.C. Section 6825[c][2][A–D]).

LCAP Federal Addendum Provision

- ESSA Section 3115(c)(2): Provide a description of the LEA's effective professional development for classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Criteria

To meet this requirement, LEAs must provide a description of the following:

- The LEA's effective professional development for classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

In compliance with LACOE and CDE guidelines, AVUHSD implements EL-focused PD:

- designed to improve the instruction and assessment of English Learners;
- designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English Learners;
- effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
- 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 teachers' performance in the classroom; and
- supplemental to all other funding sources for which the LEA is eligible.

AVUHSD provides EL-focused PD with systemic, structured follow-up activities to ensure a positive and lasting impact on the teachers' performance with all ELs, with a focus on LTELs.

Teachers of English Learners are provided with appropriate resources and support to address the needs of ELs in their classes. The goal is to ensure EL students have effective instructional support to develop English Language Proficiency, as measured on the annual ELPAC exam. Immigrant ELD students improve their capacity to develop high-level thinking and meaningful engagement with complex, cognitively demanding academic tasks in English. This allows all English Learners to consistently move up one proficiency level each year as measured by the ELPAC.

EL-specific DigiCoach site visits, with a focus on ELs, are implemented to observe and support core teachers working with LTELs. DigiCoach observations also focus on the Designated ELD Elective classes at comprehensive sites.

PD is designed with purposeful follow-through accountability. Each EL focused PD involves a systemic plan with structured follow-up activities to measure the implementation of PD content, to ensure a positive and lasting impact on the teachers' performance with LTELs.

AVUHSD provides a diverse range of comprehensive academic programs with ongoing professional development for teachers to embed the ELD Standards, and learn to apply Integrate ELD across all subjects to meet the needs of ELs, from immigrant ELD students to Long-Term ELs.

Long-Term EL
Professional Development Goals

With Professional Development, one challenge is building awareness, district-wide, among faculty in all subject areas to understand the academic and social needs among Long Term ELs.

AVUHSD supports a **Long-Term English Learner Action Plan** with goals to improve awareness with core teachers of the academic needs among LTELS, increase their English Language Proficiency performance on the annual ELPAC exam, and achieve a higher Reclassification rate. **Below is LTEL Data** (2021-22):

Name	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Academies of the Antelope Valley	3	0	39	0	42	96	138
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Los Angeles County	115,530	47,225	76,783	8,151	247,689	268,434	516,123
State	497,471	211,055	379,290	39,832	1,127,648	963,056	2,090,704

The above **2021-22 EL data** shows over **86% of the district's EL student population** are **Long-Term ELs**. **2023-24 EL Data**, reported on DataCentral, shows **82%** of ELs are **LTELs**.

Reclassification Rates for the previous five years:

Year	Total Number of ELs Reclassified	Percentage Reclassified out of Total Number of ELs (tested)
2022-23	344	15.7%
2021-22	281	13%
2020-21	256	12.6%
2019-20	470	21.8%
2018-19	139	6.2%

EL Student Typology Group	2023-24 Total Numbers	2023-24 Total Percentage
EL students enrolled in AVUHSD	**2,220**	**10%** (out of 21,906 students)
Newcomers (3 years or less in US public schools)	**252**	**11.3%** (out of 2,220 EL Students)
Potential Long Term ELs (4-5 years classified as EL)	**137**	**6.1%** (out of 2,220 EL Students)
Long Term ELs (6 or more years classified as EL)	**1,831**	**82%** (out of 2,220 EL Students)
ELs in Special Education	**560**	**25%**

Source - DataCentral - Sept. 13, 2023

PD for Designated ELD and Integrated ELD

During 2023-24, the District Office is offering Multilingual Mondays for EL-focused PD:

EL Professional Development / Multilingual Mondays

To ensure ELs meet the California State Standards, teachers participate in EL-focused Professional Development that address the ELD Standards, with opportunities for teachers to design lesson plans aligned with their core subject's State Standards and the ELD Standards.

- All EL students will receive English Language Development in their core classes.
- Inclusion of more English Learner students in AVID.
- EL students will be encouraged to attend tutoring to improve reading and writing.
- WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading) will enhance the capacity for EL students to improve on the annual ELPAC exam.

AVUHSD expects consistent implementation of Designated and Integrated ELD across all content areas from site to site and classroom to classroom. Teachers will use strategies learned by participating in EL-focused PD to apply their methodology to their subject's core curriculum.

AVUHSD implements strategies and alternative supports through the use of Title I funds, to target the needs of Long Term ELs in order to increase the number of ELs completing A-G requirements, meeting proficiency targets and Reclassification goals

Classroom teachers who work with LTELs, along with Instructional Partners, and Administrators overseeing each site's EL program have opportunities to participate in ongoing PD with follow-through and reflection.

- Goals for Long-Term English Learners include working with core teachers to increase awareness of the academic needs among LTELs, improve instruction for LTELs, increase their English Language Proficiency performance on the annual ELPAC exam, and achieve a higher rate of Reclassification rate among LTELs.

- AVUHSD expects consistent implementation of Designated and Integrated ELD across all content areas from site to site and classroom to classroom. Optional strategies may include B.E.L.I.E.F. modules with methodology to apply to a subject's core curriculum.

PD is designed with purposeful follow-through accountability. Each EL focused PD involves an ongoing systemic plan with structured follow-up activities to measure the effectiveness of PD content, to ensure a positive and lasting impact on the teachers' performance with LTELs.

Chapter 13

Parent, Family, and Community Engagement
Parent Outreach and Involvement

Active parent engagement is highly encouraged and supported in AVUHSD. All sites provide Parent Orientations to guide parents and guardians to understand the PowerSchool Parent Portal, and resources available on the AVUHSD website.

- DELAC Schedule (2023-24)
- ELAC Dates (2023-24)

Parents and guardians of English Learners are encouraged to get involved in the **District English Learner Advisory Committee** (**DELAC**), and the site ELAC where their child attends school. District Office Title I Parent workshops also provide opportunities to welcome DELAC and ELAC representatives.

Our team provides parents and guardians of English Learners with opportunities to learn how to navigate the school system, get involved in the district's DELAC meetings, site ELAC meetings, School Site Council, and develop leadership skills.

To participate in the education of their children, they must be well informed of all school site and district activities, procedures, and policies that directly affect their children. It is the joint responsibility of both the school and district to help parents and guardians clearly understand the educational process so they can positively interact with the school. parents and guardians are encouraged to attend parent education training sessions and participate in committees to advise at the school, district, and governing board level on services for ELs.

The district must send notices and hold regular meetings for the purpose of formulating and responding to the parents and guardians' recommendations. In addition, parents and guardians must receive training on how they can be involved and become active participants in assisting their children who are identified as English Learners to:

1. Attain English proficiency
2. Achieve at high levels in core academic subjects
3. Meet challenging state academic content and achievement standards of all students

Translation of Information for parents and guardians

When 15 percent or more of the pupils enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents and guardians of such students are written in English and the primary language.

Information regarding all parent involvement activities including parent notification of assessment results and program options, parent advisory committee participation, parent education, parent classroom/school activities should be provided in a format and, to the extent practicable, in a language the parents and guardians can understand. AVUHSD utilizes online

resources, programs, and interpreters as needed to ensure parents and guardians are appropriately informed.

Parent Workshops with Disciplina Positiva

AVUHSD has partnered with Disciplina Positiva and host, Tony Orozco, to provide parents and guardians with a series of virtual workshops that address learning at home, academics, mental health issues, study routines at home, and a variety of other topics that support students and families.

Disciplina Positiva parent workshops are offered in Spanish and English. Consistent survey results indicate parents and guardians appreciate the Disciplina Positiva parent workshops, and assist parents and guardians to support their children at home, such as study routines and motivational discussions. Video-recorded parent testimonials, with parents and guardians of students in our District, shared enthusiastic feedback about how Tony Orozco's workshops contributed to productive family discussions. Parent responses have indicated the Disciplina Positiva parent workshops are inspirational and motivational.

Starting in Fall 2022, the district partnered with Tony Orozco to provide in-person, on-site welcome conferences and graduation conferences for parents and guardians. The conferences bracketed a series of virtual workshops embracing the theme: "Cómo Disciplinar Adolescentes Con Confianza En Sí Mismos y Con Una Autoestima Saludable" - ("How to Raise Teens with Self-Confidence and a Healthy Self-Esteem.")

PIQE
Parent Institute for Quality Education

AVUHSD has launched a new partnership with PIQE available for all schools to offer to their parent communities. PIQE will start with the "Signature Family Engagement in Education" program for the Winter 2022 session and then schools may choose another option, such as Bridge to College, SEL, or STEM, for the Spring 2023.

The Family Engagement Program seeks to educate, empower, and inspire families to take an active role in their student's education while building community and a peer-to-peer network. Families are engaged in programming that encourages fostering a positive educational environment at home and at school to increase academic success.

- 8-week program | Once a week, 75 minute-sessions virtual and 90 minute-session in-person
- Includes Social Emotional and Digital Literacy Components
- Families better understand how to navigate the school system, access relevant information for student success, and college admission requirements

Private School Consultation and Participation

Annually, the Director of State and Federal Programs communicates with private school officials in the LEA boundaries regarding the Title III services available to them. If any schools decide to participate, the SFP Director will consult with them throughout the design and development of the program

ELAC
English Learner Advisory Committee

The California Department of Education requires schools with 21 or more English Learners must establish an **English Learner Advisory Committee (ELAC)** at their site. The committee shall be comprised of parents and guardians and staff with at least 50% of EL parents and guardians not employed by the district. Parents and guardians of ELs shall be represented in at least the same percentage as the ELs enrollment at the site. An election of members for this committee will be held each school year.

- ELAC Dates (2023-24)

- **Expectations** - Each school's ELAC format should provide parents and guardians with options that combine **in-person and hybrid-virtua**l meetings, similar to the DELAC meetings. Survey parents and guardians to welcome feedback for meeting times that work best for the majority. CDE and LACOE do not recommend only offering virtual meetings because that may offer a barrier to parents and guardians who prefer in-person meetings.

Each site nominates an ELAC representative to the District English Learner Advisory Committee (DELAC). The ELAC parent committees may provide **input** regarding:

1. EL Multilingual Master Plan for English Learner Programs and Services
2. Site-based needs assessment
3. Site programs, goals, and objectives for English Learners
4. Reclassification process (ELAC rep for the DELAC)
5. Parent workshops on resources to inform and support English Learners
6. Local Control Accountability Plan (LCAP), specifically actions and services for English Learners
7. Single Plan for Student Achievement (SPSA)

Existing school site councils and/or school site committees may be designated as the ELAC if parents and guardians of EL students are represented in at least the same percentage as the percentage their children represent in the total school enrollment. When an existing committee is used, a subcommittee on English Learners (which has a majority of parents and guardians of EL students) must be established. The chairperson of the subcommittee assumes sign-off responsibility.

ELAC members receive training and materials, planned in full consultation with committee members, appropriate to assist members in carrying out their leadership responsibilities. The English Learners Advisory Committee (ELAC) will meet six to eight times per year, mirroring the DELAC meetings offered at the District level.

The English Learners Advisory Committee (ELAC) will advise the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA) for the individual school. The ELAC may advise the EL Coordinator and school leadership team of any modifications recommended to the Single Plan for Student Achievement.

DELAC
District English Learner
Advisory Committee

The California Department of Education requires that districts with 51 or more English Learners must form a functioning advisory committee to represent all English Learners. The majority of the members shall be parents and guardians of ELs who are not employed by the district.

- DELAC Schedule (2023-24)

Each school ELAC will elect at least one member to the **District English Learners Advisory Committee (DELAC)**. These individuals will serve on the District committee for two school years and advise the school district governing board on at least the following tasks:

The DELAC may advise the District's Governing Board regarding the following tasks:

1) EL Multilingual Master Plan for English Learner Programs and Services
2) District-wide needs assessment
3) District programs, goals, and objectives for English Learners
4) Reclassification process
5) District's written parent notification procedure
6) Parent workshops on resources to inform and support English Learners
7) Local Control Accountability Plan (LCAP), specifically actions and services for English Learners

AVUHSD will provide all members of the DELAC with appropriate training and materials, planned in full consultation with committee members, appropriate to assist them in carrying out their legal advisory responsibilities. The District English Learners Advisory Committee meets approximately six to eight times each year. DELAC resources and guidance are shared with EL Coordinators to contribute to agenda topics for site ELAC meetings.

Chapter 14

California State Seal of Biliteracy

The DO's Student Support and Intervention Dept. oversees the **California State Seal of Biliteracy**. Each comprehensive site has a stipend position for a Seal of Biliteracy Site Advisor to promote awareness to students and staff, and ensure students are on track to earn the Seal, grams.

The District Office team works closely with the **Seal of Biliteracy Site Advisors** to review data from DataCentral and determine the number of seniors who qualify for the Seal of Biliteracy. We order Seals to affix to diplomas and medals for graduating seniors to wear at graduation ceremonies.

2024-25 Seal of Biliteracy Requirements (AVUHSD, Updated Jan. 2024)

- Seal of Biliteracy Site Advisor Responsibilities
- Seal of Biliteracy Advisor - Quarterly Tasks
- Seal of Biliteracy Video Commercial (2022-23)

Updated Requirements (2024-25)

for the California State Seal of Biliteracy

To be eligible, students must meet the following criteria.

1) Demonstrate **English proficiency** through one of the following methods: **Coursework or Assessment**:

- ☐ **ELA Coursework:** 40 credits with 3.0 GPA or better
  - ☐ Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 3.0 in those classes.
  - ☐ Seniors should have 35 credits in ELA and are on track to earn **40 credits** by the end of the Fall 2023 semester, with 3.0 GPA or better.

OR

- ☐ **ASSESSMENT:**
  - ☐ **Option 1**: State Assessment: Pass the California Assessment of Student Performance and Progress for English language arts administered in grade 11, at or above the "standard met" achievement level.
  - ☐ **Option 2**: Advanced Placement (AP) Assessment: Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).
  - ☐ **Option 3**: International Baccalaureate (IB) Assessment: Pass an English IB examination with a score of 4 or higher.
  - ☐ **Option 4**: SAT: Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

AND

2) Demonstrate **World Language proficiency** in one or more languages, other than English, through one of the following methods**: Coursework or Assessment**

☐ **Coursework**: On track to earn **40 credits** by the end of second semester senior year, with **3.0 GPA** or better in a single world language - levels should not be repeated. Successful completion of a **four-year high school course of study** in the same world language

- Students **may** complete world language courses at Antelope Valley College (AVC). **Levels should not be repeated.**
- 14 or more AVC units are equivalent to 47 AVUHSD credits

OR

☐ **Assessment (one of the following)**

☐ **AP** – score of **3 or better** on a world language AP test; or

☐ **IB Test** – score of **4 or better** on a world language IB test

☐ **ACTFL:** Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher**, or**

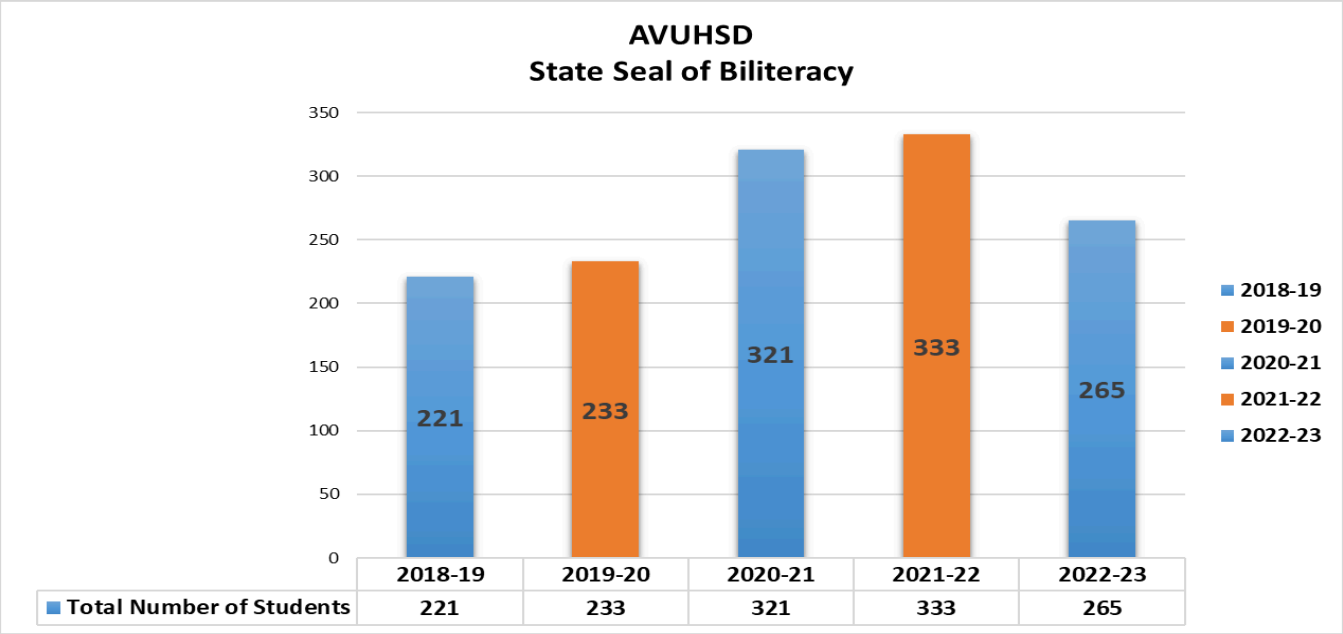
☐ **District test** with a score of proficient or higher (when available)

NOTE: In addition to the above criteria, English Learners must score Level 4 on the Oral Language section (Listening & Speaking) of the ELPAC to qualify for the State Seal of Biliteracy.

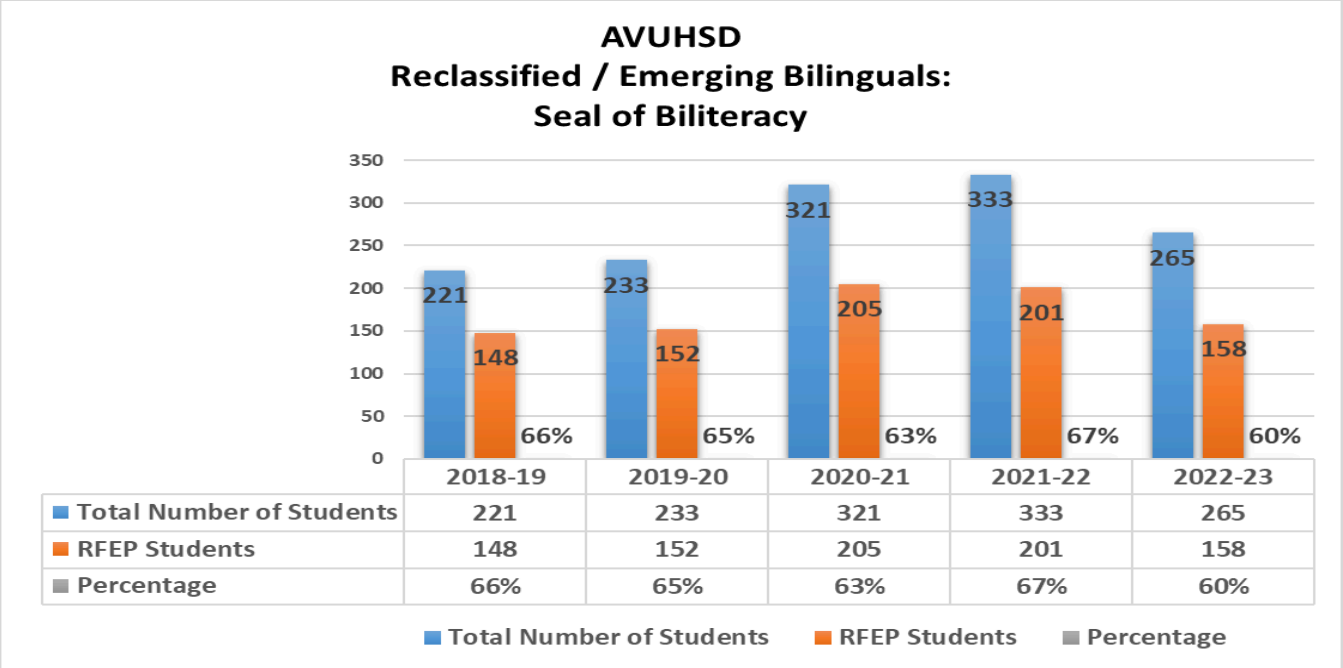
CDE State Seal of Biliteracy FAQs https://www.cde.ca.gov/sp/el/er/ssbfaq.asp

For more information on the State Seal of Biliteracy, visit the California Department of Education (CDE) State Seal of Biliteracy web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp or scan the QR code.

AVUHSD continues to demonstrate a strong commitment to the California State Seal of Biliteracy. Data trends, from 2018 to 2023, show the District's number of graduating seniors who have earned the Seal of Biliteracy continue to improve. Criteria for the SBAC exam was waived during 2020-21 and 2021-22 when the exam was not administered, and showed higher results.



Below, annual data shows at least **60%** of graduating seniors or more were **Reclassified EL students**. Each year, RFEP students demonstrate their potential to develop multilingual fluency in two or more languages.



Chapter 15

EL 5th Year Contract

5th Year EL Contract

EL Coordinators are expected to evaluate the graduation progress among incoming 9th grade immigrant Newcomer students, and also meet with 11th grade students, who are current or former Designated ELD students, to ensure they are on target to graduate.

5th Year Qualifications:

- Transcript shows they were enrolled in an ELD class at another district or Designated ELD in AVUHSD.
- ELD/ESL high school level classes taken at another district will be considered by petition to meet this requirement. Beg./E. Inter./Inter. ELD courses taken in previous years will also be taken into consideration.
- Need credits in order to graduate
- Other EL students may be considered on a case by case bases and will need to be approved by District Office
- Terms/Conditions: Good behavior, attendance and academic progress at all times.

EL 5th Year Plan

- Graduation progress (Completed & Needed Credits) HS Diploma, A-G, AB 2121
- Revalidated transcript
- 5th year required classes at Comprehensive HS
- Courses that student will need to complete at Adult School if student will not be able to complete graduation requirements and chooses to attend Adult School
- Additional credit recovery opportunities: Summer School, APEX, Supplemental, etc.

Summary: EL Program Site Coordinators are asked to meet individually with Newcomer students to map out a Graduation Plan, determine if they need the EL 5th Year, and forward the signed contract to Mirna Urias at the District Office, and cc your DO site representative.

21-22 EL 5th Year Plan - SAMPLE .DOC

Chapter 16

Transcript Revalidation Process

Newcomer immigrant students and international exchange students may need credits, earned in their home country's secondary schools, revalidated to use toward earning a US Diploma. AVUHSD has a partnership with ValidateMe! which provides expertise with transcript revalidation for school districts.

6 to 8 days: Estimated time to complete the Transcript Revalidation process after the site's EL Program Bilingual Secretary submits a request to the District Office.

Presentation: Transcripts - Things to know & consider

Student enrolls at a high school in the AVUHSD. **Guidance Clerk/PST** informs site's **EL Secretary**

⇩

EL Secretary to scan the student's transcript (if one was provided) and submit the Transcript Revalidation google form with all sections completed as well as attach a pdf file transcripts. **EL Counselor** should review transcripts to ensure they are complete before they are given to the EL Secretary.
https://tinyurl.com/2021-TransRevalidationForm

⇩

D.O. Staff (Program Coordinator) submits student's Academic Records to ValidateME! & notifies appropriate district staff after Mirna Urias, Program Coordinator, reviews documents submitted.

Timeline

For students with records: Evaluation is completed within 5 business days.
Procurement services may take longer than 5 business days**.**

⇩

EL District Team will review **ValidateME!'s** evaluation to complete the revalidation process in our district for the student's record.
*****To be completed within **5** days after **ValidateME!** completes their process*****

⇩

EL District Team sends the transcript revalidation form to: Site Registar, EL counselor, EL Program Site Advisor, Bilingual Secretary.

*****Records are maintained at DO and at the Site*****

⇩

Site Registrar updates PowerSchool with student's revalidated Transcript.

Chapter 17

Title III Compliance, Accountability Evaluation, and Monitoring

What is a Title III Immigrant student?

An eligible immigrant is a person who:

- Was born outside of the United States, Washington D.C., or Puerto Rico.
- Has been in U.S. Schools for 3 academic years or less; and
- Is between the ages of 3 and 21.

The Director of Student Support & Intervention provides an annual budget plan for the EL Program, which includes the use of Title III, Title I, Title II, and DO Targeted and Site Funds. This budget is submitted to each Director of Categorical Funds and reviewed with the Director of Business Services, to ensure compliance. The budget is also shared with the Multilingual department team and presented to the DELAC for review and approval.

Each year, the District implements an **EL Program Needs Assessment** to evaluate the effectiveness of the EL Program, district-wide and site based. The annual EL Program Needs Assessment welcomes reflective feedback from all levels of leadership among EL Site Teams. Parents and guardians with the DELAC and ELAC at each site also receive Google Forms surveys to respond to questions and provide feedback about the EL Program. Review of responses from the annual **EL Program Needs Assessment** and **EL Parent Survey** provide data and feedback to help write an annual Title III Program Evaluation.

Purpose of EL Program accountability, evaluation, and monitoring

1. Monitor implementation of instructional program services
2. Determine effectiveness of program, services processes in promoting EL success, and college and career readiness
3. Provide useful, timely feedback and identify needs and actionable information for educators and stakeholders
4. Support continuous improvement in the implementation of instructional services and support services, administrative policies and processes, and identify modifications to inform classroom instruction.

AVUHSD is committed to working together with administrators, teachers, support staff, district staff, community members, students, and parents and guardians to provide effective instructional programs for English Learners.

AVUHSD is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation, as well as their effectiveness, annually in order to ensure EL Programs are annually evaluated and accountable, with a goal to improve and grow.

Title III Annual Program Evaluation

Each year, the Director of the Office of Student Support & Intervention, on behalf of AVUHSD's Multilingual and EL Programs, writes a Title III Annual EL Program Evaluation.

AVUHSD evaluates the effectiveness of the District's EL Program to determine necessary improvements to guidance, programs, and academic supports for EL and immigrant students. An annual Needs Assessment, survey data from parents and guardians of EL students, and a review of EL data reports are analyzed to measure the effectiveness of our District's EL Program.

The California School Dashboard provides an accountability report that determines the effectiveness of the District's EL Program. The District team evaluates state and local measures to ensure district-wide and site-level plans are in alignment with state and federal policies, and described in the LCAP.

The annual Title III Evaluation Plan evaluates the previous academic year and provides a foundation to plan services and program supports for the subsequent year. The Title III Evaluation Plan also provides a response to evaluation results, based on data from the annual Needs Assessment, annual EL Program Parent Survey, and other data, in order to modify, enhance or discontinue specific programs and resources.

District administrators and EL Site Teams meet quarterly to review and analyze EL data, review outcomes from the previous ELPAC assessment and Reclassification Rates, and review the effectiveness of EL program supports, specifically parent outreach, EL Tutoring and practice tutoring for the annual ELPAC exam.

Additional data is provided from on-site visits and observations of the Designated ELD elective course, and core subject classes with EL and Long-Term EL students.

Each EL Site Program receives an annual evaluation document, either in a Google Forms or Qualtrics Survey format, that asks for input from the EL Site Program Coordinator. Feedback from the survey informs our reflective practice and annual cycle of improvement. Please refer to the Appendix for a sample of the annual survey.

Federal and State Categorical Funds

Funds are allocated based on Education Code, state regulations, and district policies. Federal funds and state funds are allocated annually to school districts based on specific criteria. State funds are allocated based on the Local Control Funding (LCAP) formula. Districts used to receive money from the state through the revenue limit and categorical funds. The LCAP formula distributes funds categorized with Base, Supplemental, and Concentration grants.

Title I, Title II, and Title III are federal categorical funds. These funds are used to supplement the basic education program and not to supplant (replace) programs funded with general funds.

Supplemental Funds

The State Department of Education administers funding for categorical programs through the Consolidated Application (ConApp). These funds have clear expenditure guidelines and regulations. Some of these funds are exclusively for the education of English Learners. The awarded categorical funds are intended to supplement and enrich the core educational program to meet the specific needs of English Learners to support their language acquisition and ensure their access to the core program.

For example, the District uses Title III funds to purchase a supplemental curriculum, Rosetta Stone Classroom, to directly benefit students and enhance their capacity to practice English language skills.

Local Control Accountability Plan (LCAP)

The Local Control and Accountability Plan (LCAP) serves as the spending plan that accompanies each district budget. This three-year plan describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities.

- The plan requires districts to identify any additional or different services for ELs, low income and foster youth. Districts are asked to consider the following as they answer the question: Have services for ELs, low income and foster youth increased or improved?
- Assess what the district is currently doing to provide services to EL, low income and foster youth students.
- Welcome stakeholder engagement and input

AVUHSD EL goals align with **LCAP Goals 1.07** (EL Program Implementation), **1.08** (EL student Reclassification & Monitoring), **1.12** (Instructional Materials), **1.13** (Writing), **2.03** (PD), **2.07** (CTE opportunities), **2.08** (AVID), **2.11** (STEM), **2.14** (21st Century), and **3.09** (Classified PD), among many other LCAP goals.

Title I (Alternative Supports)

Title I Alternative Supports fund EL-focused Professional Development and goals to address the needs among Long-Term EL. Title I funds support goals to improve Reclassification Rates among Long-Term ELs. In addition, the EL-focused PD strengthened teachers' capacity to teach ELs the Listening, Speaking, Reading, and Writing skills required to succeed on the ELPAC exam.

Title III Funds

Title III funds are used to provide ELs with supplemental services and materials. This includes, but is not limited to, the following:

1. Bilingual Instructional Aides (Title III and Targeted)
2. Supplemental curriculum (Rosetta Stone)
3. Purchasing supplemental teaching materials
4. Expanding parent engagement among parents and guardians of ELs

For 2023-24, Title III LEP funds will benefit students with direct services:

- Over $200,000 is allocated toward salaries for Bilingual Instructional Aides who work directly with immigrant English Learner students, to assist with their English language acquisition and access to Common Core content.

Title III funds are invested to directly impact student achievement and support district goals to reclassify English Learners.

Title III funds pay for Bilingual Instructional Aides who directly support the immigrant ELD students at each school site, to ensure EL students have meaningful access with core content, while maximizing their capacity to improve English language proficiency. Bilingual Instructional Aides support Designated ELD and core teachers by monitoring the academic progress among ELs by running reports to identify their needs. Their focus is to strategically target Year 1 and Year 2 immigrant Newcomer students, LTELs and other English Learners with a strong need for

intensive linguistic support. Additional Bilingual Instructional Aides have been hired at each comprehensive site, paid for with DO Targeted, to support Long Term ELs in core subjects.

Title I Crate

Title1 Crate digitizes the Title I documentation process, allowing campuses across the country to use the funding to its fullest potential.

To support compliance, each EL Site Program Coordinator uploads documents to the Title I Crate aligned with the most current annual EL FPM Instrument. Among compliance expectations, EL Site Program Coordinators collect and upload evidence to demonstrate their EL program provides ELAC meetings for parents and guardians, evidence of appropriate Program Placement for EL students, and evidence of EL Program Supports in the site's Single Plan for Student Achievement (SPSA).

Professional development and ongoing guidance is provided to all EL Site Teams to support their compliance goals with the Title I Crate, which ensures each EL Site Program is ready for a future FPM review.

Federal Program Monitoring (FPM)
EL Program Instrument

The District team and EL Site Teams have expectations to fulfill the annual FPM EL Program Instrument and ensure evidence is uploaded to the **Title I Crate** for the current academic year.

- EL FPM Instrument - 2023-24 (Federal Program Monitoring)

EL Site Coordinators have the responsibility to ensure the following four (4) EL FPM items are implemented with evidence uploaded to the Title I Crate.

- **EL 01 - ELAC parent meetings**
  - This evidence fulfills your site's EL 01 FPM (Federal Programming Monitoring) requirement.
  - EL Coordinators are expected to use their Release Periods to organize, scan and upload documents to Title I Crate, each month, not wait until the end of the academic year.
- **EL 05 - EL Program Inclusion in the SPSA (School-wide)**
- **EL 10 - Reclassification**
  - Track and monitor Reclassed students- upload three files of documentation demonstrating EL progress after reclassification.
- **EL 12 - FPM** - **EL Site PD** - Each school is expected to provide **at least two EL-focused PDs** for staff per year. (Site Targeted or Site Title I or Title II)
  - For the EL Specific Professional Development evidence request, provide evidence of PD that occurred at the LEA and site level, for classified staff, counselors, teachers, and administrators. Examples of accepted evidence include presentations, sign-in sheets, agendas, etc.

- For the Implementation of EL-Specific PD evidence request, evidence must demonstrate that the school site is checking in to ensure that teachers are effectively implementing what they learned in PD specific to English Learners.

Chapter 18

Multilingual
Senior Recognition Ceremony

As we continue moving forward with a Multilingual vision and mission, this year's Senior Recognition Ceremony celebrates Multilingual achievement among graduating Seniors.

- All immigrant Newcomers who are graduating, whether English Learner or Reclassified, are welcome to attend this year's Senior Recognition Ceremony. In addition, the ceremony welcomes:
    - Newcomers who enrolled in 9th grade
    - Newcomers who enrolled in ELD during their high school years
    - Newcomers who were cohorted and receive academic support, even if they never took ELD
- Newcomers who Reclassify during their High School years.
- Newcomers who were identified as English Only or IFEP when they enter high school may attend
- 5th Year seniors, who are graduating, are welcome

We welcome inclusivity to our annual Multilingual Senior Recognition Ceremony, and appreciate all your support. If your team has already invited Seniors who do not fall under these categories, please do not uninvite them. Please reach out to me with any questions.

We look forward to seeing all of you and celebrating your students' achievement and accomplishments at the District’s annual Multilingual Senior Recognition Ceremony.

Appendix
with Links and Resources

- A: LCAP 2021-2024: https://www.avdistrict.org/about/annual-strategic-plan
- B: EL FPM Instrument (Federal Program Monitoring, 2023-24)
- C: Multilingual Department Website
- D: EL Coordinator Roles and Responsibilities Binder Folder
- E: 2023-24 Directory - EL Site Program and AV Migrant Ed Program Directory
- F: 2023-24 EL Dept. Meeting Calendar
- G: DELAC Schedule (2023-24)
- H: ELAC Dates (2023-24)
- I: EL Professional Development / Multilingual Mondays (2023-24)
- J: EL & RFEP Monitoring Process with DataCentral
- K: Reclassification Form
- L: Seal of Biliteracy Requirements (AVUHSD) (2023-24)
- M: Field Trip Request Form for EL Programs
- N: EL Web Link Resources
- O: Policies and Procedures to Identify Immigrant Students, ages 3-21 74
- P: CALPADS and ELA Status Verification and Immigrant Information 74
- Q: Home Language Survey Sample 75
- R: PowerSchool Enrollment 76
- S: Title III - Annual Parent/Family Notification Letter 77
- T: CALPADS English Learners and Immigrant Information Page 79
- U: Acronyms & Glossary for EL Educational Terms
- V: CDE EL Resources

Appendix O: Policies and Procedures to Identify Immigrant Students, ages 3-21

Immigrant Student Identification

Immigrant students are identified based on US Entry Date. All students in CALPADS are verified by the Bilingual Secretaries, to ensure they are coded properly in PowerSchools.

Screenshot from PowerSchools shows the check-box that Bilingual Secretaries use to indicate a student was verified in CALPADS.

Appendix P: CALPADS and ELA Status Verification

The California Dept. of Education (CDE) began collecting student-level data for students statewide through the California Longitudinal Pupil Achievement Data System (CALPADS). CALPADS collects several data elements related to ELs.

The Bilingual Secretaries at each site verify each student in CALPADs. They research and verify a student's language background if any "reasonable doubt" is determined from a response submitted on the HLS via PowerSchool Enrollment. The EL Program Site Coordinator and Bilingual Secretary should research the student's language background, using CALPADS, and consult with the student's parent and/or guardian.

Cases of "reasonable doubt" may include:

- Parent requires interpreter to communicate in English
- Parent/guardian speaks to child in a language other than English
- Student initiates communication with parent/guardian in a language other than English.
- It is revealed that the child's caretaker who cares for the student while the parent/guardian is at work, speaks a language other than English.

If there is sufficient evidence of significant non-English exposure, then the ELPAC is administered to the student. When reasonable doubt has been established, the EL Program Site Bilingual Secretary must annotate the student's log on Power Schools, and the Cumulative Folder, to reflect the reasons to administer the ELPAC.

Appendix Q: Home Language Survey Sample

Student History of Schools & Language Survey

Enrolling School: Highland

Last Name: xxxxxxxxxxxxxxxxx First Name: xxxx Middle: xxxxxx
DOB: 6/2/2004 Grade Level: 9 Student Number: 124235
Place of Birth: San Salvador, (outside US & Canada), EL SALVADOR Gender: Female
Did the student use same name at prev school? Yes Home Phone: 818-691-9107
If not, what name:
Has withdrawn from previous school: Yes Date Withdrawn: 5/10/2018

Middle School	Address
Centro Escolar Catolico San Jose Obrero	San Salvador, ZZ

Previous AVUHSD School		
AVHS: [ ]	Knight: [ ]	Phoenix: [ ]
Desert Winds: [ ]	Lancaster: [ ]	Quartz Hill: [ ]
Eastside: [ ]	Littlerock: [ ]	R Rex Parris: [ ]
Highland: [ ]	Palmdale: [ ]	SOAR: [ ]

Other Previous High Schools	Address	Dates
	,	
	,	
	,	
	,	

Home Language Survey	
US school entry date:	California school entry date:
Student's first language:	Spanish
Most frequent home language:	Spanish
Parent language when speaking to child:	Spanish
Frequent language of adults in home:	Spanish

Special Services			
Special Education: [ ]	504: [ ]	English Learner: [ ]	Migrant: [ ]
Adult Ed: [ ]	GATE: [ ]	SST: No	SARB: No
Independent Study: [ ]	Continuation: [ ]	Opportunity: [ ]	Court School: [ ]
Foster:		Juvenile Hall/Camp: [ ] -	Expelled or expulsion hearing: No -
Suspended in last three years: No -		Convicted of felony: No -	

Submitted 8/14/2018 *Page 1 of 1*

Home Language Survey

California Education Code contains legal requirements that direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services. To gather this information, at the time of enrollment, all parents and guardians are required to complete a Home Language Survey (HLS).

The HLS is completed online, via PowerSchool Enrollment, as part of the District's enrollment procedure. The HLS remains on file for each student in their Cumulative Folder. Parents and guardians are to receive an explanation regarding its purpose and uses as well as the possibility that their child may be given an assessment to measure their English Language proficiency level.

Each parent completes a Home Language Survey, as part of the District's enrollment procedures, for new students. The following four state mandated questions are included on the survey:

5. Which language did your son or daughter learn when he or she began to talk?
6. Which language does your son or daughter most frequently use at home?
7. Which language do you most frequently use to speak with your son or daughter?
8. Name the language most often spoken by the adults at home.

When a response to any of the first three questions is a language other than English, the enrolling student identified as a potential EL student, and the language assessment process is initiated. The student is required to take the ELPAC.

Home Language Survey in Power Schools

The information from the HLS must be entered in PowerSchools for each student.

Appendix R: **PowerSchool Enrollment**

PowerSchool Enrollment for student registration eliminates the need to print paper packets every year and facilitates updating previously submitted information. Parents and guardians input student information into the PowerSchool Enrollment Form. Students' data is stored securely in a scalable cloud environment.

Appendix S: Title III - Annual Parent Notification Letter (page 1)

Antelope Valley Union High School District
Annual Parent Notification Letter
2/24/2023

Student: [redacted]
Student ID#: [redacted]

Annual Parent Notification Letter

Federal Title I or Title III and State Requirements

Student Information

Student	[redacted]	**Grade Level**	12	**School**	Palmdale High
EL Status:	RFEP (Fully Exited)	**Student ID#**	[redacted]	**LTEL**	No
AR-LTEL	No	**Newcomer**	No	**RFEP No LEP Exit Date in File**	No

Dear Parent(s) or Guardian(s)

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

English Language Proficiency Tests

No English Language Proficiency Tests available

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

While the rate of English language development (ELD) varies between students, many exit the ELD program in 2 years.

Exit Criteria

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

Exit Criteria Category	Exit Criteria Standard
English Language Proficiency Assessment	Overall ELPAC 4
Teacher evaluation	ELA Grade of C or better
Parental Opinion and Consultation	Parent Opinion and Consultation
Comparison of Performance in Basic Skills	NWEA Score of 207 or higher

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

Standardized Test Results

Test Name & Date	Grade Level	Results
RI 8/20/2020	12	Lexile: 972 Performance Level: 1 - Below
RI 8/16/2018	10	Lexile: 753 Performance Level: 1 - Below

Appendix T: Title III - Annual Parent Notification Letter (page 2)

RI 8/9/2017	9	Lexile: 779 Performance Level: 1 - Below

Course Grades

No Course Grades available

Long-Term English Learner (LTEL)

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

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk")

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

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

The expected rate of graduation for students in this program is 98 percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at https://dq.cde.ca.gov/dataquest/

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

Choosing a Language Acquisition Program

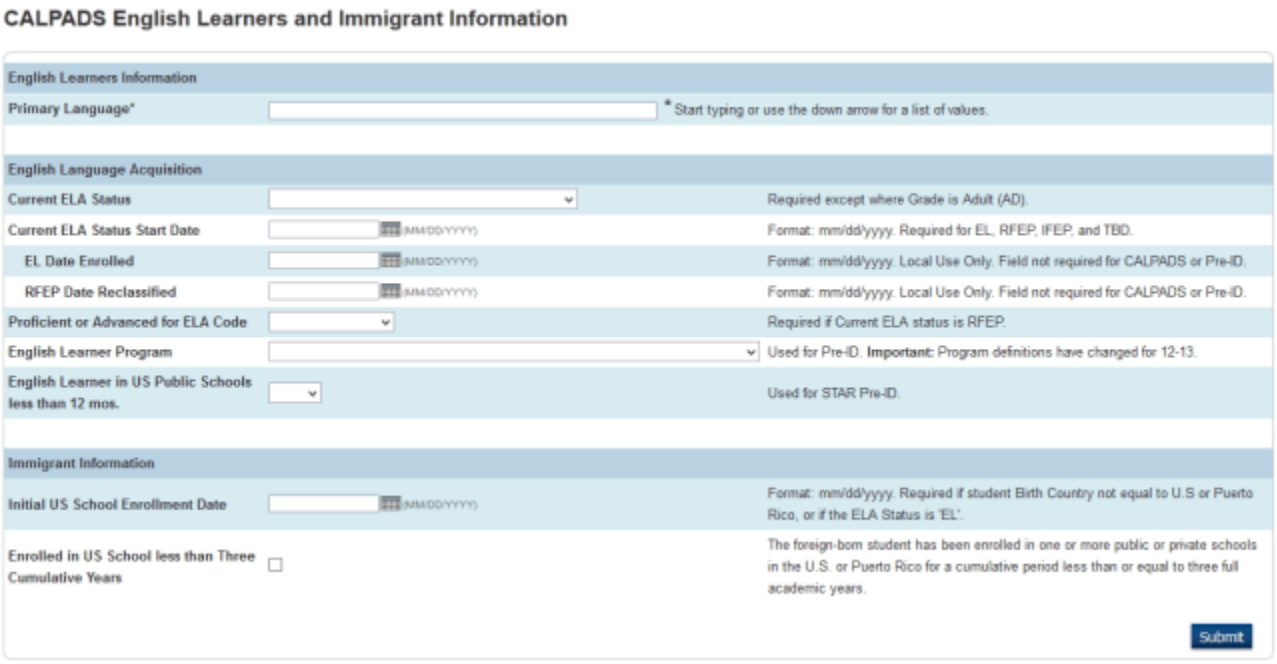
Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

Language Acquisition Programs Offered

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

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]). Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan(EC Section 52062). Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Appendix T: CALPADS English Learners and Immigrant Information Page



CALPADS English Learners and Immigrant Information

English Learners Information

Primary Language* — * Start typing or use the down arrow for a list of values.

English Language Acquisition

Current ELA Status		Required except where Grade is Adult (AD).
Current ELA Status Start Date	(MM/DD/YYYY)	Format: mm/dd/yyyy. Required for EL, RFEP, IFEP, and TBD.
EL Date Enrolled	(MM/DD/YYYY)	Format: mm/dd/yyyy. Local Use Only. Field not required for CALPADS or Pre-ID.
RFEP Date Reclassified	(MM/DD/YYYY)	Format: mm/dd/yyyy. Local Use Only. Field not required for CALPADS or Pre-ID.
Proficient or Advanced for ELA Code		Required if Current ELA status is RFEP.
English Learner Program		Used for Pre-ID. **Important:** Program definitions have changed for 12-13.
English Learner in US Public Schools less than 12 mos.		Used for STAR Pre-ID.

Immigrant Information

Initial US School Enrollment Date	(MM/DD/YYYY)	Format: mm/dd/yyyy. Required if student Birth Country not equal to U.S or Puerto Rico, or if the ELA Status is 'EL'.
Enrolled in US School less than Three Cumulative Years	☐	The foreign-born student has been enrolled in one or more public or private schools in the U.S. or Puerto Rico for a cumulative period less than or equal to three full academic years.

Submit

- **Primary Language**
  - Required. 00 = English, 01 = Spanish, many other languages codes available in the pull-down.
  - These are TWO digit codes. Any attempt to upload single digit codes such as 0 for English and 1 for Spanish will fail.
- **Current ELA Status**
  - Required. If ELA Status is not yet known, use code TBD
  - If the Primary Language is 00 – English, Current ELA Status MUST be EO.
  - **Types of ELA Statuses**
    - **EL – English Learner:** A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (ELPAC) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.
    - **EO – English or American Sign Language Only:** A student in kindergarten through grade 12 for whom the only language reported on the Home Language Survey (HLS) is English or American Sign Language.
    - **IFEP – Initial Fluent English Proficient:** A student in kindergarten through grade 12 for whom a language other than English is reported on the Home

Language Survey and who, upon initial assessment in California using an appropriate state assessment (ELPAC) and from additional information when appropriate, is determined to be proficient in English.

- **RFEP – Reclassified Fluent English Proficient:** A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an English Learner (EL) and subsequently reclassified/redesignated in California, per Education Code 313, as proficient in English. Education Code 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC, teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the California Standards Test English Language Arts, that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- **TBD – To Be Determined:** A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the Home Language Survey and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

- **Current ELA Status Start Date**
  - Required for all statuses: EO, EL, RFEP, IFEP, and TBD.
  - This value may be for a date that is before the student's first day of enrollment at this school.
- **EL Date Enrolled**
  - Not required. This is for the use of the Language Coordinator if they wish to store historical information in PowerSchool.
- **RFEP Date Reclassified**
  - Not required. This is for the use of the Language Coordinator if they wish to store historical information in PowerSchool.
- **Proficient or Advanced for ELA Code**
  - Required only if the Current ELA Status = RFEP. Should be no for students grades 2-4. Grades 5 and above need to have the previous three years of CST/CMA scores in ELA analyzed to see if they meet the below criteria for an answer of "Yes"
    - A student is Proficient of Advanced for ELA Code ONLY if R-FEP Scored Proficient or Advanced any 3 years on the CST and/or CMA.

- **English Learner Program**
    - **Required for Pre-ID.**
    - **Types of English Learner Programs:**
        - **Designated ELD Elective:** ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). This course section is providing only English Language Development (ELD) instruction, which is an academic subject of English language instruction appropriate for the studentÆs identified level of language proficiency. ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided).
        - **ELD Instruction and SDAIE Instruction, But Not Primary Language Instruction (Most Common):** The course section is providing English Language Development (ELD) instruction and Specially Designed Academic Instruction in English (SDAIE) but NOT Primary Language Instruction. ELD is an academic subject of English language instruction appropriate for the students identified level of language proficiency. ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). SDAIE is an approach used to teach academic courses to English Learner (EL) students in English. SDAIE must be designed for non-native speakers of English and focused on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district. SDAIE must be provided by an authorized teacher (either certified or in training for the type of service provided). The course section is NOT providing Primary Language Instruction.
- **English Learner in US Public Schools less than 12 mos.**
    - Required for Pre-ID.
    - You can use the Initial US School Enrollment Date below to make this determination.
- **Initial US School Enrollment Date**
    - Required if Birth Country is not equal to U.S or Puerto Rico, OR if the Current ELA Status = EL.
- **Enrolled in US School less than Three Cumulative Years**

- Required. The English Learner or foreign-born student has been enrolled in one or more public or private schools in the U.S. or Puerto Rico for a cumulative period less than or equal to three full academic years.
- This element is used to identify immigrant subgroups and to create the Student National Origin Report. If this field is populated, it should be reviewed each year for accuracy. This field is used to determine eligibility for Title III.