PACIFICA
SCHOOL DISTRICT

MULTI-LANGUAGE/ENGLISH LEARNERS
A MASTER PLAN
2025-2029

January 2025

Approved by Pacifica School District's Board of Education on 03.12.2025

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Master Plan at a Glance

Pacifica School District Mission

Pacifica School District, the community it serves, and the children they cherish, together **prepare** each child to meet the challenges of the future by providing an **equitable**, rigorous academic program which nurtures curiosity and **inspires joy**, **confidence**, and **achievement** in learning.



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AACE



Attendance | Academics | Community Engagement | Equity & Inclusion

PACIFICA SCHOOL DISTRICT

LCAP Goal 1: All students will have access to rigorous and engaging instruction provided by highly qualified teachers and supported by highly effective leadership with appropriate resources.

LCAP Goal 2: We will increase achievement for all our students while decreasing performance gaps and educational inequities.

LCAP Goal 3: We will significantly increase family and community engagement to inspire and support them to be actively involved in preparing their students to be college and career ready and to reduce chronic absenteeism.



Overview of Pacifica School District English Learners

Multi Language/English Language Learners in Pacifica School District

The purpose of the Multi Language/English Language Learners program is to develop fluency in speaking, reading, writing, and listening in English in each student whose primary language is not English while promoting her/his academic growth in all content areas. This district is committed to supporting and developing the strengths of Multi Language/English Language Learner each student as we enhance her/his self-esteem, promote cross-cultural understanding, and provide equal opportunity for academic achievement. English Language Development in support of MLs is the role of every Pacifica School District educator.

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

The Pacifica School District (PSD) is committed to making teaching and learning relevant and responsive to language, literacies, and cultural practices of students across categories of differences and inequality. With teachers rethinking their orientation to the languages and literacies and cultural practices of minority communities within Pacifica, this will necessitate focus on nurturing linguistic, literature, and cultural pluralism as part of democratic schooling. At a base level this involves the rejection of deficit approaches to the teaching and learning of our MLL/ELL students.

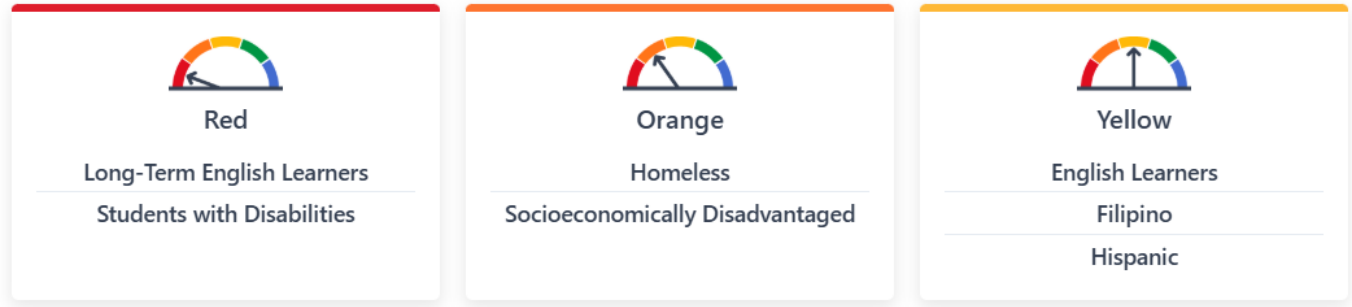
California School Dashboard: State Indicator for English Learners

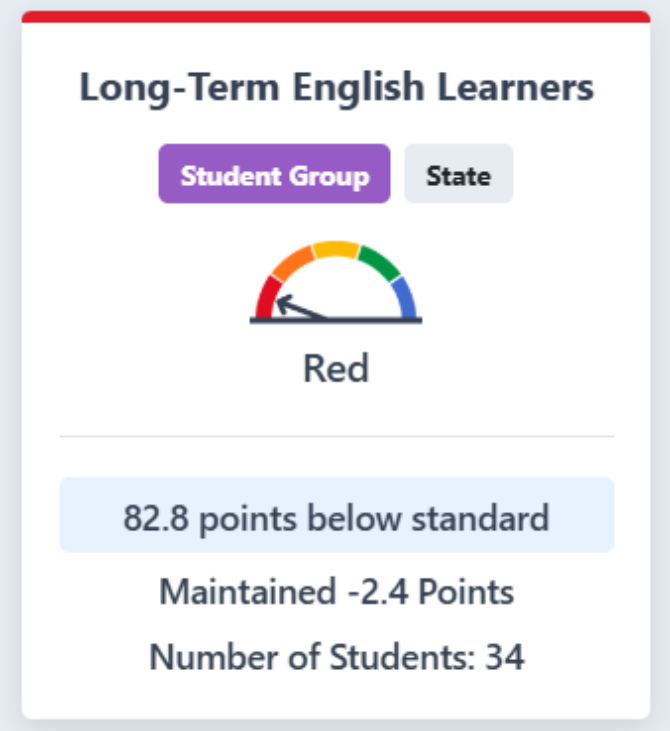
The California Dashboard

The California School Dashboard (www.caschooldashboard.org) is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

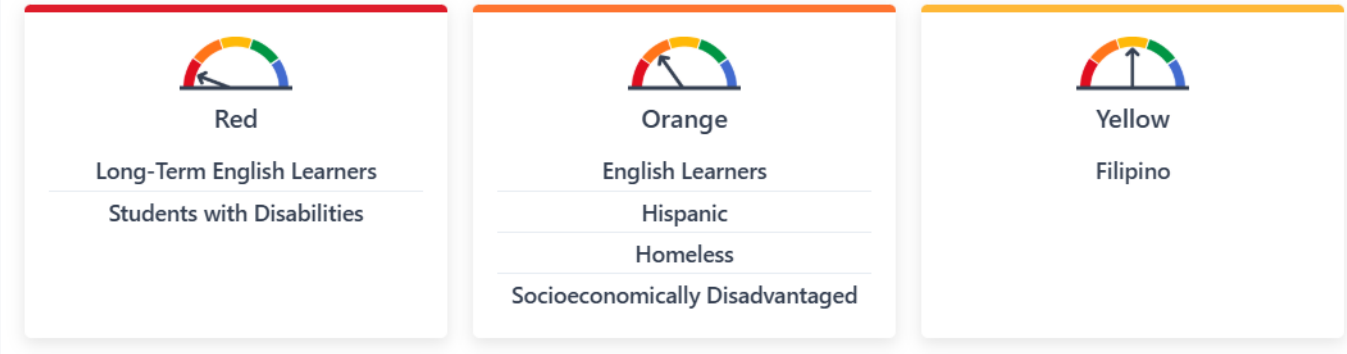
Pacifica School District Progress for English Learners

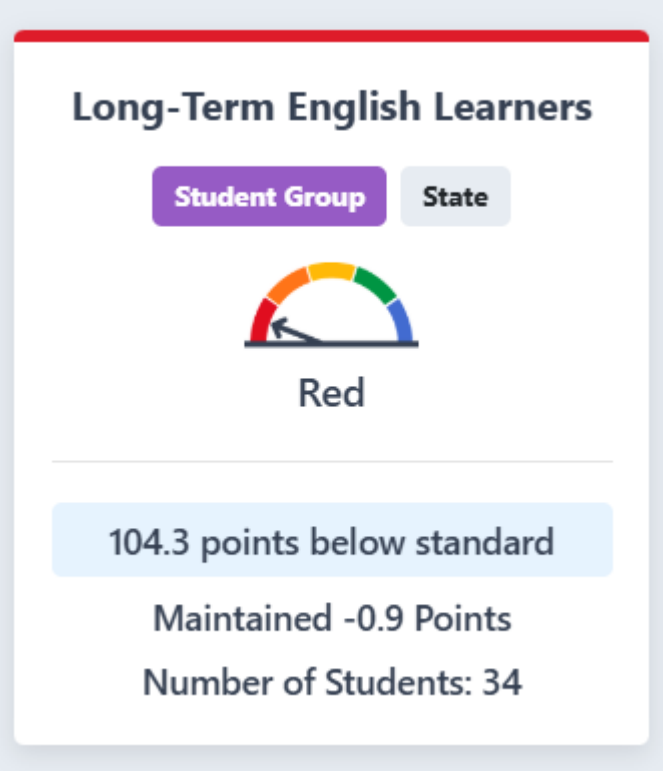
MLL/ELL English Language Arts Performance (2024)





MLL/ELL Mathematics Performance (2024)





The California English Learner Roadmap

> *The EL Roadmap Policy is necessary and timely for the following reasons: (1) the passage of the California Education for a Global Economy Initiative (CA Ed. G. E. Initiative), Proposition 58, effective July 1, 2017. The policy recognizes that many English learners represent the newest members of our society (including recently arrived immigrants and children of immigrants) who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences.*

The California English Learner Roadmap was passed by the State Board of Education on July 12, 2017. This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in order to welcome, understand, and educate the diverse population of students who are English learners attending California public schools. 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.

Vision- Our English Learners will 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.

There are four ***Principles*** of the ***CA EL Roadmap*** which are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and

approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

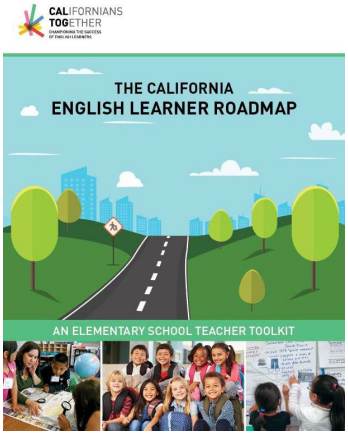
Principle Three: System Conditions that support Effectiveness.

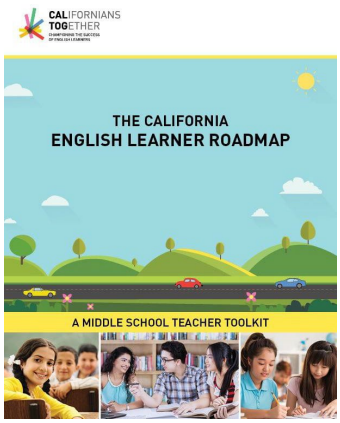
Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

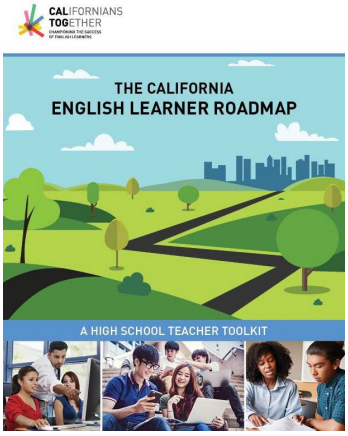
Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

The following toolkits provide elementary through high school teachers and administrators with indicators that would be useful, essential rubrics to enhance and evaluate their site's EL programs, and to provide input for site EL program needs and supports.







To Download: https://californianstogether.org/english-learner-roadmap-toolkits/

Part One: Parent Involvement

Parents of MLL/ELL are an important factor in their children's education and are encouraged to be active in assisting their children to attain English proficiency, achieve academically at high levels, and meet state standards. Parents of MLL/ELL receive information about how to help their children achieve these goals from the district and the school sites in written communications sent to the home. Parents are given information about the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) and are encouraged to participate.

Pacifica School District and school sites provide parents with written information: notices, reports, statements, or records in English and Spanish. Translation services are offered with the intent to encourage parents to become involved in their children's education by informing them of their rights and the choices they may make regarding their child's education.

Parents are provided with information about how a child is identified as anMLL/ELL and about assessment and placement. They receive information about programs offered for English proficient students and those who are not yet English proficient. They also receive information about supplemental programs and annual notification of English language proficiency and placement, and the criteria for reclassification. When the district has not made progress on meeting the state's local performance indicators parents/guardians are informed by mail of such outcomes within no later than thirty (30) days.

Since 2016 and the passage of California Proposition 58, also the California Ed.G.E. Initiative, parents are also solicited to provide input in developing language acquisition programs. Additionally, parents have a choice in selecting a language acquisition program that is best for their child.

Parent Outreach

District-wide workshops and training are organized by the Educational Support Services in an effort to engage our families. Parents of MLL/ELL are encouraged to participate. Upon request, translations in materials in other languages may be provided.

Parents form an integral part of the educational process that results from the partnership among school, family and community. In order for parents of MLL/ELL and Reclassified Fluent English Proficient (RFEP) students to participate, they must be well-informed of all school site and district activities, procedures, and policies that directly affect their children. Parents are encouraged to participate in all committees at the school, district, and Board levels on services for English learners and RFEP students.

English Learner Parent Advisory Committee (ELPAC)

The ELPAC advises the governing board on at least the following including the development of the Local Control Accountability Plan (LCAP):

Requirements:

- A timetable for and development of a district Master Plan of Education Programs and Services for English Learners, taking into consideration the school site plans for English Learners.
- A district wide needs assessment on a school-by-school basis.
- The district program, goals, and objectives for programs and services for English Learners.
- The plan to ensure compliance with applicable teacher or aide requirements.
- Administration of the language census.
- District reclassification procedures.
- Written parent notification of initial school enrollment.

District English Learner Advisory Committee (DELAC)

The District's English Learner Parent Involvement Committee (DELAC) is composed of elected representatives from each school's ELAC. The Educational Support Services (ESS) assist with the coordination of the meetings and provide training to its members. ESS meets with the DELAC Officers to develop the yearly meeting schedule and discuss pertinent committee issues including parent training. DELAC representatives and parents at the school sites receive notice of meetings at least 72 hours in advance. Meeting notices are posted at school sites. Notices and handouts are provided in English and Spanish.

English Learner Advisory Committee (ELAC)

Whenever twenty (20) or more MLL/ELLs are enrolled at a school site, the site has a functioning English Learner Advisory Committee (ELAC) that actively participates at the school on programs and services for English learners. The committee is composed of parents of English learners making the majority of members. Parents of English learners are represented in at least the same percentage as the English learner enrollment at the site. The Educational Support Services department provides site administrators with yearly training on ELAC requirements.

ELAC Requirements

- Members are chosen by election. All parents/guardians of English Learners have an opportunity to vote.
- Members receive materials and training related to carrying out their legal responsibilities.
- Members elect representatives to the English Language Parent Advisory Committee (ELPAC).
- The ELAC advises the principal and staff on topics related to English Learners, including:
    - Development of School Plan for English Learners and the school's needs assessment;
    - Administration of the annual language census
    - Efforts to make parents aware of the importance of regular school attendance.

All site ELAC documentation (calendar of ELAC dates, agendas, and minutes) must be kept at the site and a copy of all documentation sent to the Director of EL Programs and Services.

Implementation of the Site ELAC

- The site Principal is responsible for establishing the ELAC. The principal or a designee coordinates meetings and communication/documentation between the site and the district's Office of EL Programs and Services. Elected officers conduct the meetings.
- Elections for ELAC are conducted at the school site by October 1st each year. Membership composition must reflect the percentage of English Learners in the school. Membership includes parents and school staff (fewer than the number of parents). If a member must be replaced during the year, the replacement serves for the remainder of the year. At the beginning of the following year, an election must be held to fill the position.

ELAC Roles and Responsibilities

- The EL Department will provide training on establishment of ELAC to site administrators/site personnel in early September.
- The principal assists with planning the ELAC meetings, attends the meetings, and
- The principal arranges an agenda planning session with the ELAC chairperson prior to each meeting.
- Meeting dates are determined and publicized in English and other languages in advance.
- The ELAC conducts formal and advisory meetings, with agendas and minutes.
- School Site Council and ELAC shall not be combined.
- Childcare and refreshments are provided.
- During the school year, the ELAC members receive training in the four areas mentioned above.
- Copies of ELAC minutes and its membership information are sent to the District Office of EL Programs and Services within one (1) week after each meeting.
- The ELAC may develop and adopt by-laws and elect officers.
- At its first or second meeting of the year, the ELAC elects the proportional amount of representation (one member per up to 200 ELs at a site and one alternate representative to the English Learner Parent Advisory Committee (ELPAC).

Other ELPAC implementation provisions include:

- The Executive Director, ESS/designee serves as district liaison to the ELPAC. This person assists with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the ELPAC.
- The ELPAC will communicate their ongoing advice to the Superintendent and governing board via the Executive Director. The ELPAC chairperson presides at meetings and signs all letters, reports and other committee communications, with prior approval of the membership. In the chairperson's absence, resignation or inability to perform the duties, the Vice-chair assumes these duties.
- The district provides all ELPAC members with appropriate training, materials and information needed to carry out their responsibilities and duties.

DELAC/ELAC	
Person Responsible	***Duties***
Site Administrator	a) Facilitates the formation of the ELAC/DELAC. b) Monitors meetings to make sure that required topics are addressed during the school year and that mandated documents including agendas, minutes, sign-in sheets, and supporting documents for at least (4) four meetings are held. c) Is available to meet when requested by ELAC members/subcommittees to listen to their concerns and/or recommendations regarding the site's EL Programs, especially in the site SPSA (School Plan for Student Achievement). d) Attends ELAC training provided by ESS and State and Federal Programs staff.
Principal/Designee	a) Assists with the ELAC activities as delegated by the principal. b) Attends ELAC training provided by ESS and State and Federal Program staff at the start of the school year. c) Encourages the school site's DELAC Rep to attend DELAC meetings and report back to ELAC.
Parents	a) Participate in committees and review procedures/policies to advise administrators and the School Site Council. b) Attend ELAC officers training provided by ESS and State and Federal Program staff.
State and Federal Programs	a) Monitors compliance and oversees the downloading of documents to California Department of Education Monitoring Tool (CMT), a web-based system that allows local educational agencies (LEA) to facilitate a response to state and federal requirements for program monitoring.
Educational Support Services	a) Hold principals accountable for completing mandated ELAC responsibilities verified by way of Principal's End-of-the-Year Checkout.

Part Two: Identification & Assessment

Pacifica School District has established a process to ensure that all students who have a primary language other than English are properly identified and assessed in a timely manner.

Home Language Survey (HLS)

Upon enrollment, the Home Language Survey (HLS) must be completed by a parent or legal guardian of all TK-8 students new to the district. To the extent possible, oral translations are provided for parents or guardians who need assistance with the forms. The HLS form is also available in Spanish.

Parents/Guardians register at the District Office for school. At the District Office, parents complete a Home Language Survey, as required by state law.. This survey is completed the first time the parent enrolls the child in the district, and the results are maintained thereafter.

If the answers to items 1, 2, and 3 of the HLS are "English," the child is classified as English Only (EO). The parent is assigned to the Mainstream English program.

If any of Items 1, 2 or 3 on this survey (HLS) are answered with a language other than English, the child is tested for English proficiency.

Step 2: English Language Proficiency Assessment

State regulations require that all students whose Home Language Survey indicates that a language other than English is used at home (as described above) are administered an English language proficiency test ELPAC (Initial) within 30 calendar days of initial enrollment.

The student receives a score on each part of the test taken (Listening, Speaking, Reading, and Writing) as well as an overall score. Based on the ELPAC (Initial) scores students will be placed at a certain level of English proficiency: Minimally Developed - 1, Somewhat Developed - 2, Moderately Developed - 3, Well Developed - 4.

Student Group	Current Year Students Enrolled During Testing Window	Current Year Students Tested on Summative ELPAC	Current Year Students Tested on Summative Alternate ELPAC	Current Year Total Number of Students Tested	Current Year ELPAC Participation Rate	Current Year Tested Less than 95%	Prior Year Students Enrolled During Testing Window	Prior Year Students Tested on Summative ELPAC	Prior Year Students Tested on Summative Alternate ELPAC	Prior Year Total Number of Students Tested	Prior Year ELPAC Participation Rate	Prior Year Tested Less than 95%
English Learners	**211**	**208**		**208**	98.6		226	224		224	99.1	
Long-Term English Learners	31	30		30	96.8		29	29		29	100.0	

For transfer students, transcripts are reviewed to determine prior program enrollments and academic progress:

A. Transfer from other California schools - The site principal/designee at the receiving school is responsible for reviewing the student's transcripts and records (including information

in the district's database system) and ensuring that the student is properly placed in the appropriate type of program, as specified in the student's current records.

Students transferring into the district from another district within California typically have records of a Home Language Survey and initial language status (English Only, Initially Fluent English Proficient, English Learner), and scores on the ELPAC (Initial). These students do not need to go through the PSD initial identification process. Records are obtained from the previous school/district, and entered into the district's record-keeping system by the school secretary. If these records are not available within ten days, English and primary language assessments proceed and the identification/notification/placement process is implemented per the above description. It is the responsibility of the site principal to notify the Educational Support Services Department of a student's need for assessment.

B. Transfers from out of California, other countries or private schools -Students entering PSD who are new to California or from another country follow the language assessment, classification and placement process described above. The date they enrolled in the district is entered into their records as the date they first enrolled in a California school and the date they first enrolled in a U.S. school. Transcripts are reviewed to determine the student's prior placements and academic history. This same procedure applies to students transferring from private schools.

Immigrant Students
The term "immigrant children and youth" refers to individuals who:

- Are aged 3 through 21.
- Were not born in any state.
  "State" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant.
- Have not been attending one or more schools in any one or more states for more than 3 full academic years. A full academic year is 10 months of school attendance, kindergarten through 12th grade. If a student has been in different schools in different school districts and even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than 3 full academic years.

The collection of immigrant information is prohibited during enrollment or registration; therefore, the district has created an alternative means to establish immigrant identification by utilizing the questions from the home language survey.

Students who meet the definition of "immigrant" will be identified by asking the following questions during enrollment: Birthdate, Date of entry into U.S., State, and the country of origin, and Date of enrollment to U.S. school.

The term "newcomers," sometimes associated with MLL/ELL, yet more parallel to Immigrant students, refers to any foreign-born students and their families who have recently arrived in the United States. Newcomer students come from many different countries and diverse cultural backgrounds, bringing with them their cultural values, their experiences, and their languages.

Immigrant student may benefit from the following when funding is available:

1. Family literacy, parent and family outreach, and training activities for parents and families;
2. Recruitment of and support for personnel, including teachers and paraprofessionals, who have been trained, or are being trained, to provide services to immigrant children and youth;
3. Provision of tutorials, mentoring, and academic or career counseling;
4. Identification, development, and acquisition of curricular materials, educational software, and technologies;
5. Basic instructional services directly attributable to the presence of immigrant children and youth in the LEA, including payment of costs of additional classroom supplies, transportation, or other attributable services;
6. Instructional services designed to assist the achievement of immigrant children and youth in the United States schools, such as programs of introduction to the educational system and civics education; and
7. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children.

Step 3: Language Classification (District Office)
After completion of the assessment, the student's ELPAC (Initial) score is calculated at the District Office for the purposes of placement and program options.

The official scoring of English proficiency testing ELPAC (Initial) is done by the test publisher, Educational Testing Service (ETS), and is usually available by December of the year tested. These official results override the informal district scoring in those cases where the scores differ.

ELPAC (Initial)results and the PSD Initial Designation Letter are stored in the English Learner folder inside the student's cumulative folder, and in the district's database for future use in monitoring student progress and program evaluation.

On the basis of the ELPAC (Initial) assessment, students are classified as either Initially Fluent English Proficient or English Learner. If a student's ELPAC (Initial) score is Early Advanced (L4) or Advanced (L5) and Intermediate (L3) *or higher on all subtests* s/he is classified as MLL/ELL.

Designation of English Fluency
Initial English proficiency and placement in the instructional program is determined from the results of the state-mandated *English Language Proficiency Assessments for California (ELPAC)*. All students who have not been tested previously with the California board-approved assessment for English language proficiency are assessed with the ELPAC Initial Assessment within the first thirty (30) calendar days after enrollment in order to determine limited English

or fluent English proficient status. School sites are responsible for testing students within the first 30 calendar days of initial enrollment.

The Research and Accountability Department coordinates all of the training and materials, in addition to generating the list of students from *Student Information Services (SIS)* who have indicated a home/primary language other than English to be tested. The initial student lists are reviewed and updated by the sites before and during the ELPAC testing window to ensure that all students are tested as well as periodically for any new students who are enrolling at the school sites.

Initial English Proficient (IFEP)

The California Department of Education (CDE) has adopted threshold scores for the ELPAC Initial Assessment and the ELPAC Summative Assessment to determine English Language Proficiency. For the ELPAC Initial Assessment, the cut-scores identify students' initial English proficiency as Fluent English Proficient (IFEP) and not considered an English Learner in need of services or an English Learner. The ELPAC Summative Assessment is used to determine whether the student is making progress in English language proficiency or whether a student is eligible for Reclassification (exit from the EL Program). At PSD these results will also be used for students' program placement.

A student must attain an ELPAC IA Overall Performance Level of 3 to be classified as an Initial Fluent English Proficient. The designation of Initial Fluent English Proficient (IFEP) is as follows:

Initial Fluent English Proficient (IFEP) 450-600 scale score range	Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)*.
Intermediate English Learner 370-449 scale score range	Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower

	range of the "Bridging" proficiency level as described in the 2012 *ELD Standards*.
Novice English Learner 150-369 scale score range	Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This text performance level corresponds to the "Emerging" proficiency level as described in the 2012 *ELD Standards*.

Source: https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp

This score is used to determine appropriate program placement for newly enrolled students identified as English Learners (EL). A Student Score Report is printed from TOMS and is sent to students' families and to the English Learner Program (ELP) Site Coordinators at the school sites and used for educational program placement decisions.

The Initial English Language Proficiency Assessments for California (ELPAC) assess students in four domains: Listening, Speaking, Reading, and Writing.

Students will receive an Overall score that falls into one of three levels, as shown in the table below. The scale score ranges for the Initial ELPAC are the same for all grade levels.

Initial ELPAC Overall Scale Score Ranges

Level 1 Novice English Learner	Level 2 Intermediate English Learner	Level 3 Initial FLuent English Proficient (IFEP)
150-369	370-449	450-600

Source: https://www.cde.ca.gov/ta/tg/ep/documents/initialscalescores.pdf

Special Education English Learners Identification

If the student receives Special Education services and is also an English Learner, the Individual Education Plan (IEP) shall guide the students' placement and instructional placement relative to English Language Development and special needs. All newly-enrolled special education students must take the initial ELPAC.

Assessing students with Disabilities

All newly-enrolled special education students must take the Initial ELPAC. Only when the Annual ELPAC Summative assessment is identified by the IEP team as not appropriate for the

student to take due to the student's disabilities, is the alternative assessment VCCALPS used to determine English Language proficiency for continual identification.

American Sign Language

For purposes of ELPAC testing and Title III services, American Sign Language (ASL), in and of itself, is not considered a "language other than English", according to the U.S. Department of Education. Students who use ASL for communication and have not been exposed to any language other than English should not be considered for ELPAC testing.

Monitoring of Yearly English Language Acquisition Progress Towards Proficiency

Each year the Annual ELPAC test is administered to all EL students in the district during the designated CDE testing window which runs from February 1 through May 30. The annual assessment results are used to evaluate students' progress toward full proficiency in English and inform teachers and principals on the effectiveness of the English Language Development (ELD) instructional program. Annual ELPAC results are to be made available to parents within 30 days of availability.

Student performance on the ELPAC is measured Overall, and according to Oral Language and Writing Composites Scores on the Summative ELPAC General Performance Levels as described:

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. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten through Grade 12 (CA ELD Standards).
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. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.

2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can used 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 supports to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "**Expanding"** proficiency level as described in the CA ELD Standards.
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; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "**Emerging**"**:** proficiency level as described in the CA ELD Standards.

https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp

The Scale Scores ranges which determine the ELPAC Overall Performance Scale Score Ranges, Oral Language (Listening and Speaking) Scale Score Ranges, and Written Language Scale Score Ranges which determine the performance levels are determined by grade.
Source: https://www.cde.ca.gov/ta/tg/ep/documents/initialscalescores.pdf;
https://www.cde.ca.gov/a/tg/ep/cefelpac.asp

For the 2025-2028/2029 school years the district is expected to continue using the iReady ELA and iReady Math assessments (although may change) three times a year to measure English Learners' academic progress. Since the Common Core State Standards were introduced, the Smarter Balanced Assessment Consortium (SBAC), adopted the state standardized test that we still use today. You may hear of the California Assessment of Student Performance and Progress (CAASPP), which is the state's academic testing program that gives our students access to be assessed. The results of the state assessments are considered public data by CDE and are accessible through the CA Dashboard website: https://www.caschooldashboard.org/

Step 4: Parent Notification of Results and Placement
District preliminary ELPAC results are communicated to the school site and the parents via the Pacifica School District Initial Designation Letter in November and Official Scores in January. (These results ensure appropriate educational placement of English Learners (EL) and the delivery of appropriate services.)

Step 5: Program Placement
A child cannot opt out of EL services (i.e., ELD instruction, ELPAC testing, academic and language supports, and acceleration plans, etc.). IFEP students do not require placement in a

Structured English Immersion Program and can appropriately be placed in a Mainstream English Program. Initial placement is made based on the parent's preference, as with English Only students.

Step 6: Annual English Language Proficiency Assessment and Parent/Guardian Notification
Student progress is monitored annually, based on ELPAC results, to determine English language proficiency, and evaluate students' language growth and academic performance. The Annual Parent Notification Letter is mailed to parents/guardians to inform them of their child's preliminary ELPAC results. Later in the year the state provides each district with official student ELPAC scores that are sent to parents.

For EL students at 4th grade and above, each fall, the district office reviews the SBAC test results, the latest official ELPAC scores, and other assessment data. The site principal is provided a list of students to be considered for possible redesignation.

Step 7: The Reclassification Process
The site principal reviews the district list, and then provides teachers with a list of students to be considered for reclassification. The teacher completes the Student Oral Language Observation Matrix (ELPAC) and supplemental information described below. A student who meets the four criteria described below may be reclassified English Fluent Proficient (RFEP):

Criterion 1: Students Oral Language Observation Matrix (ELPAC): Students must score 4 or above in comprehension, fluency, pronunciation, and grammar, and a score of 3 or above in vocabulary on the ELPAC. The ELPAC score sheet is embedded in the PSD EL Language Proficiency Reclassification Form. (See Appendix)
ex: Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery

Criterion 2: English Language Proficiency Assessments for California (ELPAC): Students must score Minimally Developed - 1, Somewhat Developed - 2, Moderately Developed - 3, Well Developed - 4 on the listening, speaking, reading and writing portions of the assessments.
ex. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development

Criterion 3: Reading Assessment: Based on first trimester assessment as specified on the EL Language Proficiency Form.
ex. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

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Criterion 4: Parent/Guardian Opinion and Consultation - Parents/guardians are included in the reclassification process. When possible, this should include a discussion about their child's English language proficiency and how their child has met the guidelines for reclassification. At a minimum, parent/guardian signatures stating that she/he understand the reclassification process, their child's performance as described in the above four criteria and agree with the recommendation that their child is Fluent English Proficient. Parent/guardian signature is required.

Step 8: Ongoing Monitoring of Student Progress
Student's academic achievement and progress is monitored to be certain the student is continuing to make adequate progress for two years.

Parents' Right to Opt their Child Out of EL Program/Services
After reviewing their child's EL Program placement, a parent may choose to have their child opt-out of the EL Program/Services. When a parent makes the request to have their child opt-out, the principal will schedule an English Learner Appraisal Team (ELAT) meeting with the parent. At the meeting, the student's MLL/ELL data will be reviewed, and the parent will be informed that although the student may be removed from the EL Program/or individual EL services, the student retains their status as EL until they meet the reclassification criteria. A *Parent Request to Opt-Out of EL Program/Services form* will be completed at the meeting, if the parent wishes to proceed with opting their child out of the EL services. The original file with signatures is to be filed in the MLL/ELL Folder/Cum and the parent receives a copy. The student will take the ELPAC Summative and their academic progress will continue to be monitored on a quarterly basis. Appropriate in-class support/modifications and/or interventions will be provided should the student need them. The parent may choose to have the student placed back in the EL Programs at any time using the *Opt-In Form/*

INITIAL IDENTIFICATION AND ASSESSMENTS	
Person Responsible	**Duties**
Principal	1. Make sure that newly-enrolled students to the California school system that are identified as possible EL students by HLS are assessed within theory (30) days as they enroll during the school year ● Coordinates initial and annual ELPAC testing at school District assistance, as needed ● Scores and maintains a log of initial test results ● Checks Research and Accountability's lists of students to test periodically-at least monthly 2. Oversees office staff as they input HLS information in Synergy 3. Responsible for the Initial Identification (Assessment and Placement) process at the school 4. Oversees collection of information and placement decisions 5. Monitors ELPAC assessment throughout the school year to ensure that students with a to-be-determined (TBD) language status are assessed within thirty (30) calendar days from enrollment. based on HLS and ELPAC results 6. Ensures proper documentation is received by all stakeholders 7. Participates in ELAT Meetings/ "Opt-Out" Meetings
School Office Staff	1. Requests parent/guardian to complete Enrollment Cards/Home Language Survey (HLS) at the time of enrollment and assists parents

	in completing HLS 2. Collects and inputs HLS information in the district's student information system (Synergy) 3. Assists with the filing of EL documentation in EL Folder/Cums 4. Ensures that Parent Notification letters and ELPAC and Primary language results are filed in students' EL Folder/Cum 5. Collects Opt-out form requests from school sites documentation on Student Information System (Synergy)

Part Three: Funding

District funds provide for the basic educational needs of all students.

Local Control Funding Formula **(LCFF)** funds the basic program and actions and targets for Multi Language Learners/English Learners can be found in the district's Local Control Accountability Plan (LCAP). Expenses include, but are not limited to, bilingual paraprofessionals, staff, and parent professional learning. **Title III** funding funds supplemental programs such as extended day/instructional time (after-school), extended year/summer school and intercession for teachers to work with EL students; and supplemental instructional materials. All supplemental funds are for grades TK-12. Site funds are utilized to support site-based programs, particularly in the areas of literacy. The district coordinated supplemental materials include:

The district's LCAP identifies that attention and funding will be allocated to ensuring: all English learner students will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics, EL students will progress towards English language proficiency within 6 years of entering the EL program. Professional Development for teachers is provided: "Professional Learning of Integrated and Designated ELD Strategies and Coaching" (State Priorities 2 and 4, State Standards and Student Achievement).

Supplemental Programs

In addition to the regular EL Program there are Title III, and LCFF funds, Title I funds are also available to provide supplemental programs (e.g., extended day/after-school, extended year/summer school) to target specific EL populations. The purpose of these supplemental programs is to amplify students' language knowledge, skills, and abilities in order to develop their English proficiency.

Part Four: Instruction, Standards, Assessment, and Accountability

Key Principles for EL Instruction

The Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and Mathematics, as well as the Next Generation Science Standards (NGSS) require that all students including ELs meet rigorous grade-level standards. The following principles were articulated by Lily Wong-Fillmore, Kenji Hakuta and others are intended to serve as a guide for teachers, curriculum leaders (coaches), principals, and district administrators in making necessary changes and building our capacity to support ELs meet these new Standards. Teachers of MLL/ELs encompass a range of content area teachers. What is consistent in all subject areas is that MLL/EL students engage in more linguistically complex and content-rich tasks, including negotiating meaning in disciplinary discourse.

The principles are based on research, professional knowledge, and theory, related to the education of ELs and explicitly reference the CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, the CCSS for Mathematics, Next Generation NGSS: practices, cross-cutting concepts, and core ideas.

The PSDt Master Plan for Multi Language Learners/English Learners, like the District's Strategic Plan and curricular plans, promotes strengths-based teaching and learning that is rigorous, differentiated, and holistic. The plan affirms the relationship between literacy and ELD across the curriculum. Districtwide balanced literacy implementation provides research-validated best first teaching (RTI^2 Tier I). Embedded EL instruction supports a gradual release of responsibility, consistent with the workshop model, initially with support and then with increasing independence, within the level of content students are ready to learn (zone of proximal development).

For example: Specific ELD instruction is embedded within Science of Reading and makes explicit the structures, conventions, and forms of English language by teachers using conversations about the language students encounter in complex texts as a way to assist English learners to gain access to meaning and language. This approach acknowledges the pervasiveness and variability of academic language as well as the need for academic language to be learned through literacy, and through discussions focused on the relationships between forms, structures, and meaning. Through reading and writing workshop teachers draw students' attention to such relationships because students may not notice them on their own. PSD applies Designated ELD instruction during conferring and small group time during reading and writing workshop. The goal is for the English learner's attention to language to become a habit.

Supporting English Language Development through Science of Reading and subject area studies enables students to learn the register used to carry out academic language. Through interacting with complex texts, with teachers explicitly supporting students unpack the information from these texts, the student acquires higher levels of English proficiency. As Lilly Wong-Fillmore asserts, the most meaningful support is provided by teachers engaging students in instructional conversations in which they draw the students' attention to the ways in which meaning relates to

words, phrases, and clauses in texts they are working on. In balanced literacy this is referred to as (conferring, interactive read aloud, guided reading, interactive writing…).

To achieve this outcome, staff is provided with *ongoing, high quality, long-term, and in-depth professional development* in best practices that support literacy learning embedded in English Language Arts/Literacy and subject area professional development

The *Common Core for English Learners: Challenges and Opportunities* The adopted State standards served as a catalyst for discussions among practitioners on how to best support ELs. We are grateful for the cutting edge work and contributions of Stanford University's Kenji Hakuta. What immediately follows are descriptions of some of the implications for teachers in the classroom.

Principle 1: Instruction develops discipline-specific language along with discipline-specific knowledge.

Classroom practice facilitates the development of discipline-specific language competencies to help students integrate their language development with the conceptual understandings they are acquiring within different disciplines.

1. Teachers develop a deep knowledge of the disciplinary vocabulary, language functions, and discourse that ELs need and structure multiple opportunities in the classroom for students to use language. For example, teachers will use explicit instruction to introduce academic vocabulary including frontloading strategies and activities such as picture cards, physical movement.
2. Teachers design instruction across the curriculum to meet the needs of each student based on the learner's language proficiency, explicitly discussing the characteristics of texts, language functions, and discourse in the discipline with students during the various processes of the workshop model.
3. Teachers provide opportunities for EL students to engage in linguistically complex and content-rich tasks, including negotiating meaning in disciplinary discourse.
4. Instruction is designed with attention to language functions and progressions, and grows ELs' competencies with discipline-specific language functions such as obtaining information, demonstrating understanding, constructing explanations, engaging in arguments, etc.

Principle 2: Instruction is standards-aligned and grade level appropriate.

Instruction guided by the CCSS and NGSS *includes opportunities for students to engage in oral and written discourse in which they present explanations, make conjectures, justify conclusions, and argue from evidence across all disciplines. The new Standards provide greater opportunities for students to engage in more linguistically complex and content-rich tasks, including negotiating meaning in disciplinary discourse.*

1. Classroom practice is cognitively challenging and aligned to grade-level Common Core State Standards for mathematics and English language arts as well as Next Generation Science Standards.
2. Instruction is designed to engage students in productive struggles as students build content knowledge and develop rich discipline-specific language and discourse. An

essential way language is developed is through instructional conversations among students and between teacher and students that are anchored in units of study across the curriculum. These conversations are specially designed discussions focused on language and meaning: teachers engage students in talking and thinking about the language used in texts the students are working on.

3. Students engage in oral and written discourse in which they argue from evidence, present explanations, make conjectures, justify conclusions and validate findings.
4. The design of instructional tasks includes scaffolds for ELs that do not diminish their engagement with complex concepts and text.

Principle 3: Instruction addresses the needs of students with various levels of English proficiency with a variety of prior school experiences.

Instruction moves students forward by meeting them where they are and facilitating access to rigorous disciplinary language and content standards.

1. Teachers review and use data (origin, prior schooling, native language and English proficiency, etc.) when planning instruction for individual student needs.
2. Teachers are highly skilled and intentional about the use of scaffolds so that students experience rigor and struggle productively.
3. Teachers employ flexible and fluid grouping structures, both homogeneous and heterogeneous, to work with ELs based on English language proficiency, literacies and level of background knowledge.
4. Teachers choose materials based on native language and English proficiency levels that are appropriate for the grade span when planning individual and group learning experiences that accelerate their development.
5. Teachers communicate with families to gather a social history in order to gain a better understanding of student needs (academic and socio-emotional).
6. Teachers meet regularly with colleagues to reflect and co-plan instruction that accelerate competencies, content and English language proficiency.
7. Teachers use interventions and instructional routines to hone in on specific precursor competencies and knowledge that a subset of students might be lacking.
8. All classroom libraries contain age, grade, and content-appropriate books and materials in English and the students' native languages.

Principle 4: Instruction provides the necessary support to ensure that ELs comprehend disciplinary texts and tasks. This will enable students to acquire the language and knowledge they need to become more independent learners.

ELs engage with authentic complex texts and tasks across the disciplines aligned to the new Standards. Supports help ELs negotiate meaning and build their capacity to acquire and apply complex disciplinary language structures with confidence.

1. Students learn content through various activities, including reading informational texts and writing that draws student attention to the way in which meaning relates to words, phrases, clauses in texts they are working on.
2. Teachers are masterful and intentional about the use of scaffolds enabling students to work beyond their current ability with appropriate support, for instance: use of anchor models techniques, graphic organizers, visual representations, and structured peer interactions.
3. Teachers understand that scaffolds are temporary supports that must be used with students only when needed as they move towards independent levels of performance.

4. Teachers carefully choose a variety of materials for individual, small group and whole class learning experiences so that students are often working at their current reading levels and beyond with appropriate supports from teachers and peers.
5. Teachers provide a variety of complex texts that challenge students to build and expand their current literacy, language and content knowledge. For example: Teachers draw a sentence or two from the texts students are reading to feature in an instructional conversation they carry out with the students. The sentences selected are complex and important enough to deserve attention and discussion. The teacher guides students in talking about the sentences including structure, meaning, and word choice.
6. Teachers collect evidence of students' progression towards independence, adjusting instruction when necessary.
7. Teachers provide students with frequent exposure to the variety of writing genres with appropriate supports when needed.
8. Teachers communicate clearly to students the academic expectations of the classroom (i.e., goals, objectives, rationale), ultimately strengthening students' metacognitive abilities.
9. Teachers design and use scaffolds that afford ELs an entry point leading to a productive struggle with content and language development.

Principle 5: Diagnostic and formative assessments are used to identify students' knowledge and academic language competencies to guide instructional practice. (continued)

1. Teachers provide students with timely and useful feedback; and encourage students to reflect on their own learning and thinking.
2. Teachers design assessments with discipline-specific language competencies in mind.
3. Teachers adapt assessments linguistically so that ELs show their conceptual understanding.
4. Teachers help students learn the specific linguistic features of formative and summative assessments.
5. Teachers analyze texts and tasks for discipline-specific language and content demands.

Principle 6: Instruction leverages ELs' native language(s) and culture.

ELs' native language(s) and culture are assets and used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.

1. Teachers value students' native language(s) and use it as an entry point when and where needed, regardless of whether or not the teacher speaks students' native language.
2. Instruction draws on students' native language(s) to help make content delivered in a second language comprehensible.
3. Instructional materials in ELs' native languages are available for students to access grade level content.
4. Teachers employ flexible and fluid grouping structures, both homogeneous and heterogeneous, to work with ELs based on English Language proficiency, native language, and level of background knowledge. For example, students are grouped by native language to advantage their prior knowledge for comprehension and to access prior understandings and skills.

5. Teachers encourage explicit instruction of the characteristics of disciplinary discourse in their native language and English to accelerate language transfer.[1]

1 Hakuta, Kenji, *The Common Core for English Language Learners: Challenges and Opportunities*, Understanding Language - Language, Literacy, and Learning in the Content Areas (Stanford) with modifications.

Monitoring Student Progress

Student progress is monitored annually, based on a set of district-adopted assessments. The assessments are used to determine English language proficiency, and evaluate students' language growth and academic performance. To monitor ELD progress, PSD assesses MLL/EL students with iReady, DIBELS, and/or Benchmarks.

Assessments Given to English Learners

Assessments given to English Learners are equivalent to those used with EO and IFEP students in the mainstream program. These include the state-mandated California Assessment of Student Performance and Progress (CAASPP), which includes the Smarter-Balanced Assessment Consortium (SBAC) for ELA and Mathematics, taken by all students regardless of their language classification. Curriculum embedded assessments in language arts are taken in English, for example, by ELs. Other assessments, including the ELPAC are also taken each year by Multi Language Learners/English Learners.

Use of Assessment Data for Instructional Planning

Teachers use the language arts and mathematics curriculum-embedded assessments to review student progress on an ongoing basis, planning in instruction and classroom support as appropriate. ELPAC data are used for informing the teacher of EL language needs. . ADEPT and other formative assessments are used by all teachers to identify areas of progress and of continuing need for all groups of students. Instruction is designed to meet the needs that are revealed by the examination of this data (Designated ELD). SBAC test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of tiered support.

Annual Review of Student Progress

Each fall, teachers and principal at each school site collect and review the SBAC test results, the latest official ELPAC scores, other assessment and teachers' recommendations, for all EL students at 4th grade and above. On the basis of this review, a list is generated for the teachers and Principal of those students who are eligible for reclassification. The district's criteria are shown in the table on the next page. These criteria include multiple measures:

- English language proficiency, including listening, speaking, reading and writing ELPAC
- Academic achievement in reading and writing measured in English (SBAC)
- Teacher's evaluation
- Parent's opinion and consultation

The teachers and Principal notify parents and guardians of their rights and encourage them to participate in the reclassification process, providing an opportunity for the parent or guardian to attend the meeting. If the parent/guardian wishes to attend, the meeting is scheduled at a time convenient for the parent/guardian. If not, the parent should provide his/her opinion in

[1]

writing. The school site must make every attempt to involve the parent/guardian in the Language Review Team through the avenues of letters, phone calls, and if possible, home visits.

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

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

- If all attempts listed above have been exhausted, the sites will hold the meeting, the teacher and the Principal will sign the reclassification form and the copy is sent home for the parent signature.

The Reclassification Process

The reclassification decision is made by a Site Language Review Team (SLRT) after considering the evidence regarding the student's performance and consulting with the parent. The membership of the Site Language Review Team includes: EL Lead Teacher, Principal, classroom teacher, parent, counselors, and any other relevant specialists. If the team has made a determination to RFEP the following completed materials are placed in the students EL folder in the cum folder with notification made to ESS: 1) Reclassification Form, and 2) Reclassification Parent letter. The child is then coded as reclassified in the district database. This enables district personnel and the district to monitor all reclassified students as a group for ongoing success in all district programs.

English Learners with Individualized Educational Plan (IEP)

Should a student who is identified as an English Learner (EL) and has an IEP and does not meet standard for the district reclassification criteria, the Individualized Reclassification for ELs with an IEP Form may be used by the IEP team to determine reclassification.

Initial Fluent English Proficient Students

According to the CDE definition, students who score at least at the early advanced proficiency level overall without any skill area below the intermediate proficiency level should be identified as initial fluent English proficient (IFEP). IFEPS who incur any academic deficits may be monitored through the Student Success Team model to plan intervention and oversee academic progress.

Monitoring and Follow-Up on Reclassified Students

The school principal/designee monitors the progress of reclassified ELs at the end of each grading period for two calendar years following a student's reclassification.
Dependent on the student's progress, services that may include:

- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Re-entry into a Sheltered English Immersion or Alternative Bilingual Alternative program

- Primary language support
- Participation in benchmark, strategic or intensive interventions provided by the school.

Retention and Promotion of English Learners

The Governing Board of the Pacifica School District expects students to progress through each grade within one school year. Students shall progress through the grade levels by demonstrating growth in the learning and meeting grade-level standards of expected student performance. To accomplish this goal, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

ELs with less than three years of English instruction will not be retained unless it is determined that the student is not making adequate progress due to factors other than language acquisition. The recorded decision must follow the procedures outlined in Board Policy 5123 (b). The recorded decision of the Student Success Team, including the classroom teacher, will provide documentation as to why the determination was made. All documentation will be placed in the student's cumulative record. Please refer to the complete Board Policy 5123 (a), (b), (c), (d) for more information about the process and parent's rights for appeal.

Part Five: Staffing and Professional Growth

Staffing Configuration

The district ensures that all teaching personnel whose assignment includes English Learner students hold appropriate certification to provide necessary instructional services to English Learners. Teachers assigned provide ELD and content embedded language development and support.

Teacher Vacancies and Plan to Remedy: New Hires and Veteran Teachers

Every effort is made to hire a teacher with a BCLAD or CLAD certification for all open certificated positions (new hires). The Human Resources (HR) Department posts the requirement and actively recruits and hires teachers who are fully certified. Each spring, during the annual Language Census (R-30) Report, the Network Specialist provides the Associate Superintendent and the Certificated Personnel Specialist HR Department to complete the Assignment Monitoring Report submitted to the San Mateo County Office of Education each spring. The intent of the report is to monitor and ensure we PSD teachers are appropriately credentialed for the student populations and content they teach.

Recruitment Procedures: Certificated (Teachers and Administrators)

The Superintendent, Executive Director of Educational Support and the Administrative Assistants, Human Resources work closely with each site during the staffing process to ensure every site and grade-level has BCLAD/CLAD Credentialed teachers.
In order to support the implementation of the EL program and services at each school site, it is a hiring priority to staff teachers and support staff with personnel who possess the BCLAD or CLAD credential.

District and Site Professional Development

The district's professional development plan includes training for all staff with ELs, including administrators, counselors, paraprofessionals, district office personnel. Professional development addresses:

- Master Plan policies
- EL program design and options
- ELD and embedded language development and content support
- Parent engagement and outreach to ensure their informed consent and understanding of the program and their child's progress

Part Six: Opportunity & Equal Educational Access

Proposition 58 and Parent Request to Establish a Language Acquisition Program

Proposition 58, the California Multilingual Education Act of 2016, effectively repealed the English-only requirement of Proposition 227 and allows students to acquire English through multiple programs outside of English immersion classes. The new law eliminates the need for parents to be required to sign waivers to enroll their children in dual immersion or bilingual programs. This act also requires school districts to solicit parent/community input in developing language acquisition programs, requires instruction to ensure English acquisition as rapidly and effectively as possible, and authorizes school districts to establish dual-language immersion programs for both native and non-native English speakers. Moreover, if more than 20 parents or guardians from any one grade level or 30 parents or guardians from an entire school make a collective request for a dual language or bilingual program, the school site is required to, at minimum, explore the possibility of creating said programs and, to the extent possible, are required to offer said programs.

Sect. 310. Parents or guardians; choice of language acquisition program; implementation requirements

1. Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Section 305.
2. If a school district implements a language acquisition program pursuant to this section, it shall do both of the following:
    a. Comply with the kindergarten and grades 1 to 3, inclusive, class size requirements specified in Section 42238.02.
    b. Provide, as part of the annual parent notice required pursuant to Section 48980 or upon enrollment, the parent of legal guardian of a minor pupil with information on the types of language programs available to pupils enrolled in the school district, including, but not limited to, a description of each program.

If parents are interested in a different program from those listed below, school site front office staff will be contacted by parents/guardians for the request form and will collect. Each school is required to maintain written records of parent requests (including verbal requests) which include:

1. Date of request
2. Parent and child names
3. Description of request
4. Grade level

5 CCR section 11311 requires that schools

- Assist parents in clarifying their request
- Maintain records of each request for three years
- Accept requests from students enrolled for the current year as well as the following school year
- Monitor the number of parent requests for language acquisition or language programs on a regular basis throughout the year
- Consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether a threshold is reached

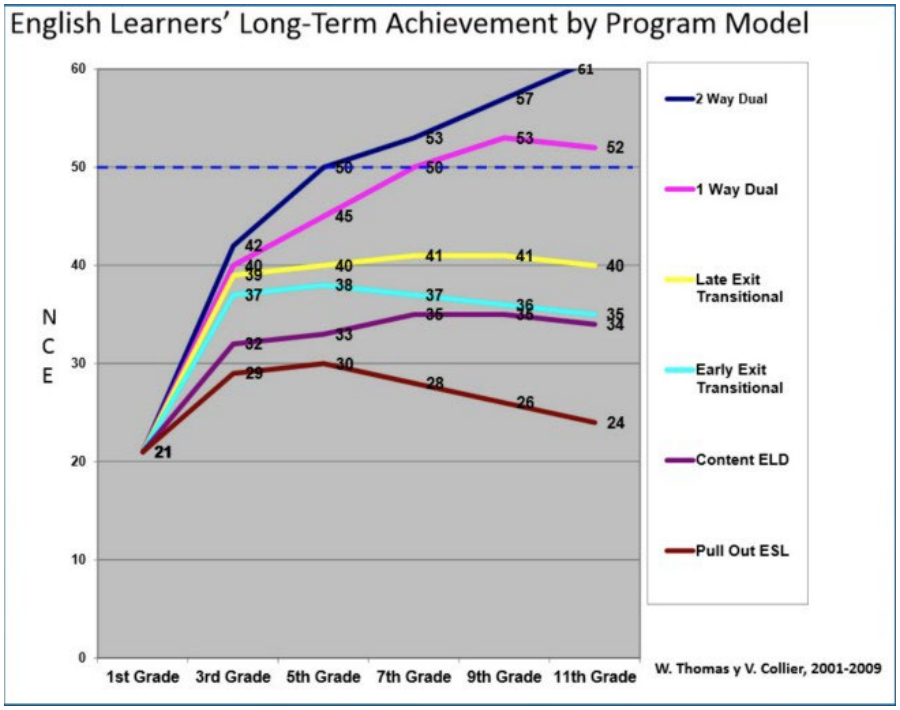
Reaching a Threshold

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of language acquisition or language program, the school responds by notifying the LEA immediately and taking the following three actions:

1. **Communication -** Within 10 school days of reaching a threshold described above, the LEA notifies the parents of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program.
2. **Cost and Resource Analysis -** The LEA then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to:
    - Certificated teachers with the appropriate authorizations
    - Necessary instructional materials
    - Pertinent professional development for the proposed program
    - Opportunities for parent and community engagement to support the proposed program goals
3. **Determination -** Having completed the costs and resource analysis, the LEA determines, within 60 calendar days of reaching a threshold described above, whether it is possible to implement the requested language acquisition or language program. At that time, the LEA provides notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators of its determination.
    - Determination to implement a program at the school: In the case that the LEA determines it can implement the requested program, the LEA creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, the LEA confers with school personnel, including administrators, and teachers with authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs.
    - Determination not to implement a program at the school: In the case that the LEA determines it is not possible to implement the program requested by parents, the LEA provides a written explanation of the reason(s) why the program cannot be provided. Further, the LEA may offer an alternate option that can be implemented at the school. Each school follows the process described above, even if the LEA, at the time the threshold is met, provides the requested language acquisition or language program at another school. Citations: EC sections 305 and 310; 5 CCR section 11311 and 11312.

Language Acquisition Programs

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. Based on the Thomas & Collier graph below, not all programs have the same outcomes.



The Thomas and Collier graph above indicate that students enrolled in a two-way dual language model tend to do better than most other programs and have a higher proficiency average once they reach the middle school years and beyond. The cognitive exercise of learning two languages that these students experience at an early age could be one of the main reasons they have success in the upper grades. A description of the language acquisition programs provided at Pacifica School District is listed below.

Instructional Placement for English Learners

All EL students receive daily Designated ELD instruction and Integrated ELD instruction through all content areas.

All EL students are placed in academic settings designed to meet their linguistic and instructional needs based on their degree of fluency in English. Services are provided in one of the following settings:

1. Structured English Immersion (SEI); or
2. Alternative Programs: Spanish Development (Late-Exit) or Dual Immersion/Spanish.

Structured English Immersion (SEI)
The Structured English Immersion (SEI) program incorporates English Language Development instruction and simultaneous access to the core curriculum with Integrated ELD strategies and primary language support for students in grades K through 12. It is recommended that primary language support be provided for English Learners who score at the Emerging (1) and Early Expanding (2) on the ELPAC.

The goals of a SEI program are the acquisition of English language skills and access to core content so that ELs can succeed in a mainstream English classroom. This program option is designed to ensure that the ELs meet ELD and grade-level standards through well-articulated, standards-based, differentiated ELD instruction. In addition to Designated ELD, students are provided Integrated ELD grade-level core instruction in English using Integrated ELD strategies and instructional approaches to ensure full student participation and full access to the core curriculum, with primary language support.

The focus of a SEI program is to accelerate English language development in order to minimize academic challenges that may occur, as students are not yet proficient in the language of instruction. EL students at Emerging (1) or Early Expanding (2) proficiency levels are considered “less than reasonably fluent” and Bilingual Paraprofessionals provide primary language support to the students in the classroom. Bilingual Paraprofessionals do not provide ELD instruction.

APPENDIX

PACIFICA
SCHOOL DISTRICT

Reclassification of Multi-Language Learners

First Name	Last Name	SSID	DOB
School	**School Year**	**Home Language**	**Grade Level**

Criterion 1: Assessment of English Language Proficiency (ELP)

☐ **Summative English Language Proficiency Assessments for California (ELPAC)**

☐ **Summative Alternate ELPAC**

Summative ELPAC Overall Performance (PL) 4 . An additional check point is a 3 or 4 on the Oral and Written Language Subtest scores is reviewed.

ELPAC Date: _____

Overall Score	Oral Language	Written Language	Listening Score	Speaking Score

Criterion 2: Basic Skills on SBAC, DIBELS, IReady

Assessments	Standard	Actual Results
IReady	Scale/ Pass	
SBAC ELA	Scale/ Pass	
Other	Scale/ Pass	

Criterion 3: Teacher Participation

Can this student complete grade level work without the need for additional English Language Development and/or sheltered content instruction.	☐ Yes ☐ No
Teacher Signature	**Date:**

Criterion 4: Parent Input and Collaboration

Does the parent agree with the student's English Language Development instruction?	☐ Yes ☐ No
Type of Communication: In person Phone Video Conference Email (attach email)	

Reclassification Team Decision

☐ Yes, Reclassified to English Proficient _____ No, Continue in Program for English Learners. Reason:

Carisa J. Bowman, ESS Executive Director **Date**

PACIFICA
SCHOOL DISTRICT

Special Education Department
375 Reina Del Mar, Pacifica, CA 94066
Phone: 650-738-7600 Fax: 650-738-6690

ALTERNATE RECLASSIFICATION OF SPECIAL EDUCATION ENGLISH LEARNERS

This form is for use with English Learners with IEPs who do not meet standard district reclassification criteria. If the team agrees the student should be reclassified as RFEP, please submit to the Special Education Department after completing both sides of this form for final approval and to meet state reporting requirements.

A. STUDENT INFORMATION

Name: _____ DOB: _____ Student#: _____ Initial EL Identification: _____ Grade: _____

Primary Language: _____ School: _____ Special Education Program/Services: Inclusion __ SDC__ RSP__ DIS__

B. THE IEP TEAM CONSIDERS THE FOLLOWING FACTORS:

CELDT (California English Language Development Test) or ELPAC assessment for the past three years if available:

	Current			One year prior			Two years prior		
	Raw Score	Test Date	Level	Raw Score	Test Date	Level	Raw Score	Test Date	Level
Overall									
Listening									
Speaking									
Reading									
Writing									

__ SBAC Math_____ English/Language Arts_____

__ ADEPT Receptive_____Expressive_____

__ CAPA/CAA Math_____ English/Language Arts_____

- Student's English Language Development assessment scores in listening and speaking are proficient, but s/he has not met all criteria in reading and writing due to a diagnosed disability such as a specific learning disability in the areas of basic reading skills and/or reading comprehension and/or written expression, etc. __Yes __No Speech-Language Pathologist/School Psychologist Signature: _____ Date: _____
- The student's skills in Oral Language and Language Arts appear to be commensurate with his/her cognitive ability due to a diagnosed disability such as intellectual disability, traumatic brain injury, autism, etc. __Yes __No School Psychologist Signature: _____Date: _____
- Other comment:

If 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 team can recommend that the student be reclassified as Reclassified Fluent English Proficient (RFEP).

Mark one:

___The team agrees the student should be reclassified as RFEP.

___The team agrees the student should not be reclassified at this time. Review again *next year*.

Additional data to be collected: _____ By(title):_____

PSD Alternate Reclassification Form - 1/2016

C. REQUIRED ATTACHMENTS (PLEASE SEND COPIES ONLY – NO ORIGINALS):

___ Most recent report card
___ Most recent academic benchmark assessment results for reading and writing (i.e. DRA2, TCWRP, Reading Assesment, etc.) if available
___ Most recent IEP
___ Data from standardized tests (i.e. Woodcock Johnson, TOWL, etc.) if available ___ Most recent ADEPT score

D. PARENT INPUT:

My signature indicates that I have been given an opportunity to express my opinion and to consult with school staff during the reclassification process.

_____	_____	_____
Signature of Parent/Guardian	Print Name of Parent/Guardian	Date

E. SCHOOL SITE IEP TEAM:

_____	_____	_____
Signature of Case Manager	Print Name of Case Manager	Date
_____	_____	_____
Signature of General Ed Teacher	Print Name of General EdTeacher	Date
_____	_____	_____
Signature of Administrator	Print Name of Administrator	Date
_____	_____	_____
Signature of Other (title):	Print Name of Other	Date
_____	_____	_____
Signature of Other (title):	Print Name of Other	Date
_____	_____	_____
Signature of Other (title):	Print Name of Other	Date

Official Use Only

Special Education Department: ____ Approved ____Not approved based on _____	Signature: _____ Title: _____ Print Name: _____ Date: _____	
Educationl Support Services Department: ____ Approved ____Not approved based on _____	Signature: _____ Title: _____ Print Name: _____ Date: _____	

PSD Alternate Reclassification Form - 1/2016

PACIFICA
SCHOOL DISTRICT

HOME LANGUAGE SURVEY INFORMATION

FOR PARENTS

What is a Home Language Survey (HLS) Form?

By law, districts are required to ask parents about languages spoken to determine if a student may need additional assistance with English acquisition. This means a student who is not fluent in English may need additional services. This information is NOT used for immigration status.

What if I indicate that a child or myself speaks another language at home on the Home Language Survey?

If any parts of the form indicate another language on the survey, the district is required to test your child on the California English Learners Designation Test (CELDT). They will be automatically designated as an English Language Learner (ELL) student until they are able to be reclassified as a Fluent English Proficient student.

What does it mean to be a designated English Language Learner (ELL)?

This means that English is considered a second language for your child in our district. Teachers will be aware that your child may need additional support in English language development and will develop lessons to support English language development skills within the classroom environment.

What if my child is fluent in English and does not need such assistance?

By law, we are required to test anyone who indicates a second language is spoken in the home by a parent or child on the **Home Language Survey form.** If a language other than English is written on the HLS form, a child will be required to take the CELDT test. A child may test out right away on the initial CELDT test. If they do not, they will be required to take the test every year until they reach English language proficiency.

Pacifica School District

PLEASE USE PEN AND PRINT CLEARLY School: _____

Name of Student: _____ ____M ____F ____NB _____ _____ _____
LAST FIRST MIDDLE GENDER GRADE BIRTH DATE AGE

Address: _____ City: _____ Phone: _____

HOME LANGUAGE SURVEY

The *California Education Code* contains legal requirements which 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.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

Note: If a language other than English is indicated in questions 1, 2, or 3, your child must be tested for English proficiency.

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. What 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) _____

5. **IF A LANGUAGE OTHER THAN ENGLISH IS INDICATED ON LINES 1-3 ABOVE**, PLEASE CHECK THE FOLLOWING:

		Yes	No		Yes	No
In this language, does your child:	Understand?	☐	☐	Read?	☐	☐
	Speak?	☐	☐	Write?	☐	☐

ETHNICITY SURVEY

Ethnic Heritage statistics are required for State of California and Federal Government Reports

Is the student Hispanic or Latino? Please circle either ***YES or NO***

RACIAL SURVEY

PLEASE CHECK ANY AND ALL RACES WHICH APPLY TO YOUR CHILD – AT LEAST ONE MUST BE CHECKED

☐ American Indian/Alaskan Native - *A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.*

☐ Black or African American
☐ White Caucasian
☐ Samoan
☐ Hawaiian
☐ Guamanian
☐ Other Pacific Islander
☐ Chinese
☐ Japanese
☐ Filipino
☐ Korean
☐ Vietnamese
☐ Asian Indian
☐ Laotian
☐ Cambodian
☐ Other Asian
☐ Hmong

Parent/Guardian Signature _____ Date: _____