Identification & Qualification

Upon initial enrollment into a public California school all parents/guardians are required to complete a Home Language Survey (HLS). If questions one through four are answered with any language other than English the student will be assessed for English proficiency.

Federal and state laws mandate a state test be given to determine English proficiency. The student will be administered the Initial English Language Proficiency Assessments for California (ELPAC) or ELPAC scores will be requested from the previous district. The ELPAC is a comprehensive assessment tool, given in English, which covers listening, speaking, reading, and writing skills.

Upon receipt of preliminary test results the student will be determined to be initial Fluent English Proficient (IFEP) or an English Language Learner (EL).

Students who score an overall proficiency of "Well developed" English skills will be considered Initially Fluent English Proficient (IFEP). These students are placed into the district's regular program without additional support or any further assessments.

Students who score an overall proficiency of Intermediate English Learner "Somewhat to Moderately developed" or Novice English Learner "Minimally developed" qualify for the English Learner Program. An instructional program setting will be assigned based on overall language proficiency.

Structured English Immersion (SEI) Instructional Program Setting

The district program provides instruction overwhelmingly in English and includes state standards-based ELD instruction and language arts with primary language support as needed. Teachers who are specially trained and authorized in effective teaching strategies teach core subjects using district adopted textbooks and supplementary materials. The program is offered to English Learners needing support in English language acquisition.

All EL students will continue to be assessed annually with the ELPAC to measure growth in English until they are reclassified as fluent English Proficient.

ELD Standards

The English-Language Development (ELD) standards are designed to supplement the English-Language Arts content standards to ensure that Kindergarten through Grade Twelve limited-English proficient (LEP) students' develop proficiency in both the English language, concepts, and skills contained in the English-Language Arts content standards.

The standards are designed to assist teachers in moving English Learners to fluency in English and proficiency in the English Language Arts content standards.

English Language Development Instruction in the Classroom

Students are assigned to highly qualified teachers, who hold the appropriate credential to instruct English Language Learners.

The certificated teacher differentiates the curriculum to meet the needs of their EL students.

Teachers employ a variety of best practices to insure student learning. The following are some instructional strategies that may be used: Graphic organizers, Total Physical Response (TPR), Demonstration and visual aids, English Language Development lessons (ELD), Listening Comprehension Activities, and Role Playing.

Through these strategies, students gain equal access to the curriculum, which leads to academic success.

Graduation Requirements

Liberty Union High School District's goal is to see students graduate while preparing them for pursuit of post-secondary education.

4 years of English: **40 credits** (ELD 3 replaces English course)
3 years of Math: **30 credits**
Biology/Chem: **20 credits**
PE: **20 credits**
Health: **5 credits**
W.H, US, Govt/ Econ: **30 credits**
1 foreign Lang or Fine Arts: **10 credits**
Total Required: **155 credits**

Need total of **270 credits** to graduate.
There is room for **115 elective credits** in addition to 155 above.

*Independence only requires 230 credit to graduate but they generally accept Level 3 ELD or higher.

Reclassification

The overall goal of our program is to produce fluent English proficient students who possess the required English language skills necessary to receive instruction and achieve academic success in English, at a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria and process play a critical role in ensuring that EL students exit from the English Learner program only when they are ready to perform successfully in an English-only environment. Administrator, teacher, and parent recommendation is necessary to begin considering a student for the Reclassification process.

English Learner students in all grades will be considered for reclassification to Fluent English Proficient based on the following Reclassification Criteria:

- **English Proficiency Exam**: ELPAC Summative Assessment Level 4 Score "Well developed" English skills
- **Basic Skills Assessment**: Score of "Nearly Met" on the SBAC test or a score of "Approaching Grade Level" standards on the District ELA Assessment.
- **Teacher Evaluation**: Grade of "C" or better in ELA or ELA teacher recommendation
- **Parent/Guardian Opinion**: parent approval of reclassification decision.

Parents will be notified when their student has been selected for reclassification to Fluent English Proficient (RFEP), by written communication, giving them the opportunity to review the student's performance and provide input on the Reclassification decision.

Reclassified Fluent English Proficient (RFEP) students receive follow-up monitoring for a minimum of four years after reclassification. RFEP students may not be reclassified back to English Learner status.

Advisory Committees

The Liberty Union High School District strongly supports the involvement of all parents, including those parents of English Learners, in the educational process of their children.

Parents are encouraged to participate in their child's school sites' English Learner Advisory Committee (ELAC). Each participating school site holds a minimum of two general sessions per school year. This functioning body advises the school site on programs and services for English Language Learners.

By participating on your child's school sites' ELAC, you have the opportunity to serve as a committee member of our District English Learner Advisory Committee (DELAC). This district level committee consists of parents, teachers, administrators, and district personnel who are interested in becoming more knowledgeable and involved with the English Learner program.

Parent Resources

ELD standards can be viewed on-line at:
www.cde.ca.gov/standards
ELPAC information can be accessed at:
https://www.cde.ca.gov/ta/tg/ep/

English Learner Program

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