Multilingual Learner Program Master Plan

Solana Beach School District

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Commitment and Purpose

Solana Beach School District Vision and Mission

Vision: Inspiring wonder and discovery in learning and life

Mission: Where learners find their voice, share their gifts, and advance the world

California's Vision and Mission for English Learners

Vision: English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Mission: California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

Solana Beach School District Master Plan Purpose

The Solana Beach School District Multilingual Learner Master Plan is designed to articulate how the District Vision and Mission will be enacted alongside the California State Vision and Mission for English Learners. Taken together, these Vision and Mission statements lay a foundation of language learning and content learning as parallel processes. As Solana Beach Multilingual Learners simultaneously acquire fluency in English and access core curriculum, they engage with and make meaning of the California Common Core State Standards.

The purpose of the Solana Beach School District Master Plan for Multilingual Learners is to serve as a guide to schools in the ongoing development, implementation and assessment of programs for Multilingual Learners. With a common staff understanding of the goals and procedures, Multilingual Learners will receive consistently implemented services designed to meet their academic needs.

Solana Beach School District Master Plan Outcomes

The ultimate goal of the Solana Beach School District Multilingual Learner Program is to develop English language literacy in each Multilingual Learner as effectively and rapidly as possible so students experience academic success comparable to native English speakers. The district recognizes this goal can be accomplished through programs that are standards-based, rigorous, and well-designed so students can access the entire curriculum while acquiring English.

In addition to academic mastery, Solana Beach School District Multilingual Learners experience an educational program that values their social and emotional well-being and, for Multilingual Learners in particular, this includes recognizing and affirming the cultural and multi-linguistic assets students and their families bring to the table. Recognizing that academic success is inextricably linked to emotional safety, SBSD prioritizes culturally responsive social-emotional learning (SEL) for all students and with a heightened level of consideration for newcomer students.

To achieve these outcomes, the district will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy

- Provide for and honor parent options for supporting Multilingual Learners
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program

The Solana Beach School District is committed to developing Multilingual Learners' academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity Multilingual Learners bring to the district community. SBSD values ongoing collaboration with families of Multilingual Learners. Input from families helps inform program development, the Multilingual Learner Master Plan, and continuous improvement efforts.

A Note Regarding Terminology

Throughout this plan, the terms "Multilingual Learner" and "English Learner" are used interchangeably. Wherever possible, students who are in the process of acquiring fluency in English will be referred to as Multilingual Learners in order to recognize students' existing language skills and emphasize their potential to develop proficiency in multiple languages, rather than focusing solely on their need to learn English. The California Department of Education and the United States Department of Education currently use the term English Learner when disseminating policy information or aggregating data. Therefore, in order to ensure alignment with established terminology in regulations and reporting, this plan will refer to students as English Learners in specific legal, policy, or programmatic contexts, such as compliance with state or federal requirements or when discussing official classifications tied to English language development services.

Overview of Multilingual Learners by Typologies

The data below are collected by the California Department of Education on the annual Census Day (typically, the first Wednesday in October).

2025-2026 Enrollment by English Language Acquisition Status (Number of Students)

School Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learners (ELs)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Carmel Creek Elementary	152	54	38	18	19	281
Skyline Elementary	358	18	40	7	0	423
Solana Highlands Elementary	229	72	43	19	0	363
Solana Pacific Elementary	215	78	25	46	0	364
Solana Ranch Elementary	288	110	45	38	0	481
Solana Santa Fe Elementary	266	50	15	18	0	349
Solana Vista Elementary	250	6	32	2	17	307

Source: https://dq.cde.ca.gov/dataquest/DQCensus/EnrELASLevels.aspx?cds=3768387&agglevel=District&year=2024-25&ro=y&ro=y

English Only (EO): A student in kindergarten through grade 12 for whom the only language reported on the HLS is English or American Sign Language (ASL).

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey (HLS) and who, upon initial assessment in California, is determined to be proficient in English.

English Learner (EL): A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey (HLS) and who, upon initial assessment in California, is determined to need English language development services to succeed in the regular school program.

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated as proficient in English.

To Be Determined (TBD): A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the HLS and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

Initial Identification

Home Language Survey

At the time of enrollment, all parents/guardians/caregivers complete a Home Language Survey (HLS), which is used to determine the primary language of the student. The results of this survey are maintained thereafter in the district's student information system. The HLS is available in English, Spanish, and Mandarin Chinese. Assistance in completing the survey is available, if needed. All students, including English-only students, must have a completed HLS on file.

The HLS is comprised of four questions:

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

If one or more of the first three responses on the HLS indicate a language other than English, parents/guardians are notified that the student will be assessed with the Initial ELPAC (Appendix A). The student is assessed within 30 calendar days after enrollment in English reading, writing, speaking, and listening. The results of these assessments enable site personnel to determine the English language proficiency level of the student.

Initial English Language Assessment

The state-approved instrument used for initial language assessment is the Initial English Language Proficiency Assessment for California (Initial ELPAC). The Initial ELPAC determines the student's English language proficiency level (Initial Fluent English Proficient, Intermediate English Learner, or Novice English Learner). The Initial ELPAC is administered **once** for **initial identification**. If a student is determined to be an English Learner, the Summative ELPAC is then administered each year thereafter for annual progress monitoring until a student is reclassified as English proficient.

The Initial ELPAC has four domains or sections: Reading, Writing, Speaking, and Listening. Scores from all four domains are considered when determining whether a student is to be classified as an English Learner (EL) or Initial Fluent English Proficient (IFEP).

At each school site, Initial ELPAC assessments are conducted by qualified and trained assessors who report to the district's Instructional Services department. Official test results including individual proficiency levels are recorded in the district Student Information System (SIS) database and in each student's cumulative folder.

On the basis of the initial ELPAC, students are classified as either Initial Fluent English Proficient (IFEP) or English Learner (EL) and their educational programs are customized accordingly.

Initial ELPAC Performance Level Descriptors

ELPAC Level	Description
Initial Fluent English Proficient (IFEP)	English Learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
Intermediate English Learner	English Learners at this level have **somewhat developed to moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English Learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Novice English Learner	English Learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Parent/Guardian/Caregiver Notification of Initial ELPAC Results and Program Placement

Parents/guardians/caregivers are notified in writing of the results of the Initial ELPAC within 30 calendar days of enrollment. The notification includes information on the student's English language proficiency, the programs offered in the district, and the student's placement (Appendix B). Notification is provided in English and in the family's primary language to the extent required under California Education Code Section 48985[1]. A copy of the student's Initial ELPAC results is placed in the student's cumulative file.

Solana Beach School District offers a **Structured English Immersion** program placement for Multilingual Learner students. The *Program Options* section below provides more information on Structured English Immersion.

[1] Education Code 48985 states that when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to their parents/guardians must be written in English and in the primary language and may be answered by the parent/guardian in either language.

Annual Summative Assessment

Summative English Language Assessment

Every school year, between February 1 and May 31, all Solana Beach School District English Learners will be assessed with the state-approved Summative English Language Proficiency Assessments for California (Summative ELPAC). Parents/guardians/caregivers of all English Learners are notified in January of the upcoming Summative ELPAC assessment (Appendix C). At each school site, Summative ELPAC assessments are conducted by qualified and trained assessors who report to the district's Instructional Services department. The Summative ELPAC has four domains, or sections: Reading, Writing, Speaking, and Listening.

Summative ELPAC Domain Assessments

For more information on how each of the four domains of English proficiency are assessed on the Summative ELPAC, click on the links below:

- Summative Listening Domain / Dominio de Auditiva Sumativo
- Summative Speaking Domain / Dominio de Expresión Oral Sumativo
- Summative Reading Domain / Dominio de Lectura Sumativo
- Summative Writing Domain / Dominio de Escritura Sumativo

Parent Notification of Summative ELPAC Results

Summative ELPAC results are reported under one of four different proficiency levels, as described in the table below. A student will receive an overall proficiency level resulting from performance on the reading, writing, listening, and speaking domains.

Reports are distributed to parents within 30 calendar days of receipt from the test contractor, accompanied by the notification shown in Appendix D. Score reports and parent notification are provided in English and in the parents' primary language to the extent required under California Education Code Section 48985.

Summative ELPAC Proficiency Level Descriptors

ELPAC Level	Description
4	English Learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
3	English Learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English Learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English Learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Placement of Students

Solana Beach School District offers a **Structured English Immersion** program. Structured English Immersion is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated English Language Development (ELD) and provided access to grade level academic subject matter content with integrated ELD.

All Multilingual Learners are placed in English language classrooms. For students with identified special needs, the Individual Education Program (IEP) team determines placement of each Special Education student, regardless of language proficiency.

All programs include ELD and differentiated teaching strategies to help each student reach proficiency in speaking, listening, reading, and writing in English. In all programs, students are taught ELD and other core subjects by qualified teachers using district-adopted and supplementary materials.

Annual Parent Notification of Program Placement

At the beginning of each school year, the parents of continuing English learner students are sent by mail an Annual Notification letter. The annual parent notification includes information on the student's English language proficiency, the programs offered in the district, and the student's program placement (Appendix E). Annual notification is provided in English and in the parents' primary language to the extent required under California Education Code Section 48985.

The *Program Options* section below provides detailed descriptions of each instructional program option.

Program Options

Please note: Student placement in an English Learner program is not equivalent to placement in a specific classroom. Programmatic placement details the level of support a student receives while acquiring English fluency. All Multilingual Learners are placed in English language classrooms and all Solana Beach School District teachers are trained to meet the needs of Multilingual Learners (see Professional Learning section below for more information).

Solana Beach School District offers a **Structured English Immersion** program, which supports the following goals:

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

Structured English Immersion includes Designated and Integrated English Language Development (ELD) instruction.

- **Designated** ELD is instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English Learners to develop critical English language skills necessary for academic content learning in English.

  Students do not lose access to grade-level content when participating in Designated ELD. Teachers coordinate instruction so language development supports access to core learning
- **Integrated** ELD is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards.

Although students in a Structured English Immersion program will spend the majority of the day in their grade level classrooms, additional support may be provided by an English Language Development Teacher:

- Working with individual or small groups of Multilingual Learners in a separate setting for a portion of the school day to provide designated and integrated ELD instruction in coordination with the classroom teacher and/or
- Co-teaching alongside the classroom teacher to provide language support for Multilingual Learners within the classroom setting

Structured English Immersion Program:

The Structured English Immersion program goal is to develop English language proficiency and provide developmental access to the core curriculum through both designated and integrated ELD instruction.

Characteristics of the Structured English Immersion Program include:

- Multilingual Learners are placed in English language classrooms (may be clustered in grade level classrooms)
- Teachers hold appropriate certification

- The instructional focus is on:
    a. Developing proficiency in English
    b. Providing increasing access to the core curriculum
    c. Specially modified instruction for Multilingual Learners
    d. Support in the primary language provided as appropriate

While the majority of instruction will be provided in English, a student's primary language may be used for clarification, support and reinforcement, if appropriate and possible. The goal of the Structured English Immersion Program is for the Multilingual Learners to attain well-developed English language fluency.
Program Requirements:

- Parents must be annually notified of the placement of their child in a Structured English Immersion Program (Appendix E).
- Core subject instruction in language arts, math, science, and social science with nearly all classroom instruction given in English, but with the curriculum and presentation designed for children who are learning the language.
- Primary language support may be provided as appropriate for equitable access to core content.
- All Multilingual Learners receive daily ELD instruction at each student's specific level of proficiency with the District-adopted curriculum by an appropriately certified teacher.

Staffing:

- California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners. The English Learner (EL) Authorization and Crosscultural, Language, and Academic Development (CLAD) Certificate authorize instruction to English Learners. Under the management of the Personnel Services Department, the Solana Beach School District takes an active role in the recruitment and staffing of authorized personnel for all English learner programs. The Solana Beach School District recruits fully-certificated teachers and prides itself on having a teaching staff that is fully qualified to meet the needs of Multilingual Learners.

Materials:

- District-adopted English language materials are used for the instruction in the core subjects.

Parent/Guardian/Caregiver Input on Language Acquisition Programs

Parents/guardians/caregivers may choose a language acquisition program that best suits their child. Parents of English Learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. However, the Solana Beach School District will continue to provide the student meaningful instruction to support reclassification, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Parent and community input regarding language acquisition programs and language programs is solicited as part of the development of the Local Control Accountability Plan (LCAP). Parents may also request a language acquisition program at their school.

To request a language acquisition program at your school, please contact the Solana Beach School District Instructional Services Department for information on the process.

Instructional Program

Academic instruction for Multilingual Learners is designed and implemented to ensure Multilingual Learners meet district content and performance standards for their respective grade levels within a reasonable amount of time. Acquisition of English language proficiency, as well as access to the core curriculum, is accomplished through a combination of:

- Designated and integrated English language development
- Scaffolded access to rigorous state content standards and district achievement goals (specialized strategies that enable students to access, understand, and participate in the core curriculum)
- Primary language support, where possible and appropriate

English Language Development (ELD)

Solana Beach School District's English Language Development (ELD) program incorporates evidenced-based materials and strategies to provide both designated and integrated ELD instruction for English Learners. Instruction is differentiated based on each student's developmental level, language proficiency, and other factors that may impact the rate of student learning and language acquisition. In order to meet the needs of each student, teachers may group students within or across classrooms.

The ELD curriculum is based on the California State English Language Arts and English Language Development Standards. Sequential ELD instruction is guided by state-approved, district adopted ELD materials aligned with the district-adopted English Language Arts curriculum and is supplemented with additional English Language Development materials when necessary.

The California ELD Standards establish a framework for teachers to follow as they facilitate students developing the skills necessary to meet grade-level standards in English Language Arts and other core content areas. The ELD standards describe what students should know and be able to do at each of three levels of English proficiency: Emerging, Expanding, and Bridging. Each ELD standard is tied to one or more of the corresponding grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. Upon reaching the "Bridging" level of English proficiency, students are eligible to be reclassified as fluent English proficient.

Solana Beach School District (SBSD) is committed to providing transparent, timely, and accessible data regarding ELD progress. Trimesterly progress reporting for English learner students includes an addendum titled SBSD Progress Indicators for English Acquisition, which provides additional information regarding how the student is progressing in the California English Language Development standards. Click here for more information regarding the SBSD Progress Indicators for English Acquisition.

Access to Core Content Instruction

Solana Beach School District programs for Multilingual Learners are designed to enable Multilingual Learners to acquire English while learning grade-level academic content. Students enrolled in any of the program models are expected to progress in both the ELD standards and grade-level standards in core academic subject areas.

Multilingual Learners' progress toward meeting ELD standards and grade-level standards in the core subject areas are measured using multiple assessments, including the annual Summative ELPAC, California Assessment of Student Performance and Progress (CAASPP) System results, where applicable, district and school site benchmark tests, and other varied assessments. All assessments are aligned to the district's plan for assisting Multilingual Learners in achieving at high levels in the core academic subjects and ensuring they meet the same challenging state content standards and achievement goals all children are expected to meet.

Results on these multiple assessment measures are consolidated in the Solana Beach School District's Instructional Services Department. When, according to ongoing assessments, a student is consistently unable to meet interim progress-monitoring expectations in academic content, the student's classroom teacher, school principal, and educational staff will meet to determine what academic interventions will be implemented to enable the student to overcome any deficits. The interventions themselves shall directly target identified academic need(s). Delivery of interventions shall be monitored and documented. The effectiveness of interventions will then be determined based on student performance on ongoing subsequent progress-monitoring assessment. Academic interventions available at each site vary based on available resources, personnel, funding, space, materials, and identified needs.

Professional Learning

The Solana Beach School District Instructional Services Department provides ongoing professional learning for all teachers and staff working with Multilingual Learners. The goal of this professional learning is to help educators acquire specific skills needed to assist Multilingual Learners in achieving at high levels in the core academic subjects. Professional learning opportunities include, but are not limited to the following:

- Teaching to the ELD Standards
- ELD strategies, techniques, and assessments
- Differentiated instruction
- Culturally relevant instruction and equity

Professional learning occurs throughout the school year and focuses on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach. These opportunities are provided through on-site trainings, district inservices, education conferences, and school site staff meetings.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker, with occasional linguistic support and 2) can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (RFEP). Solana Beach School District has established the following criteria and process for reclassification.

Once a student has demonstrated that he or she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through multiple measures including: 1) teacher evaluation of the student's classroom performance, 2) objective assessment of the student's English language proficiency (ELPAC), and 3) core content achievement as measured by Curriculum Associates i-Ready Diagnostic and/or the California Assessment of Student Performance and Progress (CAASPP).

Reclassification Criteria

The State Board of Education's Reclassification Guidelines serve as the foundation for Solana Beach School District's reclassification criteria. Minimum scores required for each of the reclassification criteria are:

Evaluation	Minimum Scores
ELPAC	● Overall Level 4 or ● Alternate ELPAC Overall Level 3
i-Ready Reading	● On Grade Level
California Assessment of Student Performance and Progress (CAASPP) English Language Arts	● Standard Met
District Grade-Level Writing Prompts	● Proficient
Teacher Input and Observation	● Grade Level Achievement of Core Curricular Standards
Parent/Guardian Opinion and Consultation	N/A

Reclassification Process

Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted in the fall and spring; however, the classroom teacher, administrators, or parents may initiate the process at any time.

District personnel collect objective assessment data and disseminate to each school a list of English Learners who meet the ELPAC, CAASPP and/or i-Ready and district criteria. The school site English language development teacher then works with the classroom teacher(s) of each reclassification candidate to 1) conduct an evaluation of the student's achievement in core content areas, and 2) decide whether to recommend the student's reclassification to fluent English proficient.

Parents of the eligible student will be consulted by at least one of the following: 1) personal conference and/or 2) by telephone. The Reclassification Criteria and the student's evaluation data will be reviewed with the eligible student's parents/caregivers and the parents/caregivers will have the opportunity to ask questions and provide input. If the parents or caregivers of the eligible student agree that the child is ready for reclassification, they will sign the Reclassification Document (Appendix F). The student's classroom teacher, the English language development teacher, and the school site principal will also review and sign the Reclassification Documentation. Copies of the signed documentation will be distributed to the student's parents/ caregivers, classroom teacher, English language development teacher, and principal. Signed documentation must also be placed in the student's cumulative file and a copy forwarded to the Instructional Services Department at the District Office.

Monitoring of Reclassified Students

State law requires Reclassified Fluent English Proficient (RFEP) students to be formally monitored for a minimum of four years beyond the date of reclassification to ensure they are progressing satisfactorily and that additional academic support is provided when needed.

The Director of Instructional Services or a designee shall provide subsequent monitoring and support for reclassified students, including but not limited to monitoring the performance of reclassified students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of reclassification, and ensuring correct classification and placement.

School staff will use CAASPP, i-Ready scores, teacher assessments and observations to monitor the progress of RFEP students three times a year for a period no less than 48 months after reclassification. Student performance shall be reviewed at least at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of RFEP students is recorded on the RFEP Student Monitoring Form (Appendix G) and filed in each student's cumulative file.

Family-School Partnerships

The Solana Beach School District values partnerships with families and strives to build strong family and district/school partnerships in service of meeting the needs of each and every English Learner. Parent Advisory Committees are in place to promote positive collaboration between families and the Solana Beach School District. Through such committees, district staff can:

- Include family and community members in the decision-making, planning and evaluation of programs for English Learners.
- Develop a working partnership between families and school sites to provide equal access to education for all students.
- Promote open communication between families and community members and the District.

English Learner Advisory Committee (ELAC)

The California Department of Education requires each school with 21 or more English Learners to establish a school-level English Learner Advisory Committee (ELAC). Parents, guardians, and/or caregivers of English Learners elect parent members of the school committee. All caregivers of English Learners at the school site shall be provided the opportunity to vote. Caregivers of English Learners not employed by the District must constitute a majority of the committee. Each school-level advisory committee shall elect at least one representative to the District English Learner Advisory Committee

The ELAC is responsible for:

- Assisting in the development of the schoolwide needs assessment and ways to make caregivers aware of the importance of regular school attendance.
- Advising the principal and staff on programs and services for English Learners and submitting the plan for consideration of inclusion in the site Strategic Plan.

District English Learner Advisory Committee (DELAC)

Solana Beach School District, having more than 51 English Learners, is required to maintain a District English Learner Advisory Committee (DELAC). Parents, guardians, and/or caregivers of English Learners who are not employed by the District shall constitute a majority of the committee. Each school committee shall have the opportunity to elect at least one caregiver member to participate in the DELAC.

The DELAC shall advise the school district governing board on all of the following tasks:

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

ELAC and DELAC provide opportunities for families to review program implementation, discuss student needs, and provide recommendations regarding district programs for English Learners.

The district/school administration shall:

- Notify parents/guardians/caregivers of all English Learners of the opportunity to elect ELAC members and/or participate as a member
- Establish a functioning ELAC/DELAC
- Plan and provide training in consultation with ELAC/DELAC members
- Publicly announce ELAC/DELAC meetings at least 72 hours in advance with agenda posted
- Provide all relevant information, documentation, and training regarding school programs and services for English Learners, including but not limited to:
    - School budgets and planned expenditures which may impact English Learners
    - Results of the annual language census
    - A draft of and results of an annual school needs assessment
    - Goals and objectives for each program offered at the school for English Learners
    - Information on the ongoing achievement of program goals and objectives
    - Evaluations of each program offered at the school for English Learners

Each caregiver committee must:

- Develop and adopt its own agendas and develop its governance structure
- Choose whether to develop and adopt its bylaws
- Determine the manner of its functioning, including the recording of minutes
- Determine its meeting times, dates, and location
- Determine the manner for its provision of advice to the site administration and school site council (ELAC) or local governing board (DELAC)
- Provide feedback to the site/district administration as to the coordination and provision of training

Caregiver committees (as a whole) do not have the authority or legal entitlement to demand any of the following:

- Being included in the selection process of new school staff
- Being included in the evaluation of existing school staff
- Reviewing school staff credentials
- Monitoring program implementation (classroom observations)
- Changing the administration of programs, school calendar, or assignment of staff
- Changing the content of an approved Site Strategic Plan

Accountability and Evaluation

Program Implementation and Monitoring

In order to ensure English Learners are receiving a program of instruction in accord with parent choice and district design, Solana Beach School District conducts regular monitoring of student achievement. This monitoring is intended to result in consistent program implementation across individual school sites and across the district. Site principals expect to observe instructional practices that: (1) give English Learners access to rigorous grade-level academic standards and (2) develop English Learners' proficiency in English as rapidly and effectively as possible.

At the school site level, school principals facilitate Student Success Days twice yearly. The principal meets with each teacher or grade level to discuss individual students and academic progress. Appropriate instructional strategies are discussed and interventions are determined to ensure progress. The principal also performs regular and frequent formal and informal observations of all classes, which includes English Learners.

Program Evaluation and Modification

Districtwide program effectiveness is reviewed through student achievement data, site monitoring, and feedback from families collected through ELAC, DELAC, and district surveys.

In an effort to continually evaluate and refine/improve programs, Solana Beach School District articulates clearly defined standards and expectations for student learning and has a primary goal that all students will meet the District's academic content and performance standards.

Through the District's assessment program, staff carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. The District seeks information about the ongoing academic progress of English Learners. Through multiple forms of assessment, the District is able to determine the degree to which English Learners are achieving English proficiency and meeting district and state academic achievement goals.

DISTRICT-WIDE ASSESSMENT		
Assessment Instrument	*Target Population*	*Purpose*
Reading Difficulties Risk Screener	All students, Grades K-2	● State Requirement ● District Accountability
CAASPP Testing	All students, Grades 3-6	● State Requirement ● District Accountability
i-Ready Reading	All students, Grades K- 6	● District Accountability
District Grade-Level Writing Prompts	All students, Grades K-6	● District Accountability
English Language Proficiency Assessments for California (ELPAC)	All English Learners, Grades K-6	● State Requirement ● Articulation ● District Accountability ● Reclassification

The District's assessment practices with respect to English Learners are designed to:

- Evaluate effects of the instructional program on language development over time in program
- Determine the effectiveness of each English Learner Program option by disaggregating results for each program
- Assess the strengths and weaknesses of the instructional program
- Suggest modifications for those elements of the instructional program that are not effective
- With ELAC and DELAC input, make recommendations based on the conclusions found

Assessment data is compiled, analyzed and reported annually by the Director of Instruction. This report is then analyzed by the Administrative Cabinet and shared with the local Board of Trustees, and DELAC members. The Director of Instruction annually distributes performance-based assessment results to principals and the leaders of the Special Education and Student Services Departments for monitoring and evaluation.

The District annually determines the number and percentage of English Learners reclassified to fluent English proficient (RFEP) through data received from California Longitudinal Pupil Achievement Data Systems (CALPADS). CALPADS reports the actual count of EL, IFEP, and RFEP students during the calendar year.

Funding

Sufficient General Funds

Adequate basic general fund resources are available to provide each English Learner with learning opportunities in an appropriate program, including ELD and the core academic curriculum. To this end, all required texts and instructional materials are purchased with general funds. English Learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in the district, including:

- Professional learning for instructing English Learners
- Supplementary materials for English Learners
- ELAC/DELAC meetings
- ELD support staff
- Parent education, training, and engagement

Appendices

Appendix A: Initial ELPAC Parent/Guardian Notification Letter

Appendix B: Initial ELPAC Parent/Guardian Notification of Results

Appendix C: Summative ELPAC Parent/Guardian Notification Letter

Appendix D: Summative ELPAC Parent/Guardian Notification of Results

Appendix E: Annual Notification for Parents of English Learners

Appendix F: Reclassification Form

Appendix G: RFEP Student Monitoring Form

Education Code 48985 states that when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to their parents/guardians must be written in English and in the primary language and may be answered by the parent/guardian in either language.

Appendix A

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

Dear Parent/Guardian:

When registering your child for school, you indicated that your child's primary or home language is not English. In California public schools, all students entering school for the first time will be assessed with the Initial **E**nglish **L**anguage **P**roficiency **A**ssessments for **C**alifornia, or "Initial ELPAC", if their home language is not English.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. The information gathered from the assessment will assist the school district in providing support for your child in all subject areas. Based on the home language survey results, **your child will be assessed with the Initial ELPAC**.

For more information, you can:

- Watch a video introduction to the Initial ELPAC for parents in English: https://youtu.be/QlTIXQlyWfk
- Watch a video introduction to the Initial ELPAC for parents in Spanish: https://youtu.be/xwmcXeTH30k
- Visit the California Department of Education ELPAC "Starting Smarter" Web page at https://elpac.startingsmarter.org/

If you have any questions about your child taking the ELPAC, please speak with your school principal or contact the Solana Beach School District Instructional Services Department at (858)794-7138.

Sincerely,

Sample Letter

Initial English Language Proficiency Assessments for California (ELPAC) Parent/Guardian Notification of Results

To the parent(s)/guardian(s) of: *[First_Name] [Last_Name]*

School: *[School_Name]*

State Student ID #: *[Student_ID]*

Date of Birth: *[Date_of_Birth]*

Grade: *[Tested_Grade]*

Primary Language: *[Primary_Language_Name]*

When registering your child for school, you indicated that your child's primary or home language is not English. In California public schools, all students entering school for the first time are assessed with the Initial **E**nglish **L**anguage **P**roficiency **A**ssessments for **C**alifornia, or "Initial ELPAC," if their home language is not English. The Initial ELPAC identifies students as an English learner (EL) student or as initial fluent English proficient. State and federal laws require us to assess your child and notify you of your child's English language proficiency level. 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 identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Initial ELPAC Results for *[First_Name] [Last_Name]*

Composite Domains	Initial ELPAC Performance Level
Overall	*[overall performance level]* *[overall scale score]*
Oral Language (Listening and Speaking)	*[oral language performance level]*
Written Language (Reading and Writing)	*[written language performance level]*

Based on the results of the English language proficiency assessment, your child has been identified as an [Calculated_English Language Acquisition Status] student.

You can access your child's Initial ELPAC results via the **SBSD Parent Portal**. The SBSD Parent Portal is available at: https://sbsd.aeries.net. More information and directions for accessing the SBSD Parent Portal and your child's Initial ELPAC Results are available here: https://www.sbsd.k12.ca.us/Page/9126 (Note: it is recommended you use either Firefox or Chrome to access student score reports).

Sample Letter

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

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

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

The goal of the English Learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. On average, Solana Beach School District reclassifies 10-15% of its English Learner students each year. Solana Beach School District's reclassification criteria are listed below:

Required Criteria (EC Section 313[f])	Solana Beach School District Criteria
English Language Proficiency Assessment	Summative ELPAC Overall Performance Level 4
Teacher Evaluation	Teacher affirmation of grade-level commensurate understanding and application of Core Curricular Standards
Parental Opinion and Consultation	Parents of the eligible student consulted by at least one of the following: 1) personal conference, 2) in writing, and/or 3) by telephone
Comparison of Performance in Basic Skills	Core content achievement as measured by the i-Ready Diagnostic Assessment and/or Smarter Balanced state standardized testing results

Language Acquisition Program Offered

Solana Beach School District offers a **Structured English Immersion** program (*EC* Section 305[a][2]). Structured English Immersion is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated English Language Development (ELD) and provided access to grade level academic subject matter content with integrated ELD.

All English Learners are placed in English language classrooms. For students with identified special needs, the Individual Education Program (IEP) team determines placement of each Special Education student, regardless of language proficiency.

All programs include ELD and differentiated teaching strategies to help each student reach proficiency in speaking, listening, reading, and writing in English. In all programs, students are taught ELD and other core subjects by qualified teachers using district-adopted and supplementary materials.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]; *EC* Section 310[a]).

Sample Letter

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact the Solana Beach School District Instructional Services Department at (858) 794-7138 to ask about the process.

Although schools have an obligation to serve all English Learner (EL) students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of 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 EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]). The school will still provide the student meaningful instruction until the student is reclassified. The school will also inform the parent when progress is not made and will offer programs and services to consider at that time.

If you have any questions about your child's Summative ELPAC results or program placement, please speak with your school principal or contact the Solana Beach School District Instructional Services Department at (858) 794-7138.

Sample Letter

Appendix C

Summative English Language Proficiency Assessments for California (ELPAC)
Parent/Guardian Notification of Results

Dear Parent/Guardian:

Monitoring the progress of students who are learning English is important so they can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. The Summative English Language Proficiency Assessments for California, or "Summative ELPAC," is the test used to measure how well students use English to learn and communicate when English is not the primary language they speak at home. Information from the ELPAC guides your child's teacher to areas in which your child needs extra support or areas that are strengths.

Because your child is currently an English learner, your child will take the Summative ELPAC at school this spring. The testing window for our site is [dates].

Please note: Each student's voice is recorded as part of the Speaking portion of the Summative ELPAC. A small sample of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated. If you prefer not to have your student's voice recorded, please notify your school principal in writing by [date].

More About the ELPAC

Students in kindergarten through grade twelve who are classified as English learners will take the Summative ELPAC **every year until they are reclassified as proficient in English**. Students are assessed in listening, speaking, reading, and writing English.

To learn more about the ELPAC, you can visit the California Department of Education's ELPAC "Starting Smarter" web page at: https://elpac.startingsmarter.org/

If you have any questions about your child taking the Summative ELPAC, please speak with your school principal or contact the Solana Beach School District Instructional Services Department at (858)794-7138.

Sincerely,

Sample Letter

Appendix D

Summative English Language Proficiency Assessments for California (ELPAC) Parent/Guardian Notification of Results

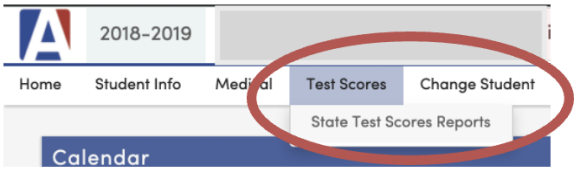
Dear Parent/Guardian:

In the spring of [year], your child took a test called the Summative English Language Proficiency Assessments for California (Summative ELPAC). This test is part of the California assessment system and is aligned with California's English Language Development Standards.

The English Language Development Standards serve as a benchmark to ensure English learner students have a high-quality program enabling them to attain proficiency in English - developing the necessary skills and confidence in listening, speaking, reading, and writing - to be successful in the classroom. The Summative ELPAC helps teachers across the state see how well students are doing with those skills.

Information on Accessing Student Score Reports

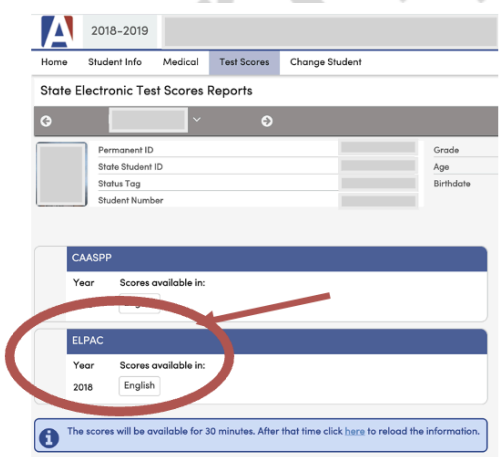
California's testing contractor, Educational Testing Services (ETS) anticipates that Summative ELPAC Student Score Reports will be available by [date]. Once available, you will be able to access your child's score report electronically via the **SBSD Parent Portal in Aeries**. The SBSD Parent Portal is available at: https://sbsd.aeries.net/. More information and directions for accessing the SBSD Parent Portal are available here: https://www.sbsd.k12.ca.us/parentportal. Please use either Firefox or Chrome as you may experience challenges with the Safari browser.



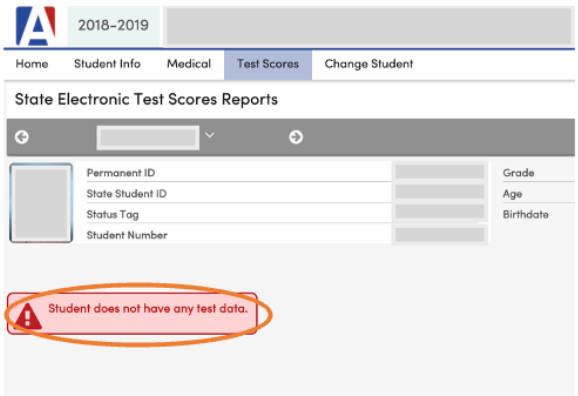
To access Student Score Reports:

1. Log into the SBSD Parent Portal https://sis.sbsd.k12.ca.us/parent/
2. From the **Test Scores** tab select **State Electronic Test Scores Reports**
3. On the **State Electronic Test Scores Reports** page, under the ELPAC header, you will be presented:

Link(s) to download student score report(s), **OR**



A message stating: "Student does not have any testing data"



Sample Letter

Contents of Electronic Student Score Reports

Your child's report shows:

- an overall score and overall performance level.
- an oral language (speaking, listening) score and level.
- a written language (reading, writing) score and level.
- a performance level for each domain: listening, speaking, reading, and writing.

You can find out more about your child's ELPAC results by visiting the parent web page called Starting Smarter, available at https://elpac.startingsmarter.org

This site includes:

- resources to help understand results on the student score reports.
- access to sample test questions and practice tests.
- no-cost resources to support learning.
- a guide for parent-teacher conferences.

In our district, ELPAC test results are just one way to look at how well your child is developing English proficiency. The results are used to monitor your child's progress in developing English skills and to help decide when your child should be considered fluent English proficient. It is important to know that the test results are not used to determine whether a student moves to the next grade. If you have any questions about your child's ELPAC results or program placement, please contact the Solana Beach School District Instructional Services Department at (858) 794-7138.

Having trouble viewing State Testing Score Reports?

- **Please use either Firefox or Chrome** as you may experience challenges with the Safari browser.
- You may need to **disable the pop-up blocker**. By default, Google Chrome blocks pop-ups from automatically showing up on your screen. When a pop-up is blocked, the address bar will be marked Pop-up blocked . Click on the icon to allow pop-ups from the site.
- Try **clearing your browser's cache and browser history.**
- Students' state testing scores are released on a rolling basis. **If you are presented with a message stating: "Student does not have any test data," your student's score reports are not yet available.** Please check back periodically. If you are unable to see your child's scores by [date], please contact the Solana Beach School District Instructional Services Department at (858) 794-7138.
- Outgoing sixth grade families will not be able to log into the SBSD Parent Portal after [date].

The Solana Beach School District views these assessments as an academic checkup. Like class assignments, unit exams, and progress reports, they are but one gauge of your child's progress. Results are used in conjunction with additional information gathered as part of students' classroom performance. Our district is continually refining practices to support student learning and success and we know our students will continue to progress toward the high academic goals set for them.

We look forward to continuing to partner with you on your child's pathways of learning.

Sincerely,

Sample Letter

Appendix E

Annual Notification for Parents of English Learners

Dear Parent/Guardian,

To the parent(s)/guardian(s) of: *[First_Name] [Last_Name]*

School: *[School_Name]*

State Student ID #: *[Student_ID]*

Date of Birth: *[Date_of_Birth]*

Grade: *[Tested_Grade]*

Primary Language: *[Primary_Language_Name]*

Last spring, your child took a test called the Summative **E**nglish **L**anguage **P**roficiency **A**ssessments for **C**alifornia (Summative ELPAC). This test is part of the California assessment system and is aligned with California's English Language Development (ELD) Standards.

The ELD Standards are benchmarks to ensure English learner students have a high-quality program enabling them to attain proficiency in English—developing the necessary skills and confidence in listening, speaking, reading, and writing—to be successful in the classroom. The ELPAC helps teachers across the state see how well students are doing with those skills.

During the summer, you should have received notification that the official Summative ELPAC score report was available to you online via the Aeries Parent Portal. You can visit https://www.sbsd.k12.ca.us/scores for more information on accessing your child's electronic state testing score reports.

To learn more about the ELPAC, you can:

- Visit the California Department of Education's ELPAC "Starting Smarter" web page at: https://elpac.startingsmarter.org/
- Read the Parent Guide to Understanding the ELPAC at: http://bit.ly/ELPACguide (available in languages other than English here: http://bit.ly/ELPACtranslations)

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

This letter:

- recaps your child's scores on the Summative ELPAC
- describes Solana Beach School District's language acquisition program options
- explains the criteria for a student to exit the English learner program.

Sample Letter

Annual Summative ELPAC Results for *[First_Name] [Last_Name]*

Testing Completed On: *[Date_Testing_Completed]*

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall	*[overall scale score]*	*[overall performance level]*
Oral Language	*[oral language scale score]*	*[oral language performance level]*
Written Language	*[written language scale score]*	*[written language performance level]*

Domain	ELPAC Performance Level
Listening	*[listening performance level]*
Speaking	*[speaking performance level]*
Reading	*[reading performance level]*
Writing	*[writing performance level]*

In our district, ELPAC test results are just one way to look at how well our students are doing. We use the results to monitor student progress in developing English skills and to help us decide when students should be considered fluent English proficient. It is important to know the test results are not used to determine whether a student moves to the next grade. If you have questions or concerns about your child's progress, please call your school office to arrange a conference with your child's teacher.

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

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

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

The goal of the English Learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. On average, Solana Beach School District reclassifies 10-15% of its English Learner students each year. Solana Beach School District's reclassification criteria are listed below:

Required Criteria (EC Section 313[f])	Solana Beach School District Criteria
English Language Proficiency Assessment	Summative ELPAC Overall Performance Level 4
Teacher Evaluation	Teacher affirmation of grade-level commensurate understanding and application of Core Curricular Standards
Parental Opinion and Consultation	Parents of the eligible student consulted by at least one of the following: 1) personal conference, 2) in writing, and/or 3) by telephone
Comparison of Performance in Basic Skills	Core content achievement as measured by the i-Ready Diagnostic Assessment and/or Smarter Balanced state standardized testing results

Sample Letter

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

Content Area	Spring i-Ready Results (Grades 1-5)	Smarter Balanced State Assessment Results (Grades 4-6)
English Language Arts	*[i-Ready ELA results]*	*[SBA ELA results]*
Mathematics	*[i-Ready mathematics results]*	*[SBA mathematics results]*

Language Acquisition Program Offered

Solana Beach School District offers a **Structured English Immersion** program (*EC* Section 305[a][2]). Structured English Immersion is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated English Language Development (ELD) and provided access to grade level academic subject matter content with integrated ELD.

All English Learners are placed in English language classrooms. For students with identified special needs, the Individual Education Program (IEP) team determines placement of each Special Education student, regardless of language proficiency.

All programs include ELD and differentiated teaching strategies to help each student reach proficiency in speaking, listening, reading, and writing in English. In all programs, students are taught ELD and other core subjects by qualified teachers using district-adopted and supplementary materials.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]; *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact the Solana Beach School District Instructional Services Department at (858) 794-7138 to ask about the process.

Although schools have an obligation to serve all English Learner (EL) students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of 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 EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]). The school will still provide the student meaningful instruction until the student is reclassified. The school will also inform the parent when progress is not made and will offer programs and services to consider at that time.

If you have any questions about your child's Summative ELPAC results or program placement, please speak with your school principal or contact the Solana Beach School District Instructional Services Department at (858) 794-7138.

Sample Letter

Appendix F

Solana Beach School District Reclassification Form

Each former English Learner (EL) who is being considered for reclassification to Fluent English Proficient (FEP) has demonstrated that he or she can participate effectively in a curriculum designed for pupils of the same age whose native language is English, with occasional language support. Districts must use the following multiple criteria: Assessment of English Language Proficiency using the ELPAC, teacher evaluation, parent opinion and consultation, and evaluation of performance in basic skills.

Student's Full Name: _____ Student ID: _____ Grade_____

School_____ Teacher_____

Please check and attach:

_____ District Reclassification Criteria

_____ Summative ELPAC Student Score Sheet indicating a Level 4 overall OR

_____ Alternate Summative ELPAC Student Score Sheet indicating a Level 3 overall

_____ Evaluation of Performance in Basic Skills (CAASPP/CAA ELA results for Grades 3-6, i-Ready Reading results) indicating student is performing at or above grade level

_____ Teacher Evaluation Form

Date of Parent Opinion/Consultation: _____ attach parent consultation summary notes

Parent contacted by:

_____ Phone

_____ In-Person Conference

Comments:_____

_____

Date:_____

Based upon district criteria and attached documentation, this student is reclassified from an English Learner to Fluent English Proficient.

Principal:_____ General Education Teacher:_____

ELD Teacher:_____ Parent:_____

Sample Letter

Appendix G

Solana Beach School District
Reclassified Fluent English Proficient (RFEP) Student Monitoring Form

Student:	**School:**	
Current Grade:	**Date Reclassified:**	**RFEP Monitoring Year:**

Assessment Data: Cross out assessments that do not apply and add additional assessments as needed. Suggested additional assessment to include: District Writing Prompt, Reading Fluency, and ELA and Math Classroom Unit Assessments.

Spring [year] i-Ready Reading Level:_____ %ile: _____ Spring [year] i-Ready Math Level:_____ %ile: _____

Trimester 1: Fall [year]		**Trimester 2: Winter [year]**		**Trimester 3: Spring [year]**	
Assessment	**Level / Percentile**	**Assessment**	**Level / Percentile**	**Assessment**	**Level / Percentile**
i-Ready Reading		i-Ready Reading		i-Ready Reading	
i-Ready Math		i-Ready Math		i-Ready Math	

Trimester 1: Fall [year]

Interventions:

Classroom Teacher Comments:

ELD Teacher Comments:

Trimester 2: Winter [year]

Interventions:

Classroom Teacher Comments:

ELD Teacher Comments:

Trimester 3: Spring [year]

Interventions:

Classroom Teacher Comments:

ELD Teacher Comments:

ELD Teacher Signature_____ Date _____

Principal Signature_____ Date_____

Sample Letter