

BEAR MOUNTAIN ELEMENTARY  
English Learner Advisory Committee  
Agenda: August 25, 2026  
Parent Center (E-5) 8:00 am

| ITEMS |                                                    | ACTIONS                                                                                                                                                                                                                                        | NOTES                                                                                            |
|-------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1.    | Welcome and Introductions                          | Introductions of current and newly elected representatives<br>Review of sign-in/attendance                                                                                                                                                     | Call to order by:<br>At:                                                                         |
| 2.    | Quorum                                             | Quorum Present                                                                                                                                                                                                                                 | Yes or No                                                                                        |
| 3.    | Review of Agenda                                   | Explanation of items<br>Requests for additional items                                                                                                                                                                                          |                                                                                                  |
| 4.    | Read Minutes                                       | Motion to approve<br>May 19, 2026, ELAC Meeting @ 8:00 am                                                                                                                                                                                      | M: 2nd:<br>In favor:____ Opposed:____                                                            |
| 5.    | Public Comment                                     | Under the open meeting law, no action related to public comment may be acted upon at this meeting. Issues raised at this meeting may be scheduled for another ELAC meeting.                                                                    |                                                                                                  |
| 6.    | The Greene Act<br>Education Code 35147             | The Greene Act<br>Education Code 35147<br>Review                                                                                                                                                                                               |                                                                                                  |
| 7.    | ELAC Verification                                  | Yearly summary review                                                                                                                                                                                                                          |                                                                                                  |
| 8.    | Presentation of the purposes of ELAC               | Review purposes                                                                                                                                                                                                                                |                                                                                                  |
| 9.    | Roles and Responsibilities                         | Training on Roles and Responsibilities- PPT                                                                                                                                                                                                    |                                                                                                  |
| 10.   | Review of the roles of the ELAC officers           | Present the roles of officers – Folder                                                                                                                                                                                                         |                                                                                                  |
| 11.   | Review of Bylaws                                   | Folder- Review & Provide Input                                                                                                                                                                                                                 | Review and Comments:                                                                             |
| 12.   | Review and Advise Master Plan Part I               | <ul style="list-style-type: none"> <li>Review Master Plan Part 1</li> </ul>                                                                                                                                                                    | Review and Comments:                                                                             |
| 13.   | Hold election of DELAC representative and officers | Seek nominations<br>Conduct election<br>Chairperson, Vice Chairperson, DELAC rep                                                                                                                                                               | Chairperson:<br>Vice Chair:<br>DELAC Rep:<br>DELAC ALT:<br>M: 2nd:<br>In favor:____ Opposed:____ |
| 14.   | DELAC Report                                       | Report from DELAC Rep<br>Distribute Calendar dates                                                                                                                                                                                             | DELAC Rep-<br>Meeting 1- Sept 23, 2026                                                           |
| 15.   | ELAC Needs Assessment Survey                       | ELAC Needs Assessment- Review and provide Input                                                                                                                                                                                                | Update if needed to send home to English Learner Parents                                         |
| 16.   | Single Plan For Student Achievement                | Review of goals/action steps, budget priorities as related to the SPSA <ul style="list-style-type: none"> <li>Request for input</li> </ul>                                                                                                     |                                                                                                  |
| 17.   | LCAP Input Opportunities                           | <ul style="list-style-type: none"> <li>Professional Development/Basic Services</li> <li>Environment/Engagement</li> <li>Attendance</li> <li>Parent Involvement</li> <li>Academics</li> <li>English Learners</li> </ul>                         | Review and Comments:                                                                             |
| 18.   | Uniform Complaint Proc.                            | <ul style="list-style-type: none"> <li>Uniform Complaint Procedures 2026-2027</li> </ul>                                                                                                                                                       |                                                                                                  |
| 19.   | Announce future meeting date                       | Tuesday, September 15, 2026 8am                                                                                                                                                                                                                |                                                                                                  |
| 20.   | Upcoming Dates                                     | Labor Day- No School 9/7/26, Attendance Awareness Month (9/1/2026-9/30/2026), You Matter Week (9/8/26-9/11/26), AUSD Board Meeting 9/8/26, CWTP 9/18/26, Parent Teacher Conference Night (9/29/2026-10/1/2026), DAC 9/23/2026, DELAC 9/23/2026 |                                                                                                  |
| 21.   | Adjournment                                        |                                                                                                                                                                                                                                                | M: 2nd:<br>In favor:____Opposed:____<br>Meeting adjourned at ____.                               |

**BEAR MOUNTAIN ELEMENTARY**  
**Comité Consultivo de (ELAC)**  
**Agenda: 25 de agosto de 2026**  
**Centro de Padres (E-5) 8:00 a.m.**

| ARTÍCULOS |                                                     | ACCIONES                                                                                                                                                                                                                                                                                                                    | NOTAS                                                                                     |
|-----------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 1)        | Bienvenida e Introducción                           | Introducciones anterior representantes y recién electos<br>Repaso de asistencia                                                                                                                                                                                                                                             | llama al orden<br>por: _____ a las: _____                                                 |
| 2)        | Quorum                                              | Quorum presente                                                                                                                                                                                                                                                                                                             | Si o no                                                                                   |
| 3)        | Revisión de la Agenda                               | Explicación de artículos<br>Petición de artículos adicionales                                                                                                                                                                                                                                                               |                                                                                           |
| 4)        | Leer Minutos                                        | Moción para aprobar<br>19 de mayo de 2026 Reunión de ELAC                                                                                                                                                                                                                                                                   | M: 2 <sup>da</sup> :<br>En favor: _____ Opuesto: _____                                    |
| 5)        | Comentarios del Público                             | Bajo la ley de junta abierta, ninguna acción relacionada al comentario público podrá tomar acción. Puntos en cuestión durante esta junta podrán planearse para otra junta de ELAC                                                                                                                                           |                                                                                           |
| 6)        | El Acto Greene<br>Código de educación 35147         | La Ley Greene<br>Código de Educación 35147<br>Revisar                                                                                                                                                                                                                                                                       |                                                                                           |
| 7)        | ELAC Verificación                                   | Repasar Resumen Anual - Aprobada                                                                                                                                                                                                                                                                                            |                                                                                           |
| 8)        | Presentación de los deberes de ELAC                 | Repasar los deberes                                                                                                                                                                                                                                                                                                         |                                                                                           |
| 9)        | Funciones y Responsabilidades                       | Presentación/entrenamiento de las responsabilidades y funciones-PPT                                                                                                                                                                                                                                                         |                                                                                           |
| 10)       | Repasar las funciones de los oficiales de ELAC      | Presentar las funciones de los oficiales -Cuaderno                                                                                                                                                                                                                                                                          |                                                                                           |
| 11)       | Repasar Leyes                                       | Cuaderno- Revisar y dar sugerencias                                                                                                                                                                                                                                                                                         |                                                                                           |
| 12)       | Repasar y avisar el plan maestro- parte I           | • Revisar plan maestro- Parte 1                                                                                                                                                                                                                                                                                             |                                                                                           |
| 13)       | Elecciones de funcionarios y representante de DELAC | Solicitar nominación<br>Conducir elección<br>Presidente, Vice Presidente, Representante de DELAC                                                                                                                                                                                                                            | Presidente:<br>Vicepresidente:<br>Representante de DELAC:<br>Alternativo Rep. de DELAC:   |
| 14)       | Reporte de DELAC                                    | Reporte por el representante de DELAC<br>Distribuir calendario de DELAC                                                                                                                                                                                                                                                     | DELAC Rep-<br>Reunión 1- 23 de septiembre de 2026                                         |
| 15)       | ELAC Encuesta de Evaluación                         | ELAC- Encuesta de Evaluación-Revisar y dar sugerencias                                                                                                                                                                                                                                                                      | Actualización si es necesario para enviar a casa a padres de estudiantes de inglés        |
| 16)       | Plan Escolar de Logros Estudiantiles                | Repaso de las metas, las acciones y las prioridades del presupuesto relacionadas con el Plan Escolar <ul style="list-style-type: none"> <li>• Solicitud de Sugerencias</li> </ul>                                                                                                                                           |                                                                                           |
| 17)       | LCAP Oportunidades para dar Sugerencias             | <ul style="list-style-type: none"> <li>• Desarrollo Profesional/Servicios Básico</li> <li>• Ambiente/Compromiso</li> <li>• Asistencia</li> <li>• Participación de los padres</li> <li>• Académico</li> <li>• Aprendices de Inglés</li> </ul>                                                                                |                                                                                           |
| 18)       | Procedimientos Uniformes de Quejas                  | Aviso anual de UCP para 2026-2027                                                                                                                                                                                                                                                                                           |                                                                                           |
| 19)       | Anunciar fecha de la próxima junta                  | Martes, 15 de septiembre de 2026 8 a.m.                                                                                                                                                                                                                                                                                     |                                                                                           |
| 20)       | Fechas Próximas                                     | Día del Trabajo: no hay clases (7/9/26), Mes de la Concientización sobre la Asistencia (1/9/2026–30/9/2026), Semana "Tú Importas" (8/9/26–11/9/26), Reunión de la Junta Directiva de AUSD (8/9/26), CWTP (18/9/26), Noche de conferencias entre padres y maestros (29/9/2026–1/10/2026), DAC (23/9/2026), DELAC (23/9/2026) |                                                                                           |
| 21)       | Apizamiento                                         |                                                                                                                                                                                                                                                                                                                             | M: 2 <sup>da</sup> :<br>En favor: _____ Opuesto: _____<br>La reunión concluyó a las _____ |

**BEAR MOUNTAIN ELEMENTARY**  
**English Learner Advisory Committee**  
**Minutes: May 19, 2026**

1. **Welcome, Introductions, & Call to Order-** Mireya Moguel called the meeting to order at 8:13 a.m.
2. **Quorum-** Introductions were made. The following members were present: Jazmin Pineda, Mireya Moguel, Rosa Franco, and Ricardo Salinas. A quorum was established and Rebeca Alvarado was absent.
3. **Review of Agenda-** Ricardo Salinas reviewed the items on the agenda there were no edits.
4. **Read minutes-** The minutes from May 13, 2026, meeting were read. A motion was made by Rosa for approval and the motion was seconded by Mireya. The motion was voted on and the minutes were approved. All were in favor.
5. **Public Comments-** No comments were made
6. **DELAC Report-** Mireya reported they went over LCAP Input with all stakeholders, the AUSD Student Uniform Policy was reviewed and it included grey sweat pants and hats during specific times of the year and Mrs. Mason talked about the Afterschool program and the activities offered.
7. **Review Single Plan for Student monitoring action steps 2026-2027:** Mr. Salinas provided a copy and reviewed the monitoring actions steps for the proposed 2026-2027 SPSA plan including expenditures, and personnel needs. He explained all the data, state and local, and input has been taken into account when creating the proposed action steps and goals. All the committee agreed with the action steps and proposed expenditures presented in the SPSA. Mr. Salinas explained he would share their agreement with the plan with SSC.
8. **2026-2027 Parent Engagement Policy:** Mr. Salinas provided the proposed Parent Engagement Policy for 2026-2027 and reviewed the date updates. He asked committee members for recommendations and there were none.
9. **2026-2027 School Parent Compact:** Mr. Salinas provided a copy and reviewed the date updates. He asked committee members for recommendations and there were none.
10. **Data:** Mr. Salinas reported on i-Ready Diagnostic 3 data and commented on the huge gains Kindergarten has made along with good gains by other grades. He stated parents will receive copies of the iReady reports with their child's report card. He also shared that BME's current Attendance for the year is 97.26% and that the Attendance Carnival celebration was a huge success-students were still talking about it during after school. He thanked the Parent Volunteers for helping out with the event.
11. **LCAP Input Opportunities-** Mr. Salinas asked the committee if they had any input for our LCAP foci of safe and welcoming environments, strengthening grade level standards-based instruction, staff professional development, or how to support our English language learners. The committee had no comments or recommendations.
12. **Upcoming Dates-** Mr. Salinas reviewed upcoming dates with members- May 21, 2026 5th & 6th Music Concert at 4:30, 6th Grade Campus Celebration Walk May 22, 2026 8:30 am, No School Monday May 25, 2026, Track and Field events May 26th & May 27th and if needed the 28th, Minimum Days May 26th-May 28th Dismissal 12:10 pm, Last Day of School May 28, 2026, June 2, 2026 First Day of Summer School at SV to July 2, 2026.
13. **Announce future meeting date:** The next ELAC meeting was announced for August 25, 2026 at 8:00 a.m..
14. **Adjournment-** A motion to adjourn was made by Mireya and second by Jazmin. All members were in favor. The meeting was adjourned at 8:45 a.m..

**BEAR MOUNTAIN ELEMENTARY**  
**Concilio Consejero de Aprendices del Inglés (ELAC)**  
**Minutes: 19 de mayo de 2026**

1. **Bienvenida, Introducción, y Llamado al orden:** Mireya Moguel convocó la reunión al orden a las 8:13 a.m.
2. **Quórum Presente:** Se hicieron las presentaciones. Estuvieron presentes los siguientes miembros: Jazmin Pineda, Mireya Moguel, Rosa Franco y Ricardo Salinas. Se estableció quórum y Rebeca Alvarado estuvo ausente.
3. **Revisión de la agenda:** Ricardo Salinas revisó los puntos del orden del día. No hubo modificaciones ni adiciones a la agenda.
4. **Lectura de los minutos:** Se leyeron las actas de la reunión del 13 de mayo de 2026. Rosa presentó una moción para su aprobación, la cual fue secundada por Mireya. Se sometió la moción a votación y las actas fueron aprobadas. Todos votaron a favor.
5. **Comentarios públicos:** No se realizaron comentarios.
6. **Informe del DELAC:** Mireya informó que revisaron los aportes para el LCAP junto con todas las partes interesadas; se revisó la Política de Uniformes Estudiantiles del AUSD, la cual ahora incluye pantalones deportivos grises y gorras durante épocas específicas del año; además, la Sra. Mason habló sobre el programa extracurricular y las actividades que se ofrecen.
7. **Revisión del Plan Único de la Escuela (SPSA) — Pasos de acción para el monitoreo estudiantil 2026-2027:** El Sr. Salinas proporcionó una copia y revisó los pasos de acción para el monitoreo del plan SPSA propuesto para el periodo 2026-2027, incluyendo los gastos y las necesidades de personal. Explicó que se han tomado en cuenta todos los datos (tanto estatales como locales) y los aportes recibidos al elaborar los pasos de acción y las metas propuestas. Todo el comité estuvo de acuerdo con los pasos de acción y los gastos propuestos presentados en el SPSA. El Sr. Salinas explicó que comunicaría el acuerdo del comité respecto al plan al Consejo Escolar (SSC).
8. **Política de Participación de los Padres 2026-2027:** El Sr. Salinas presentó la propuesta de Política de Participación de los Padres para el periodo 2026-2027 y revisó las actualizaciones de las fechas. Solicitó recomendaciones a los miembros del comité, pero no hubo ninguna.
9. **Pacto entre la Escuela y los Padres 2026-2027:** El Sr. Salinas proporcionó una copia y revisó las actualizaciones de las fechas. Solicitó recomendaciones a los miembros del comité, pero no hubo ninguna.
10. **Datos:** El Sr. Salinas presentó los datos del Diagnóstico 3 de i-Ready y comentó sobre los enormes avances logrados por el nivel de Kinder, así como los buenos avances obtenidos por los demás grados. Indicó que los padres recibirán copias de los informes de i-Ready junto con la boleta de calificaciones de sus hijos. También compartió que la tasa de asistencia actual de BME para el año escolar es del 97.26% y que la celebración del "Carnaval de Asistencia" fue un rotundo éxito; los estudiantes seguían hablando de ello durante el horario extracurricular. Agradeció a los padres voluntarios por su colaboración en el evento.
11. **Oportunidades para aportar al LCAP:** El Sr. Salinas preguntó al comité si tenían algún aporte respecto a los enfoques de nuestro LCAP: entornos seguros y acogedores, fortalecimiento de la instrucción basada en estándares para cada nivel de grado, desarrollo profesional del personal o formas de apoyar a nuestros estudiantes aprendices del idioma inglés. El comité no tuvo comentarios ni recomendaciones. Próximas fechas: El Sr. Salinas repasó las próximas fechas con los miembros: 21 de mayo de 2026, Concierto de Música de 5.º y 6.º grado a las 4:30 p. m.; 22 de mayo de 2026, Caminata de Celebración del Campus para el 6.º grado a las 8:30 a. m.; 25 de mayo de 2026, no hay clases (lunes); 26 y 27 de mayo (y el 28, si fuera necesario), eventos de atletismo; del 26 al 28 de mayo, días de horario reducido (salida a las 12:10 p. m.); 28 de mayo de 2026, último día de clases; del 2 de junio al 2 de julio de 2026, escuela de verano en SV (el 2 de junio es el primer día).
12. **Anuncio de la fecha de la próxima reunión:** Se anunció que la próxima reunión del ELAC se llevará a cabo el 25 de agosto de 2026 a las 8:00 a. m.
13. **Aplazamiento:** Mireya presentó una moción para dar por terminada la sesión, la cual fue secundada por Jazmin. Todos los miembros votaron a favor. La reunión se clausuró a las 8:45 a. m.

**The Greene Act**  
*Education Code 35147(c)*

1. Any meeting held by a council or committee shall be open to the public.
2. Any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
3. Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public\* at least 72 hours prior to the meeting.
4. The meeting notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
5. The council or committee may not take any action on any item of business unless a) the item appeared on the posted agenda, or b) the council or committee members find, by unanimous vote, that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.
6. Questions or brief statements made at the meeting by members of the council, committee, or public need not be described on an agenda as items of business if those questions or statements do not have a significant effect on pupils or employees in the school or school district; or can be resolved solely by the provision of information.
7. If a council or committee violates the procedural meeting requirements described above, and upon the demand of any person, the council or committee shall reconsider the items at its next meeting after allowing for public input on the item.
8. Any materials provided to a school site council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

\* Notices and Agendas must be published in an area that is visible to all members of the school community, including parents/guardians.

## **El Acto Greene**

### *Código de educación 35147 (c )*

1. Cualquier junta celebrada por un consejo o comité estará abierta al público.
2. cualquier miembro del público podrá dirigirse al consejo o comité durante la reunión sobre cualquier tema dentro de la jurisdicción de la materia del consejo o comité.
3. La notificación de la reunión se publicará en el sitio de la escuela u otro lugar apropiado accesible al público \* al menos 72 horas antes de la reunión.
4. El aviso de la reunión especificará la fecha, la hora y el lugar de la reunión y contendrá una agenda que describa cada asunto del negocio que se discutirá o se tomará en cuenta.
5. El consejo o comité no puede tomar ninguna acción en ningún asunto comercial a menos que a) el elemento aparezca en la agenda publicada, o b) el consejo o los miembros del comité descubran por voto unánime que es necesario tomar medidas inmediatas que la necesidad para la acción llegó a la atención del consejo o comité posterior a la publicación de la agenda.
6. Las preguntas o declaraciones breves hechas en la reunión por miembros del consejo, comité o público no deben describirse en una agenda como temas de negocios si esas preguntas o declaraciones a) no tienen un efecto significativo en los alumnos o empleados de la escuela o distrito escolar: o b) puede ser resuelto únicamente por la provisión de información.
7. Si un consejo o comité viola los requisitos de la reunión de procedimiento descritos anteriormente, y ante la demanda de cualquier persona, el consejo o comité deberá reconsiderar los temas en su próxima reunión después de permitir la opinión pública sobre el tema.
8. Cualquier material proporcionado a un consejo escolar local se pondrá a disposición de cualquier miembro del público que solicite los materiales conforme a la Ley de Registros Públicos de California.

**\*Los avisos y las agendas deben publicarse en un área que sea visible para todos los miembros de la comunidad escolar, incluidos los padres / tutores.**

**Arvin Union School District**  
**ENGLISH LEARNER ADVISORY COMMITTEE**  
**Annual Summary**

School: Bear Mountain Elementary

Year: 2025-2026

**The ELAC has advised the principal and staff on:**

- |                                                                                                     |                                                                                |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1. The school site survey results are from (CHKS)                                                   | Meeting Date: <u>2/17/26, 3/24/26</u>                                          |
| 2. The school plan relating to English Language Learners<br>(School's program for English Learners) | Meeting Date: <u>10/28/25, 11/18/25, 2/17/26, 3/24/26</u>                      |
| 3. Informing parents of the importance of school attendance                                         | Meeting Date: <u>11/18/25, 2/17/26, 3/24/26, 4/28/26,<br/>5/13/26, 5/19/26</u> |
| 4. Language Census (R-30)                                                                           | Meeting Date: <u>2/17/26</u>                                                   |

**The ELAC has advised the School Site Council on:**

- |                                                       |                                       |
|-------------------------------------------------------|---------------------------------------|
| 1. The development of the SSP for Student Achievement | Meeting Date: <u>4/28/26, 5/19/26</u> |
|-------------------------------------------------------|---------------------------------------|

**The ELAC has been planned in consultation with committee members:**

- |                                             |                                        |
|---------------------------------------------|----------------------------------------|
| 1. ELAC training needs assessment conducted | Meeting Date: <u>10/28/25, 4/29/26</u> |
|---------------------------------------------|----------------------------------------|

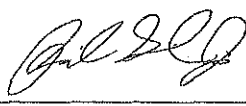
**Training and materials have be provided to ELAC members:**

- |                                                 |                                                          |
|-------------------------------------------------|----------------------------------------------------------|
| Date: <u>10/28/26</u>                           | Topic: <u>Roles and Responsibilities of ELAC members</u> |
| Date: <u>10/28/26,<br/>2/17/26</u>              | Topic: <u>Safety Plan</u>                                |
| Date: <u>10/28/26,<br/>2/17/26,<br/>3/24/26</u> | Topic: <u>ELPAC Testing &amp; Reclassification</u>       |
| Date: <u>2/17/26,<br/>3/24/26,<br/>4/29/26</u>  | Topic: <u>State Testing and Dashboard</u>                |

  
\_\_\_\_\_  
ELAC Chairperson (Signature)

5/20/2026

Date:

  
\_\_\_\_\_  
Principal (Signature)

5/20/2026

Date:

Submit a copy to the Director of Curriculum and Instruction by the third week of May.

## Requirements and Responsibilities of ELAC

- ELAC serves as an advisory committee to:
- Advise the principal and school staff on the school's program for English Learners
- Advise the School Site Council (SSC) on development of the Single School Plan for
- Student Achievement (Site Plan)
- Assist with the development of the school's Needs
- Assessment (Parent Survey)
- Review the R-30 Language Census each Spring
- Receive information and recommend actions to support regular school attendance
- ELAC sirve como un comité asesor para:
- Aconsejar al director y al personal de la escuela sobre el programa de la escuela para estudiantes de inglés
- Asesorar al Consejo Escolar (SSC) sobre el desarrollo del Plan Escolar Único para Logro estudiantil (Plan del sitio)
- Ayudar con el desarrollo de las necesidades de la escuela Evaluación (Encuesta para padres)
- Revisar el Censo de idiomas R-30 cada primavera
- Recibir información y recomendar acciones para apoyar la asistencia escolar regular

### Composition Requirements

\*Parents/guardians of English learner comprise at least the same percentage of ELAC membership as the school's English learner student population.

\*Parent members may not be an employee of the school site.

\*Other members can be parents/guardians, school staff, and/or community members if elected by the parents of English learners at the school.

\*Principal or designee

### Requisitos de composición

\*Los padres / tutores de estudiantes de inglés comprenden al menos el mismo porcentaje de membresía de ELAC que la población estudiantil de estudiantes de inglés de la escuela.

\*Los padres miembros no pueden ser empleados del sitio escolar.

\*Otros miembros pueden ser padres / tutores, personal escolar y / o miembros de la comunidad. Si son elegidos por los padres de los estudiantes de inglés en la escuela.

## ELAC Elections

- **Notify the Parent Community of ELAC Elections:**

- a. Any parents in the school may be elected to serve on the committee.
- b. The principal should notify all parents that an election of ELAC members will occur and that nominations are open. This notification can be sent home to parents.

- **Elect Members to Serve on the ELAC:**

- a. The law requires that only parents/guardians of English learners elect the parent/guardians members of the ELAC. Send ballots to parents/guardians of English learners only.
- b. Parents of non-English learners and staff may also be part of the committee, as long as they're elected by the parents/guardians of an English Learner.

## Elecciones de ELAC

**Notificar a la comunidad de padres de las elecciones de ELAC:**

- a. Cualquier padre en la escuela puede ser elegido para servir en el comité.
- b. El director debe notificar a todos los padres que habrá una elección de miembros de ELAC y que las nominaciones están abiertas.

**Esta notificación se puede enviar a casa a los padres. Elegir Miembros para Servir en el ELAC:**

- a. La ley requiere que solo los padres / tutores de los estudiantes de inglés elijan a los padres / tutores miembros de ELAC. Envíe las boletas a los padres / tutores de los estudiantes de inglés solamente.
- b. Los padres de alumnos que no están aprendiendo inglés también pueden ser parte del comité, siempre que sean elegidos por los padres / tutores de un estudiante de inglés

## School Responsibilities

- 1. Hold elections for ELAC members.
- 2. Hold elections for ELAC officers.
- 3. Provide sufficient ongoing training for elected officers.
- 4. Facilitate regular ELAC meetings.
- 5. Ensure that all legally required functions of the ELAC are completed each school year.
- 6. Facilitate correspondence with the DELAC.
- 7. Facilitate communication between ELAC and other leadership groups, such as SSC.
- 8. Maintain agendas, sign in sheets, minutes of all ELAC meetings and submit copies to the English Learner Coordinator as scheduled.

## Responsabilidades de la escuela

- 1. Celebrar elecciones para los miembros de ELAC.
- 2. Celebrar elecciones para los oficiales de ELAC.
- 3. Proporcionar suficiente capacitación continua para los oficiales electos.
- 4. Facilitar reuniones regulares de ELAC.
- 5. Asegurar que todas las funciones requeridas legalmente del ELAC se completen cada año escolar.
- 6. Facilitar la correspondencia con el DELAC.
- 7. Facilitar la comunicación entre ELAC y otros grupos de liderazgo, como SSC.
- 8. Mantener agendas, hojas de inscripción, minutos de todos los ELAC reuniones y envíe copias al Coordinador de Aprendices de Inglés.

**Arvin Union School District**  
**Bear Mountain Elementary**  
**English Learner Advisory Committee (ELAC)**

**By-laws**

**Article I - Name of the Committee**

The Arvin Union School District has established the Bear Mountain Elementary English Learner Advisory Committee. Hereinafter, this English Learner Advisory Committee may be referred to as ELAC.

**Article II - Role of English Learner Advisory Committee**

The English Learners Advisory Committee shall carry out all duties and responsibilities assigned to it by policies and guidelines set forth by the California Department of Education. These duties include:

1. Advise on the Comprehensive School Plan programs and services for English Learners.
2. Ensure School Needs Assessment is administered.
3. Create awareness in the parent community on the importance of regular school attendance.
4. Advise the School Site Council (SSC) on the development of the Single School Plan for Student Achievement (Site Plan).

**Article III - Membership**

**Section One - Size and Composition**

The ELAC shall be composed of parents/guardians of English learners, other parents/guardians from the school, and staff members.

The ELAC will be composed of a minimum of 3 members. The percentage of parents/guardians of English learners serving on the ELAC must be at least the same as the percentage of English learners in the school.

Elections of ELAC members shall be held each year within 5 weeks after the first day instruction.

**Section Two - Term of Office**

All members of the English Language Advisory Committee shall serve a 2-year term.

However, in order to achieve a staggered membership of parents/guardians one-half, or the nearest approximation, of the parents/guardians will be elected each year.

At the end of each representative member's term, membership terminates. In order to continue to serve as a ELAC member he/she must be reelected.

**Section Three - Voting Rights**

Each member shall be entitled to one vote and may cast their vote on each matter submitted to a vote of the council. Proxy or absentee ballots shall not be permitted.

#### **Section Four - Termination of Membership**

A member shall no longer hold membership should he or she cease to have children in the school, becomes an employee at the school, or no longer meets the membership requirements under which he/she was selected. Membership shall automatically terminate for any member who is absent from **three consecutive regular meetings**. The committee by affirmative vote of two-thirds of all members can suspend or expel a member for actions that go beyond those responsibilities set in policy by the board of education.

#### **Section Five - Vacancy**

Any parent vacancy on the ELAC that occurs during the school year shall be filled by:

Appointment of a new parent/guardian member to fill the remainder of the school year (selected by the parents/guardians of English learners on ELAC).

#### **Section Six - Alternates**

Alternates can be selected at the discretion of the English Learners Advisory Committee. Alternates will be able to participate in the meetings but will have no voting rights.

### **Article IV - English Learners Advisory Committee Cabinet**

#### **Section One - Officers and Duties**

The officers of the English Learners Advisory Committee shall be a chairperson, vice-chairperson, secretary, and two representatives to the District English Language Advisory Committee.

**a. Chairperson** - The Chairperson shall preside over all the meetings of the English Learners Advisory Committee and may sign all letters, reports, and other communications of the English Learners Advisory Committee. In addition, the chairperson shall perform all duties of the office

of chairperson and such other duties as may be prescribed by the English Learners Advisory Committee from time to time.

**b. Vice-Chairperson** - The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence. The vice-chairperson shall perform other duties (from time to time) as may be assigned by the chairperson or by the English Learners Advisory Committee.

**c. Secretary** - The secretary shall keep the minutes of the ELAC meetings, both regular and shall provide a copy to each of the members. The secretary shall maintain committee records at the school site; keep a register of the addresses and telephone numbers of each member of the English Learner Advisory Committee. In addition, other duties from time to time may be assigned to the office by the chairperson or by the English Learners Advisory Committee.

**d. Representative to the District English Learners Advisory Committee** - The duties of the representatives to the District English Learners Advisory Committee shall be to represent the site English Learners Advisory committee and to promptly transmit to the site ELAC information provided at the DELAC. The representatives shall perform other duties as from time to time may be assigned by the chairperson or by the site English Learners Advisory Committee.

#### **Section Two - Election and Term of Office**

The officers of the English Learners Advisory Committee shall be elected once every school year by the members of the committee and shall serve for 2 years. Elections will be held within 5 weeks after the beginning of the school year.

## **Article V - Meetings**

### **Section One - Regular Meetings**

The English Learners Advisory Committee shall *meet at least five (5) times during the school year*. All meetings will be open sessions with opportunity for the public to address the committee.

### **Section Two - Place of Meetings**

The English Learners Advisory Committee shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicap persons.

### **Section Three - Decisions of the English Learners Advisory Committee**

All decisions of the English Learners Advisory Committee shall be made only after an affirmative vote of the majority of its members in attendance, providing a quorum is present.

### **Section Four - Quorum**

A majority of the ELAC membership constitutes a quorum for the transaction of business.

### **Section Five - Delegation of Responsibilities to School Site Council**

Following six months of operation, the ELAC members may vote to vest their interest in the School Site Council and therefore merge with that group. The School Site Council agenda and minutes must reflect that the School Site Council has voted to accept the responsibilities of the ELAC. From the point of merging,

the School Site Council agenda must address all the ELAC responsibilities.

### **Section Six - Duration of Merger**

The merger is for a maximum of two years. Every two years thereafter, all parents of the English Learner students must be given the opportunity to vote to continue the merge of the two committees.

## **Article VI - Amending the By-laws**

### **Section One - Amendments**

An amendment of these bylaws may be made at any regular meeting of the ELAC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to committee members at least 2 days prior to the meeting at which the amendment is to be considered for adoption.

Bylaws approved by ELAC on \_\_\_\_\_

**Arvin Union School District**  
**Escuela Primaria Bear Mountain**  
**Comité Asesor para Estudiantes de Inglés**  
**(ELAC)**  
**Estatutos**

**Artículo I - Nombre del Comité**

El Distrito Escolar Unido de Arvin ha establecido el Comité Asesor de Estudiantes de Inglés de la Primaria Bear Mountain. De ahora en adelante, este Comité Asesor de Estudiantes de Inglés podrá denominarse ELAC.

**Artículo II - Función del Comité Asesor de Estudiantes de Inglés**

El Comité Asesor de Estudiantes de Inglés llevará a cabo todos los deberes y responsabilidades que le asignen las políticas y pautas establecidas por el Departamento de Educación de California. Estos deberes incluyen:

1. Asesorar sobre los programas y servicios del Plan Escolar Integral para Estudiantes de Inglés.
2. Garantizar que se administre la Evaluación de Necesidades Escolares.
3. Crear conciencia en la comunidad de padres sobre la importancia de la asistencia regular a la escuela.
4. Asesorar al Consejo Escolar (SSC) sobre el desarrollo del Plan Escolar Único para el Rendimiento Estudiantil (Plan Escolar).

**Artículo III - Membresía**

**Sección uno - Tamaño y composición**

El ELAC estará compuesto por padres/tutores de estudiantes de inglés, otros padres/tutores de la escuela y miembros del personal.

El ELAC estará compuesto por un mínimo de 3 miembros. El porcentaje de padres/tutores de estudiantes de inglés que forman parte del ELAC debe ser al menos el mismo que el porcentaje de estudiantes de inglés en la escuela.

Las elecciones de los miembros de ELAC se llevarán a cabo cada año dentro de las 5 semanas posteriores al primer día de instrucción.

**Sección Segunda - Duración del mandato**

Todos los miembros del Comité Asesor del Idioma Inglés servirán por un período de 2 años.

Sin embargo, para lograr una membresía escalonada de padres/tutores, se elegirá cada año la mitad, o la aproximación más cercana, de los padres/tutores.

Al final del mandato de cada miembro representante, la membresía termina. Para continuar sirviendo como miembro de ELAC, debe ser reelegido.

**Sección Tres - Derechos de Voto**

Cada miembro tendrá derecho a un voto y podrá emitir su voto sobre cada asunto sometido a votación del consejo. No se permitirá el voto por poder o en ausencia.

#### **Sección Cuatro - Terminación de la Membresía**

Un miembro dejará de ser miembro si deja de tener hijos en la escuela, se convierte en empleado de la escuela o ya no cumple con los requisitos de membresía según los cuales fue seleccionado. La membresía terminará automáticamente para cualquier miembro que esté ausente de tres reuniones ordinarias consecutivas. El comité, mediante el voto afirmativo de dos tercios de todos los miembros, puede suspender o expulsar a un miembro por acciones que vayan más allá de las responsabilidades establecidas en la política de la junta de educación.

#### **Sección Cinco - Vacante**

Cualquier vacante de padres en el ELAC que ocurra durante el año escolar será cubierta por:

Nombramiento de un nuevo padre/tutor para ocupar el resto del año escolar (seleccionado por los padres/tutores de los estudiantes de inglés en ELAC).

#### **Sección Sexta - Suplentes**

Se pueden seleccionar alternos a discreción del Comité Asesor de Estudiantes de Inglés. Los suplentes podrán participar en las reuniones pero no tendrán derecho a voto.

### **Artículo IV - Gabinete del Comité Asesor de Estudiantes de Inglés**

#### **Sección Uno - Oficiales y Deberes**

Los funcionarios del Comité Asesor de Estudiantes de Inglés serán un presidente, un vicepresidente, un secretario y dos representantes ante el Comité Asesor de Estudiantes de Inglés del Distrito.

- a. Presidente: El Presidente presidirá todas las reuniones del Comité Asesor de Estudiantes de Inglés y podrá firmar todas las cartas, informes y otras comunicaciones del Comité Asesor de Estudiantes de Inglés. Además, el presidente desempeñará todas las funciones del cargo del presidente y otras funciones que pueda prescribir el Consejo Asesor de Estudiantes de Inglés Comité de vez en cuando.
- b. Vicepresidente - Las funciones del vicepresidente serán representar al presidente en las funciones asignadas y sustituirlo durante su ausencia. El vicepresidente realizará otras tareas (de vez en cuando) que le asigne el presidente o el Comité Asesor de Estudiantes de Inglés.
- c. Secretario - El secretario llevará las actas de las reuniones del ELAC, ambas ordinarias y entregará copia a cada uno de los miembros. El secretario mantendrá los registros del comité en el sitio escolar; mantener un registro de las direcciones y números de teléfono de cada miembro del Comité Asesor de Estudiantes de Inglés. Además, el presidente o el Comité Asesor de Estudiantes de Inglés pueden asignar otras tareas a la oficina de vez en cuando.
- d. Representante ante el Comité Asesor de Estudiantes de Inglés del Distrito: Los deberes de los representantes ante el Comité Asesor de Estudiantes de Inglés del Distrito serán representar al Comité Asesor de Estudiantes de Inglés del sitio y transmitir rápidamente al sitio la información del ELAC proporcionada en el DELAC. Los representantes realizarán otras tareas que de vez en cuando puedan ser asignadas por el presidente o por el Comité Asesor de Estudiantes de Inglés del sitio.

## **Sección Segunda - Elección y Duración del Cargo**

Los funcionarios del Comité Asesor de Estudiantes de Inglés serán elegidos una vez cada año escolar por los miembros del comité y servirán por 2 años. Las elecciones se llevarán a cabo dentro de las 5 semanas posteriores al comienzo del año escolar.

## **Artículo V - Reuniones**

### **Sección Primera - Reuniones Ordinarias**

El Comité Asesor de Estudiantes de Inglés se reunirá al menos cinco (5) veces durante el año escolar. Todas las reuniones serán sesiones abiertas con oportunidad para que el público se dirija al comité.

### **Sección Segunda - Lugar de las Reuniones**

El Comité Asesor de Estudiantes de Inglés celebrará sus reuniones regulares y sus reuniones especiales en una instalación proporcionada por la escuela y de fácil acceso para todos los miembros del público, incluidas las personas discapacitadas.

### **Sección Tres: Decisiones del Comité Asesor de Estudiantes de Inglés**

Todas las decisiones del Comité Asesor de Estudiantes de Inglés se tomarán únicamente después del voto afirmativo de la mayoría de sus miembros presentes, siempre que haya quórum presente.

### **Sección Cuarta - Quórum**

La mayoría de los miembros de ELAC constituye un quórum para la transacción de negocios.

### **Sección Cinco - Delegación de Responsabilidades al Consejo Escolar**

Después de seis meses de operación, los miembros de ELAC pueden votar para conferir su interés al Consejo Escolar y por lo tanto fusionarse con ese grupo. La agenda y las actas del Consejo Escolar deben reflejar que el Consejo Escolar ha votado para aceptar las responsabilidades del ELAC. Desde el punto de fusión, La agenda del Consejo Escolar debe abordar todas las responsabilidades de ELAC.

### **Sección Sexta - Duración de la Fusión**

La fusión tiene una duración máxima de dos años. A partir de entonces, cada dos años, todos los padres de los estudiantes aprendices de inglés deben tener la oportunidad de votar para continuar con la fusión de los dos comités.

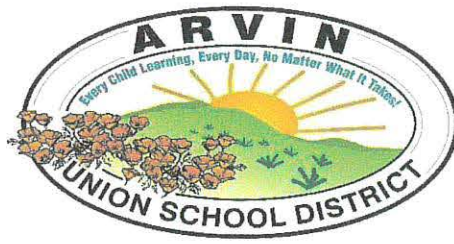
## **Artículo VI - Modificación de los Estatutos**

### **Sección uno - Enmiendas**

Se podrá realizar una enmienda a estos estatutos en cualquier reunión ordinaria del ELAC mediante el voto de dos tercios de los miembros presentes. La notificación por escrito de la enmienda propuesta debe publicarse como parte de la agenda y debe entregarse a los miembros del comité al menos 2 días antes de la reunión en la que se considerará la enmienda para su adopción.

Estatutos aprobados por ELAC el \_\_\_\_\_

# ARVIN UNION SCHOOL DISTRICT



## MASTER PLAN FOR ENGLISH LEARNERS

APPROVED BY THE BOARD OF TRUSTEES ON July 21, 2026

### BOARD OF TRUSTEES:

Maria Ramos, President

Elvira Martinez Moreno, Clerk

Toni Pichardo

Wendy Gonzalez

Ruth Harris

Georgia Rhett, Superintendent

Emma Pereida-Martinez, Assistant Superintendent

Updated

July 2026

## ACKNOWLEDGEMENTS

The following individuals, district staff, and parents' groups provided input into the Master Plan for English Learners. The district would like to thank all stakeholders for helping with our English Learner Master Plan.

| <b>District Staff</b> | <b>District English Learner<br/>Advisory Council (DELAC)</b> | <b>District English Learner<br/>Committee</b> |
|-----------------------|--------------------------------------------------------------|-----------------------------------------------|
| Georgia Rhett         | Evelin Torres                                                | Havana Bedford                                |
| Emma Pereida-Martinez | Gabriela Valdez                                              | Gabriel Vargas                                |
| Dr. Jennifer Bard     | Anixia Dominguez                                             | Josefina Martinez                             |
| Magdalena Hernandez   | Maria Perez                                                  | Maria Lopez                                   |
| Melissa Hudson        | Karisma Martinez                                             | Esmeralda Mendez                              |
| Jennifer Gutierrez    | Rebeca Alvarado                                              | Alejandra Roman                               |
| Monica Perez          |                                                              | Elizabeth Valenzuela                          |
|                       |                                                              | Gabriela Tapia                                |

## Superintendent's Message

Dear Arvin Union School District Community,

It is with great pride and commitment to equity and excellence that I present the Arvin Union School District's English Learner Master Plan. This comprehensive plan reflects our district's unwavering dedication to providing English Learners with the tools, resources, and opportunities they need to thrive academically and socially.

At Arvin Union, we recognize the unique talents and strengths that English Learners bring to our schools, and we are deeply committed to supporting their journey toward English language acquisition while ensuring mastery of grade-level content. Through intentional, research-based practices, our educators create interactive and engaging learning environments where language development and content learning are seamlessly integrated.

This Master Plan serves as our guiding framework to ensure that every English Learner receives equitable access to high-quality education, fosters a sense of belonging, and achieves their full potential. By embracing collaboration among educators, families, and the community, we aim to empower our English Learners to become confident, capable, and successful individuals. Thank you for your shared commitment to the success of every student in the Arvin Union School District

Georgia Rhett

Superintendent

Arvin Union School District

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## English Learner Key Terms

The definitions below are critical to understanding the development of the English Learner Master Plan to support English Learners in the Arvin Union School District. English Learners are a diverse group and there is no single EL profile.

**English Learners (EL):** An English Learner (EL) when used with respect to an individual, means an individual—

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- 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
- 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; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
- the ability to meet the challenging 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. (Education Code 306/20 USC 7801)

**Newcomer:** Newcomers were born outside of the U.S. and they have been in U.S. schools for 3 full school years or less.

### **Long-Term EL (LTEL):**

Definition #1: For the purpose of setting the local control and accountability plan (LCAP) priorities a student who has not attained English language proficiency within seven years of initial classification as an English learner. (ED Code 52052, California Dashboard definition as stated by CDE)

Definition #2: For the purpose of English language proficiency assessment, an English learner for which all of the following apply who is: (Education Code 313.1)

- Enrolled in grades 6-12,

- Enrolled in school in the United States for six years or more,
- Has remained at the same English language proficiency level for two or more consecutive years, or has regressed to a lower proficiency level, as determined by the ELPAC,
- For students enrolled in grades six through nine, inclusive, scored far below basic or below basic (standard not met and standard nearly met) on the previous year's administration on the English Language Arts (ELA) CAASPP.

**At-Risk of becoming LTEL:** An EL who is enrolled in grades 3-12, inclusive and has been enrolled in US Schools for 4-5 years who has scored at the intermediate level or below on the previous year's ELPAC. For a pupil in grades 3-9 has scored in the fourth or fifth year at far below basic or below basic (standard not met and standard nearly met) on the previous year's administration on the English Language Arts (ELA) CAASPP.

**INITIAL FLUENT ENGLISH PROFICIENT (IFEP):** Students who are Initial Fluent-English-Proficient are students whose primary language is other than English and have "well developed" oral and written skills as per the Initial English Language Proficiency Assessment of California (ELPAC).

**RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP):** A former EL student who has met the criteria to be "reclassified" as fluent English proficient.

**ENGLISH ONLY (EO):** A student whose only home language is English.

**DUALLY IDENTIFIED STUDENTS:** English learners who are eligible for special education are identified as Dually Identified Students. These students, who have been identified as ELs and have a current Individualized Education Program (IEP), will have specialized goals designed to meet their educational and linguistic needs. In accordance with their IEPs, these students need special education services, personalized supports, and appropriate accommodations to make progress toward meeting grade-level standards and becoming fully English proficient.

## Introduction

### Purpose

The purpose of the Arvin Union School District's English Learner Master Plan is to provide a clear and comprehensive framework for ensuring that all English Learners receive equitable access to high-quality educational programs and services. This plan is designed to support the development of English proficiency while simultaneously fostering academic achievement in a rigorous and engaging learning environment.

Grounded in the district's commitment to equity, inclusion, and cultural responsiveness, the Master Plan outlines the policies, practices, and instructional strategies necessary to meet the diverse needs of English Learners. By addressing language development and academic content learning in tandem, the plan aims to empower students to reach their full potential and prepare them to excel in a multilingual, global society.

The plan serves as a resource for educators, administrators, families, and community partners to collaboratively support English Learners. It ensures compliance with state and federal requirements while prioritizing innovative, research-based approaches to language acquisition and learning. Ultimately, the Arvin Union School District's English Learner Master Plan reflects the district's mission to nurture every student's unique strength and create a pathway to lifelong success.

### Arvin Union School District Mission

Every Child Learning, Every Day, No Matter What It Takes!

### Arvin Union School District Vision

Working together to empower all students to become life-long learners.

### About Arvin Union School District

The City of Arvin and the Arvin Union School District are situated in southern Kern County, known for its agricultural industry and a workforce largely engaged in farming and related sectors.

The Arvin Union School District services approximately 2770 enrolled students grade TK-8 within four school sites and has a declining enrollment trend. Bear Mountain, El Camino Real, and Sierra Vista are the district's three elementary school sites serving grades K-6 with enrollment ranges from high 600's to low 800's. Haven Drive Middle School is the district's fourth school and serves approximately 650 students grades 7 and 8. Early childhood services begin with California State Preschool classes (not counted in district enrollment) held at Sierra Vista and Bear Mountain and classes for Preschoolers with special needs are located at Bear Mountain. Transitional Kindergarten students attend a central Early Childhood Education Hub located on the Bear Mountain Elementary Campus.

59% of our population are English Learners with a primary language of mainly Spanish, a small population of Arabic, as well as other native languages. Students with Disabilities comprise 9.8% of the district's enrollment- significantly 1% higher than during the 2022-2023 school year and has an increasing enrollment trend. The district's unduplicated LCFF percentage is approximately 96%. These demographic factors contribute to the cultural richness found in our schools and to the unique needs and challenges faced by district to serve the student population.

#### **Culture and Climate**

Our district schools provide a safe and inclusive learning environment for English learners.

#### **Professional Learning and Support**

A variety of opportunities exist for teachers and administrators to improve their knowledge and practice to serve English learners. Professional learning opportunities are created in a consistent and systematic manner based on the needs of the school sites as identified by data, evidence of student work, and staff input. The district offers support for English language development, rigorous content area instruction, and dual language instruction.

## California English Learner Roadmap

The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017. This policy is intended to provide guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. The following are components of the roadmap.

### 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.

### Principles

The principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) 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.

Underlying this systemic application of the CA EL Roadmap principles is the foundational understanding that English Learners are the shared responsibility of all educators and that all levels of the educational system have a role to play in ensuring the access and achievement of the over 1.3 million English Learners who attend California schools.

### **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.

## Part 1: Initial Identification, Parent Notification, and Assessment

### Federal Program Monitoring EL 03

#### The California English Learner Roadmap Connection:

Principle Three: System Conditions that Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems

#### Initial Identification

The Arvin Union School District will use the steps outlined by the California Department of Education (CDE) to guide the process of initial identification of English learner students. The California *Education Code*, Sections 313 and 60810 contain legal requirements which direct schools to determine the language(s) spoken in the home of each student.

### **EL 03: EL Identification and Assessment**

*At or before the time of a student's initial California enrollment, the Arvin Union School District will identify and assess all students who have a home language other than English. A Home Language Survey, will be completed in writing by the parent or legal guardian of all students and will be used to identify whether the primary or native language of the student is a language other than English. If a parent or guardian's HLS response indicates a primary or native language other than English, and Arvin Union School District determines the student is eligible for initial assessment, the district will promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. (20 United States Code [U.S.C.] 6823[b][2]; EC sections 313, 60810; 5 CCR Section 11518.5[a, c])*

Within the Arvin Union School District, the Home Language Survey (HLS) forms are available in either Spanish or English. To the extent possible, oral translations will be provided for parents and guardians who need assistance with the forms. All four questions must be answered and the HLS must be signed by the parent/guardian. The document then becomes a permanent part of the student's cumulative (CUM) folder. If at least one of the first three questions on the HLS (see next section) is answered with a language other than English, the assessment process to determine English language fluency begins. Parents or guardians will receive notification of initial language testing at the time of enrollment.

Parents enrolling their child in Pre-kindergarten within the state preschool program or the Arvin Union School District will complete a Family Language and Interest Interview as part of the enrollment process. This does not take the place of the Home Language Survey that will be completed when entering TK, K, or any subsequent grade. The first HLS submitted (e.g., for TK or from another district within California) will supersede any subsequent HLS forms. The answers provided on the original HLS are permanently documented in the California School Information Services (CALPADS) system.

## Home Language Survey Questions

The Arvin Union School District home language survey consists of the following 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)?

### Assessment

## Initial English Language Proficiency Assessments for California (ELPAC)

*The Arvin Union School District shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment. (20 U.S.C. 6823[b][2]; EC Section 313; 5 CCR Section 11518.5[d])*

The school secretary at each site will first confirm with the parent or guardian whether a Home Language Survey (HLS) has previously been completed anywhere in California, including in TK or any other grade. If the parent or guardian indicates that no HLS has been completed, the secretary will provide one to be completed as part of the enrollment process. If the completed HLS indicates that a language other than English is spoken, the secretary will give the parent or guardian a notification regarding Initial ELPAC testing. The ELD Department will then verify whether a prior HLS or language testing record exists in the California Longitudinal Pupil Achievement Data System (CALPADS). If no prior record is found, the student's English language status will be marked as "To Be Determined" (TBD) in Aeries. For TK students whose HLS indicates a language other than English, the TBD status will be entered in both Aeries and CALPADS. However, these students will not be administered the Initial English Language Proficiency Assessment for California (ELPAC), as the state has determined it is not developmentally appropriate for this age group. The Arvin Union School District will provide English Learner (EL) services for TK students with a TBD designation until they can be formally assessed during the kindergarten registration process.

Within 30 calendar days of initial enrollment, each student in Kindergarten through Grade 8 who has a home language other than English (as determined by the HLS) will be assessed by the ELD department for English proficiency as determined by the Initial English Language Proficiency Assessment for California (ELPAC) unless the student has been previously assessed by another district within California. Determination

will be made using either the student's cumulative record from another district or in California Longitudinal Pupil Achievement Data System (CALPADS). The completed HLS is kept in the student's cumulative file and entered into the school's Student Information System (SIS), Aeries. After administering the assessments, the parents or guardians will be notified, in writing, of their student's results on the Initial ELPAC within 30 calendar days of initial enrollment. The Initial ELPAC Student Score Report (SSR) will be sent home using one of three languages (English, Spanish, or Arabic) based on the preferred home correspondence language.

A copy of the student's initial score report is placed in the designated pink English Learner (EL) folder within the student's cumulative file. This folder also includes a copy of the Home Language Survey and any parent notification letters. The score report is also uploaded to the Student Information System, Aeries, so that teachers, program staff, and administrators can access the data. If the student is classified as an English Learner, their language fluency status is flagged in Aeries to ensure they are easily identified by teachers.

### Initial ELPAC Performance Level Descriptors

| Level                                                                                                  | Description<br><a href="https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp">https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Initial<br/>Fluent<br/>English<br/>Proficient<br/>(IFEP)</b><br><br>450-600<br>scale score<br>range | <p>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).</p> <p><b>Students classified as IFEP will require no further language testing</b></p> |
| <b>Intermediate<br/>English<br/>Learner</b>                                                            | <p>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</p>                                                                                                                                                                                                                                                                                                           |

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 370-449<br>scale score<br>range                                  | <p>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.</p> <p><b>Students scoring as an intermediate English Learner will receive English Learner services until they meet the reclassification requirements.</b></p>                                                                                                                                          |
| <b>Novice English Learner</b><br>150-369<br>scale score<br>range | <p>Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.</p> <p><b>Students scoring as a novice English Learner will receive English Learner services until they meet the reclassification requirements.</b></p> |

## Correction of Classification Errors

The home language survey (HLS) is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. If the HLS is completed incorrectly, the parent or guardian may make a request to change it prior to the local educational agency (LEA) administering the English Language Proficiency Assessments for California (ELPAC), specifically the Initial ELPAC or the Initial Alternate ELPAC. However, once a student is identified as an English learner (EL) on the basis of the results of the Initial ELPAC or Initial Alternate ELPAC, and the student has been administered the Summative ELPAC or Summative Alternate ELPAC, revising or correcting the HLS is no longer allowable unless there was an administrative error.

Per ELPAC regulations (California Code of Regulations, Title 5, Section 11518.20, available on the California Office of Administrative Law California Code of Regulations Subchapter 7.6 web page), there are three correction of classification processes below that can be used to correct a student’s current English Language Acquisition Status (ELAS). All three correction processes require the LEA to collect evidence. Evidence about the ELP of a student for purposes of corrections shall include:

- Results of the HLS;
- Results of the assessment of the student's proficiency in English, using an objective assessment instrument, including, but not limited to, the Initial ELPAC or Initial Alternate ELPAC;
- Parent or guardian opinion and consultation results; and
- Evidence of the student's performance in the LEA's adopted course of study and the student's ELD, as applicable, obtained from the student's classroom teacher and certificated staff with direct responsibility for teacher or placement decisions.

### **Correction A Process – Changing from EO to TBD**

Correction Process A is used when a student is classified as English only (EO) on the basis of the results of the HLS. The correction to a status from "EO" to "to be determined" (TBD) is made if the following are true:

- The LEA has an indication that the student has a language other than English, and
- The student is unable to perform classwork in English.

The LEA must collect and review evidence to determine whether the student should be administered the Initial ELPAC or Initial Alternate ELPAC. Based on this review, the LEA shall determine whether the student shall be administered the Initial ELPAC or Initial Alternate ELPAC in order to determine the student's classification.

#### Timeframe

At least 10 calendar days prior to administration of the Initial ELPAC and Initial Alternate ELPAC the LEA shall notify the student's parent or guardian, in writing, that the student will be assessed. If the test is administered and the student does not meet the criterion for proficiency, the LEA shall classify the student as an EL student. The LEA shall notify the student's parent or guardian, in writing, of the results of the review, including the evidence that led to the determination and the results of the Initial ELPAC or Initial Alternate ELPAC, within 14 calendar days of its determination.

### **Correction B Process – Changing from EL or IFEP to EO**

Correction Process B is used if an LEA administers the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, or Summative Alternate ELPAC to a student who is not eligible to be assessed. For example, the LEA makes an administrative error, assigning TBD to a student who is EO. The student is

incorrectly administered the ELPAC. The evidence of administrative error is based on a review of the original HLS upon first enrollment.

#### Timeframe

The student's parent or guardian or a certificated employee of the LEA may request this correction. Based on the evidence collected and reviewed, the LEA shall determine whether the student's classification should remain unchanged or be changed. The LEA shall notify the student's parent or guardian in writing of the results within 14 calendar days of its determination.

#### **Correction C Process – Changing from EL to IFEP or IFEP to EL**

Correction Process C is used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC or Initial Alternate ELPAC. LEAs must collect evidence to support or deny a request to correct the classification of a student. This process must occur before the first administration of the Summative ELPAC or Summative Alternate ELPAC. Correction Process C can be used if the student was timid during the Initial ELPAC or Initial Alternate ELPAC administration and is classified as an EL, but further evidence is collected that demonstrates the student's ability to listen, speak, read, and write in English in the classroom.

#### Timeframe

Based upon its review of the evidence, the LEA shall determine whether the student's classification should remain unchanged or be changed. The LEA shall notify the student's parent or guardian in writing of the results of the review within 14 calendar days of its determination.

This review shall occur only once over the course of the student's enrollment in the California public school system.

#### **Summative (Annual) ELPAC Testing**

*The Arvin Union School District will annually assess the English language proficiency (ELP) and academic progress of each EL. The district will administer the ELPAC summative assessment during the annual summative assessment window. (20 U.S.C. sections 6311[b][2][G], 6823[b][3][B]; EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])*

The Summative English Proficiency Assessment for California (ELPAC) is used to measure an English learner's progress and to identify the student's English Proficiency (ELP) level. It is administered annually to English Learners until they are Reclassified as Fluent English Proficient (RFEP). The test is given during the annual testing window, which runs from February 1 to May 31. If the score reports are received on or before the last day of school, parents or guardians will be notified within 30 calendar days of receiving the results from

the test contractor. If the score reports are received after the last day of school, parents will be notified within 15 working days from the start of the next school year.

### Summative ELPAC Performance Level Descriptors

| Level | Description<br><a href="https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp">https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | English learners at this level have <b>well developed</b> 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 CA ELD Standards.   |
| 3     | English learners at this level have <b>moderately developed</b> 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 <b>somewhat developed</b> 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. 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 <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to                                                                                                                                                                                                                                                                                                                                              |

|  |                                                                                                                                                                                                                                                                    |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards. |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## **Dually Identified Students**

*When administering an initial or summative ELPAC assessment to a pupil with a disability, the Arvin Union School District will provide designated supports or accommodations, in accordance with the pupil’s individualized education program (IEP) or Section 504 plan. When a pupil’s IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil will be assessed in the remaining domains in which it is possible to assess the pupil. (5 CCR Section 11518.25) When a pupil’s IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil will be assessed using the Alternate ELPAC, as specified in the pupil’s IEP. (5 CCR Section 11518.30)*

The California Department of Education (CDE) developed the Alternate English Language Proficiency Assessments for California, or Alternate ELPAC. The purpose of the Alternate ELPAC is twofold: the Initial Alternate ELPAC will provide information to determine a student’s initial classification as an English learner (EL) or as initial fluent English proficient (IFEP) and the Summative Alternate ELPAC will provide information on student annual progress toward English Language Proficiency (ELP) and support decisions for students to be redesignated fluent English proficient (RFEP).

The student’s IEP team will determine the designated supports or accommodations for dually identified students. Additionally, the IEP team will determine the student’s eligibility to be assessed using the Alternate ELPAC tests.

## **Annual Parent Notification**

An annual notification is sent no later than 30 days after the beginning of the school year, to inform parents of their child's continued identification as an English learner in a California school, and provide all the required information to meet Federal Title I or Title III requirements. (20 United States Code Section 6312).

DISTRITO ESCOLAR DE ARVIN UNION



# PLAN MAESTRO PARA ESTUDIANTES DE INGLÉS

APROBADO POR EL PATRONATO EN 21 de julio de 2026

PATRONATO:

Maria Ramos, President

Elvira Martinez Moreno, Clerk

Toni Pichardo

Wendy Gonzalez

Ruth Harris

Georgia Rhett, Superintendente

Emma Pereida-Martinez, Superintendente Asistente

Actualizado

julio 2026

## AGRADECIMIENTOS

Las siguientes personas, el personal del distrito y los grupos de padres proporcionaron información sobre el Plan Maestro para los Estudiantes de Inglés. El distrito desea agradecer a todas las partes interesadas por ayudar con nuestro Plan Maestro de Estudiantes de Inglés.

| <b>Personal del Distrito</b> | <b>Consejo Asesor Distrital de Aprendices de Inglés (DELAC)</b> | <b>Comité Distrital de Aprendices de Inglés</b> |
|------------------------------|-----------------------------------------------------------------|-------------------------------------------------|
| Georgia Rhett                | Evelin Torres                                                   | Havana Bedford                                  |
| Emma Pereida-Martinez        | Gabriela Valdez                                                 | Gabriel Vargas                                  |
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| Jennifer Gutierrez           |                                                                 | Alejandra Roman                                 |
| Monica Perez                 |                                                                 | Elizabeth Valenzuela                            |
| Georgia Rhett                |                                                                 | Gabriela Tapia                                  |

## Mensaje del Superintendente

Estimada comunidad del Distrito Escolar de Arvin Unión,

Es con gran orgullo y compromiso con la equidad y la excelencia que presento el Plan Maestro de Aprendices de Inglés del Distrito Escolar de Arvin Unión. Este plan integral refleja la dedicación inquebrantable de nuestro distrito para proporcionar a los estudiantes de inglés las herramientas, los recursos y las oportunidades que necesitan para prosperar académica y socialmente.

En Arvin Unión, reconocemos los talentos y fortalezas únicos que los estudiantes de inglés aportan a nuestras escuelas, y estamos profundamente comprometidos a apoyar su viaje hacia la adquisición del idioma inglés mientras garantizamos el dominio del contenido del nivel de grado. A través de prácticas intencionales basadas en la investigación, nuestros educadores crean entornos de aprendizaje interactivos y atractivos donde el desarrollo del lenguaje y el aprendizaje de contenido se integran a la perfección.

Este Plan Maestro sirve como nuestro marco de referencia para garantizar que todos los estudiantes de inglés reciban un acceso equitativo a una educación de alta calidad, fomenten un sentido de pertenencia y alcancen su máximo potencial. Al adoptar la colaboración entre los educadores, las familias y la comunidad, nuestro objetivo es empoderar a nuestros estudiantes de inglés para que se conviertan en individuos seguros, capaces y exitosos. ¡Gracias por su compromiso compartido con el éxito de cada estudiante en el Distrito Escolar Unificado de Arvin

Georgia Rhett

Superintendente

Distrito Escolar de Arvin Unión

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## Términos clave para estudiantes de inglés

Las definiciones a continuación son fundamentales para comprender el desarrollo del Plan Maestro para Aprendices del Inglés destinado a apoyar a los estudiantes que aprenden inglés en el Distrito Escolar de Arvin Union. Los Aprendices del Inglés son un grupo diverso y no existe un único perfil de estudiante EL.

**APRENDICES DEL INGLÉS (EL, POR SUS SIGLAS EN INGLÉS):** Se considera Aprendiz del Inglés (EL) a una persona que:

- tiene entre 3 y 21 años de edad;
- está matriculada o se prepara para matricularse en una escuela primaria o secundaria;
- no nació en los Estados Unidos o cuya lengua materna no es el inglés;
- es nativo americano, nativo de Alaska o residente nativo de territorios no contiguos; y
- proviene de un entorno en el que un idioma distinto del inglés ha tenido un impacto significativo en su dominio del idioma inglés;
- es migrante, cuya lengua materna no es el inglés, y proviene de un entorno donde predomina un idioma distinto al inglés; y tiene dificultades para hablar, leer, escribir o comprender el idioma inglés, lo cual puede ser suficiente para negarle la capacidad de cumplir con los rigurosos estándares académicos del Estado;
- la capacidad de tener éxito en aulas donde el idioma de instrucción es el inglés; o
- la oportunidad de participar plenamente en la sociedad. (Código de Educación 306/20 USC 7801)

### **RECIÉN LLEGADO (NEWCOMER):**

Los recién llegados nacieron fuera de los Estados Unidos y han estado inscritos en escuelas estadounidenses durante tres años escolares completos o menos.

### **APRENDIZ DEL INGLÉS A LARGO PLAZO (LTEL, por sus siglas en inglés):**

Definición #1: Para el propósito de establecer las prioridades del Plan de Control Local y Rendición de Cuentas (LCAP), se considera LTEL a un estudiante que no ha alcanzado competencia en el idioma inglés dentro de los siete años desde su clasificación inicial como aprendiz del inglés. (Código de Educación 52052, definición del Panel de Indicadores de California según lo establecido por el CDE)

- Definición #2: Para fines de evaluación de la competencia en el idioma inglés, se considera aprendiz del inglés a un estudiante que cumple con todos los siguientes criterios: (Código de Educación 313.1)
- Está inscrito entre los grados 6 a 12,

- Ha estado inscrito en una escuela en los Estados Unidos durante seis años o más,
- Ha permanecido en el mismo nivel de competencia en inglés durante dos años consecutivos o más, o ha retrocedido a un nivel inferior de competencia, según lo determinado por el ELPAC,
- Para los estudiantes inscritos entre los grados seis a nueve inclusive, obtuvo una puntuación de “muy por debajo del estándar” o “por debajo del estándar” (estándar no alcanzado y estándar casi alcanzado) en la administración del año anterior del examen CAASPP de Artes del Lenguaje en inglés (ELA).

**EN RIESGO DE CONVERTIRSE EN APRENDIZ DEL INGLÉS A LARGO PLAZO (LTEL):** Un aprendiz del inglés (EL) que está inscrito entre los grados 3 a 12, inclusive, y que ha estado inscrito en escuelas de los Estados Unidos durante 4 a 5 años, y que obtuvo una puntuación en el nivel intermedio o inferior en el ELPAC del año anterior. Para un alumno de los grados 3 a 9, obtuvo en el cuarto o quinto año una puntuación de “muy por debajo del estándar” o “por debajo del estándar” (estándar no alcanzado y estándar casi alcanzado) en la administración del año anterior del examen CAASPP de Artes del Lenguaje en inglés (ELA).

**INICIALMENTE COMPETENTE EN INGLÉS (IFEP):** Los estudiantes que son Inicialmente Competentes en inglés (IFEP) son aquellos cuya lengua materna no es el inglés y que tienen habilidades orales y escritas “bien desarrolladas” según la Evaluación Inicial de Competencia en el Idioma Inglés de California (ELPAC).

**RECLASIFICADO COMO COMPETENTE EN INGLÉS (RFEP):** Un estudiante que anteriormente fue Aprendiz del Inglés (EL) y que ha cumplido con los criterios para ser “reclasificado” como competente en inglés.

**SÓLO INGLÉS (EO):** Un estudiante cuya única lengua en el hogar es el inglés.

**ESTUDIANTES CON IDENTIFICACIÓN DUAL:** Los aprendices del inglés que también califican para educación especial son identificados como Estudiantes con Identificación Dual. Estos estudiantes, que han sido identificados como ELs y tienen un Programa de Educación Individualizado (IEP) vigente, contarán con metas especializadas diseñadas para satisfacer sus necesidades educativas y lingüísticas. De acuerdo con sus IEPs, estos estudiantes requieren servicios de educación especial, apoyos personalizados y adaptaciones apropiadas para avanzar en el cumplimiento de los estándares del nivel de grado y lograr plena competencia en inglés.

## Introducción

### Propósito

El propósito del Plan Maestro para Aprendices del Inglés del Distrito Escolar de Arvin Union es proporcionar un marco claro y completo para garantizar que todos los estudiantes que aprenden inglés tengan acceso equitativo a programas y servicios educativos de alta calidad. Este plan está diseñado para apoyar el desarrollo de la competencia en inglés mientras se fomenta simultáneamente el logro académico en un entorno de aprendizaje riguroso y motivador.

Basado en el compromiso del distrito con la equidad, la inclusión y la sensibilidad cultural, el Plan Maestro describe las políticas, prácticas y estrategias de enseñanza necesarias para satisfacer las diversas necesidades de los aprendices del inglés. Al abordar el desarrollo del idioma y el aprendizaje del contenido académico de manera conjunta, el plan tiene como objetivo empoderar a los estudiantes para que alcancen su máximo potencial y se preparen para sobresalir en una sociedad global y multilingüe.

El plan sirve como un recurso para educadores, administradores, familias y aliados comunitarios que trabajan en colaboración para apoyar a los estudiantes aprendices del inglés. Asegura el cumplimiento de los requisitos estatales y federales mientras prioriza enfoques innovadores y basados en la investigación para la adquisición del idioma y el aprendizaje. En última instancia, el Plan Maestro para Aprendices del Inglés del Distrito Escolar de Arvin Union refleja la misión del distrito de cultivar las fortalezas únicas de cada estudiante y crear un camino hacia el éxito a lo largo de la vida.

### Misión del Distrito Escolar de Arvin Union

¡Todos los niños aprenden, todos los días, sin importar lo que cueste!

### Visión del Distrito Escolar Unificado de Arvin

Trabajar juntos para empoderar a todos los estudiantes para que se conviertan en aprendices de por vida.

### Acerca del Distrito Escolar de Arvin Union

La Ciudad de Arvin y el Distrito Escolar de Arvin Union están ubicados en el sur del Condado de Kern, una región reconocida por su industria agrícola y una fuerza laboral mayoritariamente dedicada a la agricultura y sectores relacionados.

El Distrito Escolar de Arvin Unión atiende a aproximadamente 2,770 estudiantes matriculados en los grados TK-8 distribuidos en cuatro escuelas, y presenta una tendencia decreciente en la matrícula. Bear Mountain, El Camino Real y Sierra Vista son las tres escuelas primarias del distrito que atienden a los grados K-6, con matrículas que oscilan entre los altos 600 y bajos 800 estudiantes. Haven Drive Middle School es la cuarta escuela del distrito y atiende aproximadamente a 650 estudiantes en los grados 7 y 8. Los servicios de primera infancia comienzan con clases de Preescolar del Estado de California (no incluidas en el conteo de matrícula del distrito), que se imparten en Sierra Vista y Bear Mountain, mientras que las clases para niños en edad preescolar con necesidades especiales se encuentran en Bear Mountain. Los estudiantes de Kindergarten Transicional asisten a un Centro de Educación Temprana ubicado en el campus de Bear Mountain Elementary.

El 59% de nuestra población son aprendices del inglés, cuya lengua materna es principalmente el español, con una pequeña población de hablantes de árabe, así como otros idiomas nativos. Los estudiantes con discapacidades representan el 9.8% de la matrícula del distrito, un 1% más que durante el año escolar 2022-2023, y esta cifra presenta una tendencia creciente. El porcentaje LCFF no duplicado del distrito es aproximadamente del 96%. Estos factores demográficos contribuyen a la riqueza cultural presente en nuestras escuelas y a las necesidades y desafíos únicos que enfrenta el distrito para atender a su población estudiantil.

### Cultura y Clima

Las escuelas de nuestro distrito brindan un entorno de aprendizaje seguro e inclusivo para los estudiantes de inglés.

### Aprendizaje y apoyo profesional

Existe una variedad de oportunidades para que los maestros y administradores mejoren su conocimiento y práctica para servir a los estudiantes de inglés. Las oportunidades de aprendizaje profesional se crean de manera consistente y sistemática en función de las necesidades de los planteles escolares identificadas por los datos, la evidencia del trabajo de los estudiantes y los aportes del personal. El distrito ofrece apoyo para el desarrollo del idioma inglés, instrucción rigurosa en el área de contenido e instrucción en dos idiomas.



## Hoja de ruta para estudiantes de inglés de California

La Junta Estatal de Educación de California aprobó por unanimidad la Hoja de Ruta para Aprendices del Inglés de California – Política de la Junta Estatal de Educación: Programas y Servicios Educativos para Aprendices del Inglés (Política EL Roadmap) el 12 de julio de 2017. Esta política tiene como propósito ofrecer orientación a las agencias educativas locales (LEAs) para recibir, comprender y educar a la diversa población de estudiantes que son aprendices del inglés en las escuelas públicas de California. A continuación, se presentan los componentes de esta hoja de ruta.

### Visión

Que los aprendices del inglés tengan acceso pleno y significativo y participen en una educación del siglo XXI desde la primera infancia hasta el grado doce, que les permita alcanzar altos niveles de competencia en el idioma inglés, dominio de los estándares académicos del grado, y oportunidades para desarrollar competencia en múltiples idiomas.

### Misión

Las escuelas de California afirman, acogen y responden a la diversidad de fortalezas, necesidades e identidades de los Aprendices del Inglés (EL). Las escuelas preparan a los graduados con las habilidades lingüísticas, académicas y sociales que necesitan para tener éxito en la universidad, la carrera profesional y la participación cívica en un mundo global, diverso y multilingüe, asegurando así un futuro próspero para California.

### Principios

Los principios de la Hoja de Ruta para Aprendices del Inglés: Fortalecimiento de Políticas Educativas, Programas y Prácticas Integrales para Aprendices del Inglés (CA EL Roadmap) están diseñados para guiar todos los niveles del sistema hacia un conjunto coherente y alineado de prácticas, servicios, relaciones y enfoques de enseñanza y aprendizaje que den lugar a una educación poderosa y eficaz del siglo XXI para todos los aprendices del inglés.

La aplicación sistémica de los principios del CA EL Roadmap se basa en el entendimiento fundamental de que los aprendices del inglés son una responsabilidad compartida de todos los educadores y que todos los niveles del sistema educativo tienen un papel esencial en garantizar el acceso y el éxito de los más de 1.3 millones de estudiantes aprendices del inglés que asisten a las escuelas de California.

### **Principio Uno: Escuelas Orientadas a los Activos y Sensibles a las Necesidades**

Los preescolares y las escuelas responden a las diferentes fortalezas, necesidades e identidades de los estudiantes de inglés (EL) y apoyan la salud socioemocional y el desarrollo de los estudiantes de inglés. Los programas valoran y se basan en los activos culturales y lingüísticos que los estudiantes aportan a su educación en climas escolares seguros y afirmativos. Los educadores valoran y construyen sólidas asociaciones familiares, comunitarias y escolares.

### **Principio Dos: Calidad Intelectual de la Instrucción y Acceso Significativo**

Los estudiantes de inglés participan en experiencias de aprendizaje intelectualmente ricas y apropiadas para el desarrollo que fomentan altos niveles de dominio del inglés. Estas experiencias integran el desarrollo del lenguaje, la lectoescritura y el aprendizaje de contenidos, además de proporcionar acceso para la comprensión y la participación a través de la enseñanza y el andamiaje de la lengua materna. Los estudiantes de inglés tienen acceso significativo a un plan de estudios completo, basado en estándares y relevante, y la oportunidad de desarrollar competencia en inglés y otros idiomas.

### **Principio Tres: Condiciones del Sistema que Apoyan la Efectividad**

Cada nivel del sistema escolar (estado, condado, distrito, escuela, preescolar) tiene líderes y educadores que conocen y responden a las fortalezas y necesidades de los estudiantes de inglés y sus comunidades, y que utilizan evaluaciones válidas y otros sistemas de datos que informan la instrucción y la mejora continua. Cada nivel del sistema proporciona recursos y apoyo escalonado para garantizar programas sólidos y desarrollar la capacidad de los maestros y el personal para aprovechar las fortalezas y satisfacer las necesidades de los estudiantes de inglés.

### **Principio Cuatro: Alineación y Articulación dentro y entre Sistemas**

Los aprendices de inglés experimentan un conjunto coherente, articulado y alineado de prácticas y caminos a través de los niveles de grado y segmentos educativos, comenzando con una base sólida en la primera infancia y la identificación adecuada de fortalezas y necesidades, y continuando hasta la reclasificación, la graduación, la educación superior y las oportunidades profesionales. Estas vías fomentan las habilidades, el idioma, la alfabetización y el conocimiento que los estudiantes necesitan para prepararse para la universidad y la carrera y participar en un mundo global, diverso y multilingüe del siglo XXI.

## Parte 1: Identificación Inicial, Notificación a los Padres y Evaluación

### Seguimiento del Programa Federal EL 03

#### La Conexión de la Hoja de Ruta para Estudiantes de Inglés de California:

Principio Tres: Condiciones del Sistema que Apoyan la Efectividad

Principio Cuatro: Alineación y Articulación dentro y entre Sistemas

### Identificación inicial

El Distrito Escolar Unificado de Arvin utilizará los pasos descritos por el Departamento de Educación de California (CDE) para guiar el proceso de identificación inicial de los estudiantes que aprenden inglés. Las Secciones 313 y 60810 del Código de Educación de California contienen requisitos legales que ordenan a las escuelas determinar el idioma (s) que se habla en el hogar de cada estudiante.

#### **EL 03: Identificación y evaluación de EL**

*En o antes del momento de la inscripción inicial de un estudiante en California, el Distrito Escolar Unificado de Arvin identificará y evaluará a todos los estudiantes que tengan un idioma materno que no sea el inglés. Una Encuesta sobre el Idioma del Hogar, será completada por escrito por el padre o tutor legal de todos los estudiantes y se utilizará para identificar si el idioma principal o nativo del estudiante es un idioma distinto al inglés. Si la respuesta de HLS de un padre o tutor indica un idioma principal o nativo que no sea el inglés, y el Distrito Escolar de Arvin Union determina que el estudiante es elegible para la evaluación inicial, el distrito notificará de inmediato al padre o tutor, por escrito, antes de la administración de la evaluación inicial de las Evaluaciones de Dominio del Idioma Inglés para California (ELPAC). (20 Código de los Estados Unidos [U.S.C.] 6823[b][2]; Secciones 313 y 60810 de la CE; CCR, sección 11518.5[a, c])*

Dentro del Distrito Escolar de Arvin Union, los formularios de la Encuesta del Idioma Hogar (HLS, por sus siglas en inglés) están disponibles en español o inglés. En la medida de lo posible, se proporcionarán traducciones orales para los padres y tutores que necesiten ayuda con los formularios. Las cuatro preguntas deben ser respondidas y el HLS debe ser firmado por el padre/tutor. Luego, el documento se convierte en una parte permanente de la carpeta acumulativa (CUM) del estudiante. Si al menos una de las tres primeras preguntas del HLS (consulte la siguiente sección) se responde con un idioma distinto al inglés, comienza el proceso de evaluación para determinar la fluidez del idioma inglés. Los padres o tutores recibirán una notificación de las pruebas iniciales de idioma en el momento de la inscripción.

Los padres que inscriban a sus hijos en Pre-kindergarten dentro del programa preescolar estatal o del Distrito Escolar Unificado de Arvin completarán una Entrevista de Idioma e Interés Familiar como parte del proceso de inscripción. Esto no reemplaza la Encuesta de Idioma del Hogar que se completará al ingresar a

TK, K o cualquier grado posterior. El primer HLS presentado (por ejemplo, para TK o de otro distrito dentro de California) reemplazará cualquier formulario HLS posterior. Las respuestas proporcionadas en el HLS original están permanentemente documentadas en el sistema de Servicios de Información Escolar de California (CALPADS).

### **Preguntas de la encuesta sobre el idioma del hogar**

La encuesta sobre el idioma del hogar del Distrito Escolar Unificado de Arvin consta de las siguientes cuatro preguntas:

1. ¿Qué idioma aprendió su hijo cuando empezó a hablar?
2. ¿Qué idioma habla su hijo con más frecuencia en casa?
3. ¿Qué idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?
4. ¿Qué idioma hablan con mayor frecuencia los adultos en el hogar (padres, tutores, abuelos o cualquier otro adulto)?

## **Evaluación**

### **Evaluaciones Iniciales de Dominio del Idioma Inglés para California (ELPAC)**

*El Distrito Escolar Unificado de Arvin administrará la evaluación inicial de ELPAC a cada estudiante elegible para la evaluación inicial, producirá localmente el puntaje oficial de acuerdo con las instrucciones del contratista de la prueba y notificará al padre o tutor, por escrito, de los resultados de la evaluación inicial dentro de los 30 días calendario posteriores a la fecha inicial de inscripción del estudiante en California. (20 U.S.C. 6823[b][2]; Artículo 313 de las CE; CCR, sección 11518.5[d])*

La secretaria de la escuela en cada sitio primero confirmará con el padre o tutor si se ha completado previamente una Encuesta de Idioma Hogareño (HLS) en cualquier lugar de California, incluso en TK o cualquier otro grado. Si el padre o tutor indica que no se ha completado ningún HLS, el secretario proporcionará uno para que se complete como parte del proceso de inscripción. Si el HLS completado indica que se habla un idioma distinto al inglés, el secretario le dará al padre o tutor una notificación sobre la prueba inicial de ELPAC. Luego, el Departamento de ELD verificará si existe un registro previo de HLS o de pruebas de idioma en el Sistema de Datos de Rendimiento Longitudinal de Alumnos de California (CALPADS). Si no se encuentra ningún registro anterior, el estado del idioma inglés del estudiante se marcará como "Por determinar" (TBD) en Aeries. Para los estudiantes de TK cuyo HLS indica un idioma distinto al inglés, el estado TBD se ingresará tanto en Aeries como en CALPADS. Sin embargo, a estos estudiantes no se les administrará la Evaluación Inicial de Dominio del Idioma Inglés para California (ELPAC), ya que el estado ha

determinado que no es apropiada para el desarrollo de este grupo de edad. El Distrito Escolar Unificado de Arvin proporcionará servicios de Aprendices de Inglés (EL) para estudiantes de TK con una designación TBD hasta que puedan ser evaluados formalmente durante el proceso de inscripción en el jardín de infantes.

Dentro de los 30 días calendario posteriores a la inscripción inicial, cada estudiante de Kindergarten a 8° grado que tenga un idioma materno distinto al inglés (según lo determine el HLS) será evaluado por el departamento de ELD para determinar su dominio del inglés según lo determinado por la Evaluación Inicial de Dominio del Idioma Inglés para California (ELPAC), a menos que el estudiante haya sido evaluado previamente por otro distrito dentro de California. La determinación se hará utilizando el registro acumulativo del estudiante de otro distrito o en el Sistema de Datos Longitudinales de Logros Estudiantiles de California (CALPADS). El HLS completado se guarda en el archivo acumulativo del estudiante y se ingresa en el Sistema de Información Estudiantil (SIS) de la escuela, Aeries. Después de administrar las evaluaciones, los padres o tutores serán notificados, por escrito, de los resultados de su estudiante en el ELPAC inicial dentro de los 30 días calendario posteriores a la inscripción inicial. El Informe Inicial de Calificaciones del Estudiante (SSR) de ELPAC se enviará a casa utilizando uno de los tres idiomas (inglés, español o árabe) según el idioma preferido de correspondencia en el hogar.

Una copia del informe de calificaciones inicial del estudiante se coloca en la carpeta rosa designada de Aprendiz de Inglés (EL) dentro del archivo acumulativo del estudiante. Esta carpeta también incluye una copia de la Encuesta sobre el idioma del hogar y cualquier carta de notificación a los padres. El informe de calificaciones también se carga en el Sistema de Información Estudiantil, Aeries, para que los maestros, el personal del programa y los administradores puedan acceder a los datos. Si el estudiante está clasificado como aprendiz de inglés, su estado de fluidez lingüística se marca en Aeries para garantizar que los profesores lo identifiquen fácilmente.

## Descriptorios iniciales del nivel de rendimiento de ELPAC

| Nivel                                           | Descripción<br><a href="https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp">https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp</a>                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Dominio Inicial del Inglés Fluido (IFEP)</b> | Los estudiantes en este nivel tienen bien desarrolladas habilidades orales (escuchar y hablar) y escritas (leer y escribir). Pueden usar el inglés para aprender y comunicarse de maneras significativas que sean apropiadas para diferentes tareas, propósitos y audiencias en una variedad de contextos sociales y académicos. Es posible que necesiten apoyo lingüístico ocasional para participar en contextos sociales y académicos |

|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>450-600</p> <p>Rango de puntuación de escala</p>                                           | <p>familiares; Es posible que necesiten apoyo ligero para comunicarse sobre tareas y temas menos familiares. Este nivel de rendimiento de la prueba corresponde al rango superior del nivel de competencia "Puente" como se describe en los Estándares de Desarrollo del Idioma Inglés de California 2012, desde el jardín de infantes hasta el duodécimo grado (Estándares ELD 2012).</p> <p><b>Los estudiantes clasificados como IFEP no necesitarán más pruebas de idioma</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Estudiante de inglés intermedio</b></p> <p>Rango de puntuación de la escala 370-449</p> | <p>Los estudiantes en este nivel han desarrollado de alguna manera a moderadamente desarrolladas habilidades orales (escuchar y hablar) y escritas (leer y escribir). Este nivel capta una amplia gama de estudiantes de inglés, desde aquellos que pueden usar el inglés solo para satisfacer necesidades inmediatas de comunicación hasta aquellos que pueden, a veces, usar el inglés para aprender y comunicarse de manera significativa en una variedad de temas y áreas de contenido. Pueden necesitar algún grado de apoyo lingüístico para participar en contextos sociales y académicos familiares (dependiendo del estudiante, el nivel de apoyo necesario puede ser moderado, ligero o mínimo); Es posible que necesiten un apoyo sustancial a moderado para comunicarse sobre tareas y temas menos familiares. Este nivel de rendimiento de la prueba corresponde a todo el nivel de competencia "Expandido" y al rango inferior del nivel de competencia "Puente" como se describe en los Estándares ELD de 2012.</p> <p><b>Los estudiantes que se califiquen como estudiantes de inglés intermedios recibirán servicios de aprendizaje de inglés hasta que cumplan con los requisitos de reclasificación.</b></p> |
| <p><b>Principiante Estudiante de inglés</b></p> <p>Rango de puntuación en escala 150-369</p>  | <p>Los estudiantes en este nivel tienen mínimamente desarrolladas habilidades orales (escuchar y hablar) y escritas (leer y escribir) en inglés. Tienden a confiar en palabras y frases aprendidas para comunicar el significado a un nivel básico. Necesitan un apoyo lingüístico de sustancial a moderado para comunicarse en contextos sociales y académicos familiares; Necesitan un apoyo lingüístico sustancial para comunicarse en tareas y temas menos familiares. Este nivel de rendimiento de la prueba corresponde al nivel de competencia "Emergente" tal como se describe en los Estándares ELD de 2012.</p> <p><b>Los estudiantes que se califiquen como principiantes en inglés recibirán servicios de inglés hasta que cumplan con los requisitos de reclasificación.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## **Corrección de errores de clasificación**

La encuesta sobre el idioma del hogar (HLS, por sus siglas en inglés) es completada una vez por el padre o tutor en el momento en que el estudiante se inscribe inicialmente en una escuela pública de California. Si el HLS se completa incorrectamente, el padre o tutor puede presentar una solicitud para cambiarlo antes de que la agencia educativa local (LEA) administre las Evaluaciones de Dominio del Idioma Inglés para California (ELPAC), específicamente el ELPAC Inicial o el ELPAC Alternativo Inicial. Sin embargo, una vez que un estudiante es identificado como un aprendiz de inglés (EL) sobre la base de los resultados del ELPAC Inicial o el ELPAC Alternativo Inicial, y el estudiante ha sido administrado el ELPAC Sumativo o el ELPAC Alternativo Sumativo, ya no se permite revisar o corregir el HLS a menos que haya habido un error administrativo.

De acuerdo con las regulaciones de ELPAC (Código de Regulaciones de California, Título 5, Sección 11518.20, disponible en la página web del Subcapítulo 7.6 del Código de Regulaciones de California de la Oficina de Derecho Administrativo de California), a continuación, hay tres procesos de corrección de clasificación que se pueden usar para corregir el estado actual de adquisición del idioma inglés (ELAS) de un estudiante. Los tres procesos de corrección requieren que la LEA recopile pruebas. La evidencia sobre el ELPAC de un estudiante para fines de correcciones incluirá:

- Resultados del HLS; Resultados de la evaluación del dominio del inglés del estudiante, utilizando un instrumento de evaluación objetiva, que incluye, entre otros, el ELPAC inicial o el ELPAC alternativo inicial;
- Opinión de los padres o tutores y resultados de la consulta; y
- Evidencia del desempeño del estudiante en el curso de estudio adoptado por LEA y el ELD del estudiante, según corresponda, obtenida del maestro del aula del estudiante y del personal certificado con responsabilidad directa por las decisiones del maestro o la colocación.

### **Proceso de corrección A: cambio de EO a TBD**

El Proceso de Corrección A se utiliza cuando un estudiante se clasifica como solo inglés (EO) sobre la base de los resultados del HLS. La corrección de un estado de "EO" a "por determinar" (TBD) se realiza si se cumplen las siguientes condiciones:

- La LEA tiene una indicación de que el estudiante tiene un idioma distinto al inglés, y

- El estudiante no puede realizar el trabajo de clase en inglés.

La LEA debe recopilar y revisar evidencia para determinar si al estudiante se le debe administrar el ELPAC Inicial o el ELPAC Alternativo Inicial. Con base en esta revisión, la LEA determinará si al estudiante se le administrará el ELPAC Inicial o el ELPAC Alternativo Inicial para determinar la clasificación del estudiante.

#### Período de tiempo

Al menos 10 días calendario antes de la administración del ELPAC Inicial y el ELPAC Alternativo Inicial, la LEA notificará al padre o tutor del estudiante, por escrito, que el estudiante será evaluado. Si se administra el examen y el estudiante no cumple con el criterio de competencia, la LEA clasificará al estudiante como un estudiante EL. La LEA notificará al padre o tutor del estudiante, por escrito, de los resultados de la revisión, incluyendo la evidencia que condujo a la determinación y los resultados del ELPAC Inicial o ELPAC Alternativo Inicial, dentro de los 14 días calendario de su determinación.

#### **Proceso de corrección B: cambio de EL o IFEP a EO**

El Proceso de Corrección B se utiliza si una LEA administra el ELPAC Inicial, el ELPAC Alternativo Inicial, el ELPAC Sumativo o el ELPAC Alternativo Sumativo a un estudiante que no es elegible para ser evaluado. Por ejemplo, la LEA comete un error administrativo, asignando TBD a un estudiante que es EO. Al estudiante se le administra incorrectamente el ELPAC. La evidencia de error administrativo se basa en una revisión del HLS original en la primera inscripción.

#### Período de tiempo

El padre o tutor del estudiante o un empleado certificado de la LEA puede solicitar esta corrección. Con base en la evidencia recopilada y revisada, la LEA determinará si la clasificación del estudiante debe permanecer sin cambios o cambiarse. La LEA notificará al padre o tutor del estudiante por escrito de los resultados dentro de los 14 días calendario de su determinación.

#### **Proceso de corrección C: cambio de EL a IFEP o de IFEP a EL**

El Proceso de Corrección C se utiliza si un padre/tutor o empleado certificado de la LEA solicita una revisión de la clasificación del estudiante sobre la base de los resultados del ELPAC Inicial o el ELPAC Alternativo Inicial. Las LEA deben recopilar evidencia para respaldar o denegar una solicitud para corregir la clasificación de un estudiante. Este proceso debe ocurrir antes de la primera administración del ELPAC sumativo o del ELPAC alternativo sumativo. El Proceso de Corrección C se puede utilizar si el estudiante fue tímido durante la administración inicial de ELPAC o ELPAC alternativo inicial y está clasificado como EL,

pero se recopilan más pruebas que demuestran la capacidad del estudiante para escuchar, hablar, leer y escribir en inglés en el aula.

#### Período de tiempo

Con base en su revisión de la evidencia, la LEA determinará si la clasificación del estudiante debe permanecer sin cambios o ser cambiada. La LEA notificará al padre o tutor del estudiante por escrito de los resultados de la revisión dentro de los 14 días calendario posteriores a su determinación.

Esta revisión se llevará a cabo solo una vez en el transcurso de la inscripción del estudiante en el sistema de escuelas públicas de California.

### **Pruebas ELPAC sumativas (anuales)**

*El Distrito Escolar Unificado de Arvin evaluará anualmente el dominio del idioma inglés (ELP) y el progreso académico de cada EL. El distrito administrará la evaluación sumativa de ELPAC durante el período de evaluación sumativa anual. (20 U.S.C. secciones 6311[b][2][G], 6823[b][3][B]; Secciones 313 y 60810 de la CE; CCR, secciones 11306, 11518.15[a])*

La Evaluación Sumativa de Dominio del Inglés para California (ELPAC, por sus siglas en inglés) se utiliza para medir el progreso de un estudiante de inglés y para identificar el nivel de dominio del inglés (ELP, por sus siglas en inglés) del estudiante. Se administra anualmente a los estudiantes de inglés hasta que sean reclasificados como Fluent English Proficient (RFEP). La prueba se realiza durante la ventana de prueba anual, que va del 1 de febrero al 31 de mayo. Si los informes de calificaciones se reciben en o antes del último día de clases, se notificará a los padres o tutores dentro de los 30 días calendario posteriores a la recepción de los resultados del contratista de la prueba. Si los informes de calificaciones se reciben después del último día de clases, se notificará a los padres dentro de los 15 días hábiles posteriores al inicio del próximo año escolar.

### **Descriptores sumativos del nivel de rendimiento de ELPAC**

| Nivel | Descripción<br><a href="https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp">https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | Los estudiantes de inglés en este nivel tienen habilidades orales (escuchar y hablar) y escritas (leer y escribir) bien desarrolladas. Pueden usar el inglés para aprender y comunicarse de maneras significativas que sean apropiadas para diferentes tareas, propósitos y audiencias en una variedad de contextos sociales y académicos. Es posible que necesiten apoyo lingüístico ocasional para participar en contextos sociales y académicos familiares; Es posible que necesiten apoyo ligero para comunicarse sobre tareas y temas menos familiares. Este nivel de rendimiento de la prueba |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | corresponde al rango superior del nivel de competencia "puente", tal como se describe en los estándares CA ELD de 2012.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3 | Los estudiantes de inglés en este nivel han <b>desarrollado moderadamente</b> habilidades orales (escuchar y hablar) y escritas (leer y escribir). A veces pueden usar el inglés para aprender y comunicarse de manera significativa en una variedad de temas y áreas de contenido. Necesitan un apoyo lingüístico de leve a mínimo para participar en contextos sociales y académicos familiares; Necesitan un apoyo moderado para comunicarse sobre tareas y temas menos familiares. Este nivel de rendimiento de la prueba corresponde al rango superior del nivel de competencia "en expansión" a través del rango inferior del nivel de competencia "puente", tal como se describe en los estándares ELD de CA.         |
| 2 | Los estudiantes de inglés en este nivel han <b>desarrollado un poco las</b> habilidades orales (escuchar y hablar) y escritas (leer y escribir). Pueden usar el inglés para satisfacer las necesidades inmediatas de comunicación, pero a menudo no pueden usar el inglés para aprender y comunicarse sobre temas y áreas de contenido. Necesitan apoyo lingüístico de moderado a ligero para participar en contextos sociales y académicos familiares; Necesitan un apoyo sustancial a moderado para comunicarse sobre tareas y temas menos familiares. Este nivel de rendimiento de la prueba corresponde al rango bajo a medio del nivel de competencia "en expansión", tal como se describe en los estándares ELD de CA. |
| 1 | Los estudiantes de inglés en este nivel tienen <b>mínimamente desarrolladas</b> habilidades orales (escuchar y hablar) y escritas (leer y escribir) en inglés. Tienden a confiar en palabras y frases aprendidas para comunicar el significado a un nivel básico. Necesitan un apoyo lingüístico de sustancial a moderado para comunicarse en contextos sociales y académicos familiares; Necesitan un apoyo lingüístico sustancial para comunicarse en tareas y temas menos familiares. Este nivel de rendimiento de la prueba corresponde al nivel de competencia "Emergente" tal como se describe en los estándares ELD de CA.                                                                                            |

## Estudiantes Doblemente Identificados

*Al administrar una evaluación inicial o sumativa de ELPAC a un alumno con una discapacidad, el Distrito Escolar Unificado de Arvin proporcionará apoyos o adaptaciones designados, de acuerdo con el programa de educación individualizado (IEP) del alumno o el plan de la Sección 504. Cuando el IEP de un alumno o el plan de la Sección 504*

*especifica que el alumno tiene una discapacidad que impide la evaluación, de modo que no hay adaptaciones adecuadas para la evaluación en uno o más de los dominios (escuchar, hablar, leer y escribir), el alumno será evaluado en los dominios restantes en los que es posible evaluar al alumno. (CCR 5, Sección 11518.25) Cuando el equipo del IEP de un alumno determina que el alumno tiene una discapacidad cognitiva significativa tal que el alumno no puede participar en la evaluación inicial o sumativa, o en una sección de cualquiera de los exámenes, incluso con recursos, el alumno será evaluado utilizando el ELPAC Alternativo, según se especifica en el IEP del alumno. (5 CCR, Sección 11518.30)*

El Departamento de Educación de California (CDE, por sus siglas en inglés) desarrolló las Evaluaciones Alternativas de Dominio del Idioma Inglés para California, o ELPAC Alternativo. El propósito del ELPAC Alternativo es doble: el ELPAC Alternativo Inicial proporcionará información para determinar la clasificación inicial de un estudiante como aprendiz de inglés (EL) o como dominio inicial del inglés fluido (IFEP) y el ELPAC Alternativo Sumativo proporcionará información sobre el progreso anual del estudiante hacia el dominio del idioma inglés (ELP) y apoyará las decisiones para que los estudiantes sean redesignados como competentes en inglés fluido (RFEP).

El equipo del IEP del estudiante determinará los apoyos o adaptaciones designados para los estudiantes con doble identificación. Además, el equipo del IEP determinará la elegibilidad del estudiante para ser evaluado utilizando las pruebas ELPAC alternativas.

### **Notificación Anual a los Padres**

Se envía una notificación anual a más tardar 30 días después del comienzo del año escolar, para informar a los padres de la identificación continua de su hijo como aprendiz de inglés en una escuela de California, y proporcionar toda la información requerida para cumplir con los requisitos federales del Título I o el Título III. (20, Código de los Estados Unidos, sección 6312).



## Arvin Union School District

### Needs Assessment for ELAC Members at (School Site)

#### Date

In order to help plan agenda items for ELAC meetings for this school year, please fill out the following needs assessment. Please mark the five topics that are most important to you.

\_\_\_\_ Parental Waiver Information

\_\_\_\_ Parent Guide

\_\_\_\_ Review Identification & Assessment of English Learners

\_\_\_\_ Overview of Program Options for ELs

\_\_\_\_ Reclassification Procedures

\_\_\_\_ ELPAC

\_\_\_\_ Common Core Standards

\_\_\_\_ SBAC testing

\_\_\_\_ School EL Program

\_\_\_\_ Legal Responsibilities of ELAC

\_\_\_\_ School Single Site Plan

\_\_\_\_ Consolidated Report

\_\_\_\_ Guest Speakers (for example, District Representatives, City Officials, etc.)

\_\_\_\_ Training for Parents: Having Effective Meetings

\_\_\_\_ Training for Parents: How to Help Your Child Succeed in School

\_\_\_\_ Student Presentations

\_\_\_\_ Presentation of specific programs at this school

Other topics: \_\_\_\_\_

Comments: \_\_\_\_\_



## Arvin Union School District

### Evaluación De Necesidades para miembros de ELAC en (sitio escolar)

#### Fecha

Para ayudar a planificar los temas de la agenda para las reuniones de ELAC para este año escolar, complete la siguiente evaluación de necesidades. Marque los cinco temas que son más importantes para usted.

- ☐ Información sobre Exenciones para Padres
  - ☐ Guía para padres
  - ☐ Revisión la identificación y evaluación de los estudiantes de inglés
  - ☐ Descripción de las opciones de programas para EL
  - ☐ Procedimientos de reclasificación
  - ☐ ELPAC
  - ☐ Estándares Estatales (Common Core)
  - ☐ Pruebas SBAC exámenes
  - ☐ Programa EL escolar
  - ☐ Responsabilidades legales de ELAC
  - ☐ Plan de sitio único de la escuela
  - ☐ Reporte consolidado
  - ☐ Invitados especiales (por ejemplo, representantes de distrito, funcionarios de la ciudad, etc.)
  - ☐ Cursos para padres: Tener reuniones efectivas
  - ☐ Cursos para padres: cómo ayudar a sus hijos a tener éxito en la escuela
  - ☐ Presentaciones de los estudiantes
  - ☐ Presentación de programas específicos en esta escuela
- Otros temas: \_\_\_\_\_
- Comentarios: \_\_\_\_\_

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Academic Achievement

Bear Mountain will ensure all students and each student group demonstrate improved academic achievement in English Language Arts and Mathematics through equitable, standards-aligned instruction and an integrated system of academic, behavioral, and social-emotional supports.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #5: Develop and implement strategies (targeted initiatives) to ensure a minimum of one year academic growth per year for all students, as measured by state standardized assessments and classroom formative assessments.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Site data from multiple sources including iReady, 95% Reading Intervention, ELPAC, and CAASPP indicates that a majority of students are performing below grade level in Language Arts and Mathematics, with minimal consistent improvement over time. A large portion of these students are English Learners, 54.0%. Surveys and evidence of student work indicates a need to strengthen core instruction. Data indicates the site has not yet consistently implemented aligned systems of continuous improvement with integrated supports to improve academic, behavioral, and social-emotional outcomes. To address the needs of our English Language Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless the root causes need to be considered and addressed.

The identified root causes include:

1. Inconsistent Tier 1 (universal) academic, behavioral, and social-emotional instruction and supports.
2. Lack of a clearly defined referral process and system of intervention for Tier 2 and Tier 3 supports.
3. A need to strengthen a culture of shared accountability among all educational partners for student outcomes on state and local measures.

These measurable outcomes directly address identified root causes by strengthening Tier 1 instruction, refining intervention systems, and increasing accountability for student outcomes.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                              | Baseline/Actual Outcome                                                                                                                                                         | Expected Outcome                                                                                                                                                                                                   |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I-Ready Language Arts                                         | 25-26 i-Ready English Language Arts Midyear Data (Diagnostic 2)<br><br>41%: 2 years or more below grade level<br>39%: 1 grade level below<br>21%: Early on or above grade level | An Increase by 5% the percentage of students who are Early on or above grade level standards and decrease by 5% percentage of students falling in the 2 years or more below grade level by 2026-2027 Diagnostic 2. |
| i-Ready Math transitioning to Savvas-SuccessMaker Mathematics | 25-26 i-Ready Mathematics Midyear Data (Diagnostic 2)                                                                                                                           | Due to the transition from i-Ready to SuccessMaker Mathematics, baseline                                                                                                                                           |

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | <p>36%: 2 years or more below grade level<br/> 51%: 1 grade level below<br/> 12%: on or above grade level</p>                                                                                                                                                                                                                                                                                                                                                                                                   | <p>data will be established using Diagnostic 1. The same growth targets will be applied. An increase by 5% the percentage of students on or above grade level standards and decrease by 5% percentage of students falling in the 2 years or more below grade level by 2026-2027 Diagnostic 2.</p>                                                                                                                                                                                                                                                                                                                                      |
| Dashboard-CAASPP English Language Art         | <p>2024-2025 English Language Arts</p> <p>All students Very Low, -77 points below with an increase of 9.8 points (Orange)</p> <p>Performance Level by Subgroup<br/> English Learners: -86.3 points below with a increase of 8 points (Orange)<br/> Hispanic: -78.2 points below with an increase of 9.9 points (Orange)<br/> Socioeconomically Disadvantaged: -78.1 points below with a increase of 8.7 points (Orange)<br/> Students with Disabilities: -142.1 points below with an maintain of -1.3 (Red)</p> | <p>All Students: Increase by 15 points (from -77 to -62), moving toward Low performance and demonstrating significant growth (Yellow).</p> <p>Performance Level by Subgroup<br/> English Learners: Gain 15 points (-71.3 points) Very Low Performance Increased Significantly (Orange)<br/> Hispanic: Gain 15 points (-63.2 points) Very Low Performance Increased Significantly (Orange)<br/> Socioeconomically Disadvantaged: Gain 15 points -63.1 points) Low Performance Increase Significantly (Yellow)<br/> Students with Disabilities: Gain 15 points (-127.1 points) Very Low Performance Increased Significantly (Orange)</p> |
| Dashboard- CAASPP Math                        | <p>2024-2025 Mathematics</p> <p>All students Low, -83.2 points below Standard increase 8.1 points (Yellow)</p> <p>Performance Level by Subgroup<br/> English Learners: -92.8 points below Standard maintained 1.1 points (Orange)<br/> Hispanic: -84.8 points below Standard increase 7.5 points (Yellow)<br/> Socioeconomically Disadvantaged: -85.2 points below Standard increase 7.7 points (Yellow)<br/> Students with Disabilities: -161.6 points below Standard increase 10.7 points (Orange)</p>        | <p>All Student Goal: Gain 15 points (-68.2) Low Performance Increase Significantly((Yellow)</p> <p>Performance Level by Subgroup<br/> English Learners: Gain 15 points (-77.8) Low Performance Increase Significantly (Yellow)<br/> Hispanic: Gain 15 points (-69.8) Low Performance Increase Significantly (Yellow)<br/> Socioeconomically Disadvantaged: Gain 15 points (-70.2) Low Performance Increase Significantly (Yellow)<br/> Students with Disabilities: Gain 15 points (-146.6) Very Low Performance Increase Significantly (Orange)</p>                                                                                    |
| Dashboard- English Learner Progress Indicator | <p>2024-2025 English Learner Progress Indicator</p> <p>Overall EL Student: 38.4% Making Progress Declined 2.5% (Orange)</p>                                                                                                                                                                                                                                                                                                                                                                                     | <p>All EL Student Goal: Gain 6.6% (45%) Making Progress Medium Performance Increase (Green) for the 2025-26 English Learner Progress Indicator.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Dashboard- Attendance                         | <p>2024-2025 Chronic Attendance</p> <p>All Students High, 14.3% Chronically Absent a Significant Decline of 7.6% points (Yellow)</p> <p>Performance Level by Subgroup</p>                                                                                                                                                                                                                                                                                                                                       | <p>Decrease chronic absenteeism by 3 percentage points, from 14.3% to 11.3%, maintaining a High performance level while demonstrating a significant decline. (Yellow)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>English Learners (EL): 8.2% Chronically Absent a Significant Decline of 9.1% points (Green)</p> <p>Hispanic: 13.6% Chronically Absent a Significant Decline of 8.3% points (Yellow)</p> <p>Socioeconomically Disadvantaged: 14.6% Chronically Absent a Significant Decline of 7.5% points (Yellow)</p> <p>Students with Disabilities: 20.2% Chronically Absent a Significant Decline of 15% points (Orange)</p> | <p>Performance Level by Subgroup</p> <p>English Learners (EL): Decrease from 8.2% to 5.2% Medium Absenteeism Decline Significantly (Green)</p> <p>Hispanic: Decrease from 13.6% to 10.6% High Absenteeism Decline Significantly (Yellow)</p> <p>Socioeconomically Disadvantaged (SED): Decrease from 14.6% to 11.6% High Absenteeism Decline Significantly (Yellow)</p> <p>Students with Disabilities (SWD): Decrease from 20.2% to 17.2% High Absenteeism Decline Significantly (Yellow)</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Students to be Served                                                                                                                                                                                                                                                                               | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                     | <p>If the ACADEMIC COACH and TEACHER ON SPECIAL ASSIGNMENT (TOSA) provide consistent, job-embedded professional development and direct instructional support through co-teaching, lesson modeling, Professional Learning Team (PLT) facilitation, coaching cycles (Cycles of Inquiry), walkthroughs, and data analysis using formative and summative assessments (including i-Ready, CAASPP, and ELPAC),</p> <p>then teachers will increase their capacity to implement standards-aligned, data-driven, and effective instructional strategies in ELA, Math, and ELD, including differentiated and small group instruction to meet diverse student needs,</p> <p>so that all students—particularly English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless youth—have greater access to rigorous Tier 1 instruction and targeted supports, resulting in improved engagement, language development, and academic performance,</p> <p>to achieve measurable increases in the percentage of students meeting or exceeding grade-level standards in ELA and Math and improved English language proficiency, as evidenced by growth on CAASPP ELA, CAASPP Math, and ELPAC state assessments.</p> <p>This activity addresses the root causes of inconsistent Tier 1 instruction and the need to strengthen shared accountability by building staff capacity, supporting data-driven instruction, and</p> | <p>All students specifically targeted on the Academic California Dashboards:</p> <p>All Students</p> <p>White</p> <p>African American</p> <p>Hispanic</p> <p>Pacific Islander</p> <p>Foster</p> <p>Homeless</p> <p>LTEL</p> <p>EL</p> <p>Hispanics</p> <p>SED</p> <p>Students with Disabilities</p> | <p>54,676</p> <p>Title I Part A: Allocation</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Academic Coach Salary (50% Funded by Site Title I)</p> <p>22,844</p> <p>Title I Part A: Allocation</p> <p>3000-3999: Employee Benefits</p> <p>Academic Coach Benefits (50% Funded by Site Title I)</p> <p>54,676</p> <p>LCFF - Supplemental</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Academic Coach Salary (50% Funded by District LCAP)</p> <p>22,844</p> <p>LCFF - Supplemental</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Academic Coach Benefits (50% Funded by District LCAP)</p> <p>15,170</p> <p>Title I Part A: Allocation</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>District TOSA 12%</p> |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students to be Served                                                                                                                                                                                                                                                                                                                                                                                | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | promoting consistent instructional practices across classrooms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                      | 5,925<br>Title I Part A: Allocation<br>3000-3999: Employee Benefits<br>Benefits District TOSA 12%<br><br>10366.03<br>LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>District Funded Salary (13% LCAP funded for all 4 schools)<br><br>4048.52<br>LCFF - Supplemental<br>3000-3999: Employee Benefits<br>District Funded Benifits (13% LCAP funded for all 4 schools) |
| 1.2                     | <p>If one K–6 INTERVENTION TEACHER provides targeted small group instruction for students performing below grade level in ELA and Math, with an emphasis on foundational literacy and language development for grades K–3 and integrated core support for grades 4–6, using ongoing cycle and diagnostic data (including i-Ready and other local assessments),</p> <p>then students will receive differentiated, skill-specific intervention aligned to their identified academic needs,</p> <p>so that students will strengthen foundational literacy, language, and mathematical skills, accelerate their learning, and increase access to grade-level content,</p> <p>to achieve improved student outcomes, including increased progress toward and attainment of grade-level standards in ELA and Math as measured by local and state assessments such as CAASPP.</p> <p>This activity addresses the need for a clearly defined and responsive Tier 2 and Tier 3 intervention system by providing targeted academic support based on identified student needs.</p> | <p>Students below grade level as identified by local and state data-targeted students as identified by Tiered Menu of interventions and by priority.</p> <p>Intervention Teacher support all grade levels through:<br/>           *District &amp; Site Intervention Programs<br/>           *Push-in &amp; Pull-out small group instruction for students identified by local or state assessment</p> | 109,356<br>Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>Salary for one full-time (100%) intervention teachers<br><br>45,689<br>Title I Part A: Allocation<br>3000-3999: Employee Benefits<br>Benefits for one full-time (100%) intervention teachers                                                                                                        |
| 1.3                     | If two 5.5-hour paraprofessionals provide supplemental instructional support to K–6 students through targeted interventions—including implementation of 95% Group Reading Intervention—and assist students performing below grade level with foundational literacy skills and access to core instruction,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Targeted groups of students below grade level as identified by local and state data. Interventions will be performed in a small group setting to support students who are below                                                                                                                                                                                                                      | 42,432<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>Paraprofessional Salary<br><br>16,510<br>Title I Part A: Allocation                                                                                                                                                                                                                                    |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students to be Served                                                                                                                                                                                                                                             | Proposed Expenditures                                                                                                                                                                                                             |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>then students will receive increased individualized and small group support to reinforce literacy development and improve comprehension of grade-level content,</p> <p>so that students, particularly those struggling with foundational skills and language development, will build reading proficiency, strengthen academic language, and increase their ability to engage meaningfully with core instruction,</p> <p>to achieve improved literacy outcomes and increased progress toward grade-level standards in English Language Arts, as measured by local assessments.</p> <p>This activity supports the implementation of Tier 2 interventions and reinforces Tier 1 instruction, contributing to a more effective and responsive intervention system.</p>                                                                                                                                                                                            | <p>grade level in foundational literacy or mathematics to move students towards proficiency.</p>                                                                                                                                                                  | <p>3000-3999: Employee Benefits<br/>Paraprofessional Benefits</p>                                                                                                                                                                 |
| 1.4                     | <p>If two 5.25-hour paraprofessionals provide targeted instructional support to students in grades K–1 through small group and individualized assistance focused on early literacy, language development, and access to core instruction,</p> <p>then students will receive increased support in developing foundational reading and language skills aligned to grade-level expectations,</p> <p>so that students will build early literacy proficiency, strengthen language acquisition, and improve their ability to engage with core academic content,</p> <p>to achieve increased readiness for grade-level standards in English Language Arts and improved early literacy outcomes, as measured by local assessments and foundational skill progress monitoring tools.</p> <p>This activity supports the implementation of Tier 2 interventions and reinforces Tier 1 instruction, contributing to a more effective and responsive intervention system.</p> | <p>K-1 Core Tier 1 and small group supports which may include 95 Percent, students below grade level requiring support with foundational literacy and math skills, and support in accessing core materials to move towards proficiency</p>                        | <p>41,021<br/>Title I Part A: Allocation<br/>2000-2999: Classified Personnel Salaries<br/>Paraprofessional Salary</p> <p>15,956<br/>Title I Part A: Allocation<br/>3000-3999: Employee Benefits<br/>Paraprofessional Benefits</p> |
| 1.5                     | <p>If one 2.5-hour paraprofessional provides targeted support to students in grades K–3 through small group and individualized instruction, including interventions such as 95% Group Reading Intervention, to address foundational literacy needs and support access to core instructional materials,</p> <p>then students performing below grade level will receive additional, focused support in early reading and language development aligned to their specific learning needs,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Targeted groups of students below grade level as identified by local and state data. Interventions will be performed in a small group setting to support students who are below grade level in foundational literacy to move students towards proficiency.</p> | <p>11,683<br/>LCFF - Supplemental<br/>2000-2999: Classified Personnel Salaries<br/>LCAP Funded-Paraprofessional Salary</p> <p>1,180<br/>LCFF - Supplemental<br/>3000-3999: Employee Benefits<br/>LCAP Funded - Benefits</p>       |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students to be Served                                                                                            | Proposed Expenditures                                                                                                                                                                                                                      |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>so that students will strengthen foundational literacy skills, build academic language, and improve their ability to engage with grade-level content,</p> <p>to achieve increased progress toward grade-level proficiency in English Language Arts and improved early literacy outcomes, as measured by local assessments and progress monitoring data.</p> <p>This activity supports the implementation of Tier 2 interventions and reinforces Tier 1 instruction, contributing to a more effective and responsive intervention system.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                  |                                                                                                                                                                                                                                            |
| 1.6                     | <p>If two after-school paraprofessionals provide targeted instructional support to students identified through diagnostic data to address gaps in district core curriculum, focusing on differentiated instruction in Math and ELA (including conceptual understanding, procedural skills, and reading comprehension),</p> <p>then students will receive additional time, support, and practice aligned to their individual skill levels and learning needs beyond the school day,</p> <p>so that students will strengthen foundational academic skills, close identified learning gaps, and increase mastery of grade-level standards in mathematics and English language arts,</p> <p>to achieve improved student achievement and measurable growth toward proficiency in Math and ELA as evidenced by diagnostic reports and local assessment data (e.g., i-Ready Reading, SAVVAS Mathematics diagnostics and other site-based measures).</p> <p>This activity addresses the need for a responsive intervention system by extending learning opportunities beyond the instructional day to support students requiring additional academic assistance.</p> | Students enrolled in Afterschool Small Group Intervention.                                                       | <p>20,580<br/>Title I Part A: Allocation<br/>2000-2999: Classified<br/>Personnel Salaries<br/>After School Paraprofessional</p> <p>8,005<br/>Title I Part A: Allocation<br/>3000-3999: Employee<br/>Benefits<br/>Benefits</p>              |
| 1.7                     | <p>If a Student Study Team (SST) Coordinator facilitates and supports the site's Response to Intervention (RTI) process by organizing and leading SST meetings that include teachers, administrators, and parents, and ensures consistent data collection and review to guide decision-making,</p> <p>then student academic and behavioral needs will be systematically identified, monitored, and addressed through collaborative problem-solving and the development of targeted intervention plans,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students underperforming with a teacher referral and as identified by student observational and assessment data. | <p>5,500<br/>Title I Part A: Allocation<br/>1000-1999: Certificated<br/>Personnel Salaries<br/>SST Coordinator Stipend and<br/>Substitutes</p> <p>500<br/>Title I Part A: Allocation<br/>3000-3999: Employee<br/>Benefits<br/>Benefits</p> |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students to be Served                                                                                                                                                                                                                                              | Proposed Expenditures                                                                                                                |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>so that struggling students receive timely, coordinated, and data-driven supports embedded within classroom instruction and intervention systems, improving access to grade-level learning,</p> <p>to achieve increased student academic achievement and improved outcomes in ELA, Math, and behavior, as measured by local assessment data and progress monitoring tools such as i-Ready and other site-based measures.</p> <p>This activity addresses the need for a clearly defined intervention system and strengthens shared accountability by ensuring consistent processes for identifying, monitoring, and supporting students in need of additional interventions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                    |                                                                                                                                      |
| 1.8                     | <p>If the school implements themed family engagement events such as Lunch on the Lawn, AVID Nights, and Parent-Teacher Conferences, and provides students and families with books and learning materials for home-based literacy and academic activities while collecting feedback through surveys to evaluate effectiveness,</p> <p>then families will have increased opportunities to engage in their students' learning, strengthen home-school partnerships, and support academic skill development outside of the classroom,</p> <p>so that student learning is reinforced at home, family engagement in academic support increases, and a stronger connection between school and home is established to support student achievement,</p> <p>to achieve improved student academic outcomes in ELA and Math, increased family engagement as measured by participation and survey data, and stronger alignment between home-based support and classroom instruction.</p> <p>This activity addresses the need to strengthen shared accountability by increasing family engagement and supporting partnerships that reinforce student learning and attendance as measured by academic school events and Parent Surveys.</p> | <p>All students specifically targeted on the Academic California Dashboards:</p> <p>All Students<br/>White<br/>African American<br/>Hispanic<br/>Pacific Islander<br/>Foster<br/>Homeless<br/>LTEL<br/>EL<br/>Hispanics<br/>SED<br/>Students with Disabilities</p> | <p>4898.45</p> <p>Title I Part A: Parent Involvement<br/>4000-4999: Books And Supplies<br/>Site Reservations- Parent Involvement</p> |
| 1.9                     | <p>If supplemental instructional materials are provided to support additional practice in foundational mathematics skills aligned to grade-level standards,</p> <p>then students will have increased opportunities to practice and reinforce essential math concepts and procedures through differentiated and targeted instruction,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>First through sixth grade students specifically targeted on the Academic California Dashboards or local assessments:</p> <p>All Students<br/>White</p>                                                                                                          | <p>4000</p> <p>Title I Part A: Allocation<br/>4000-4999: Books And Supplies<br/>Reflex &amp; Frax</p>                                |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students to be Served                                                                                                                                                                                                                                              | Proposed Expenditures                                                                                                                                                                                                                                              |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>so that students will strengthen their foundational math understanding, improve fluency and problem-solving skills, and increase confidence with grade-level mathematical content,</p> <p>to achieve improved student achievement in mathematics as measured by classroom performance, local assessments, and progress monitoring data such as REFLEX and FRAX.</p> <p>This activity addresses the root cause of inconsistent Tier 1 instruction and supports the intervention system by strengthening foundational math skills aligned to student needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                    | <p>African American<br/>Hispanic<br/>Pacific Islander<br/>Foster<br/>Homeless<br/>LTEL<br/>EL<br/>Hispanics<br/>SED<br/>Students with Disabilities</p>                                                                                                             |                                                                                                                                                                                                                                                                    |
| 1.10                    | <p>If supplemental instructional materials are provided to support college and career readiness by strengthening academic skills, critical thinking, and application of grade-level standards,</p> <p>then students will have increased access to rigorous, standards-aligned learning experiences that build academic knowledge and skills necessary for postsecondary success,</p> <p>so that students will develop stronger readiness for college and career pathways through improved academic performance, engagement, and application of learning,</p> <p>to achieve increased student achievement and preparedness for postsecondary success as measured by local assessments, coursework performance, and state dashboard indicators.</p> <p>This activity supports consistent Tier 1 instruction and targeted interventions by providing resources aligned to grade-level standards and student learning needs.</p> <p>Pending Title 1 Rollover Funds.</p> | <p>All students specifically targeted on the Academic California Dashboards:</p> <p>All Students<br/>White<br/>African American<br/>Hispanic<br/>Pacific Islander<br/>Foster<br/>Homeless<br/>LTEL<br/>EL<br/>Hispanics<br/>SED<br/>Students with Disabilities</p> | <p>0<br/>Title I Part A: Allocation 4000-4999: Books And Supplies<br/>Materials that promote College and Career Readiness</p>                                                                                                                                      |
| 1.11                    | <p>If we increase parents' capacity to support their child's education through home-based learning activities,</p> <p>then families will be better equipped to reinforce academic skills and social-emotional development at home,</p> <p>so that students receive consistent support beyond the classroom.</p> <p>To achieve this, backpacks will be distributed to Transitional Kindergarten (TK) and Kindergarten students during Round-Up to promote organization and school readiness. School planners will be</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>All students specifically targeted on the Academic California Dashboards:</p> <p>All Students<br/>White<br/>African American<br/>Hispanic<br/>Pacific Islander<br/>Foster<br/>Homeless<br/>LTEL<br/>EL<br/>Hispanics</p>                                        | <p>0<br/>Title I Part A: Allocation 4000-4999: Books And Supplies<br/>Site Reservation- Parent Involvement<br/>0<br/>Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries<br/>Overtime Certificated Cost<br/>0<br/>Title I Part A: Allocation</p> |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students to be Served                                                                                                                                                                                                                                              | Proposed Expenditures                                                                                                                                                                                                                |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>provided to students in Kindergarten through sixth grade to strengthen communication between home and school, ensuring that students and parents are aware of assignments, learning goals, and skills to practice at home. These planners will also serve as an ongoing communication tool between families and teachers. Additionally, parent workshops, facilitated by classified and/or certificated staff, will be offered throughout the year to build families' knowledge, skills, and confidence in supporting their children academically and socio-emotionally.</p> <p>This activity supports our need to strengthen our shared accountability by increasing family engagement and supporting partnerships that reinforce student learning.</p> <p>Pending Title 1 Rollover Funds.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>SED<br/>Students with Disabilities</p>                                                                                                                                                                                                                          | <p>2000-2999: Classified Personnel Salaries<br/>Overtime Classified Cost</p> <p>0<br/>Title I Part A: Allocation<br/>3000-3999: Employee Benefits<br/>Overtime Benefits Cost</p>                                                     |
| 1.12                    | <p>If teachers and the Leadership Site Team engage in collaborative planning and deepen their understanding of the new SAVVAS mathematics curriculum, as well as the English Language Development, Science, and English Language Arts frameworks,</p> <p>then they will be better equipped to design and deliver high-quality, standards-aligned instruction. This will ensure that lessons are intentionally planned to meet the diverse academic and linguistic needs of all students,</p> <p>so that instruction is rigorous, coherent, and responsive across content areas.</p> <p>To achieve this, dedicated planning days will be provided for teachers and the Leadership Site Team to analyze curriculum resources, align instruction to state frameworks, and collaboratively develop lessons, assessments, and instructional strategies in mathematics, English Language Arts, Science, and English Language Development.</p> <p>This action supports our need to improve in our Inconsistent Tier 1 (universal) academic instruction and supports. Strengthening teacher capacity through collaborative planning and professional learning ensures more consistent, high-quality Tier 1 instruction across classrooms and grade levels.</p> <p>Additional Funding pending Title 1 Rollover Funds.</p> | <p>All students specifically targeted on the Academic California Dashboards:</p> <p>All Students<br/>White<br/>African American<br/>Hispanic<br/>Pacific Islander<br/>Foster<br/>Homeless<br/>LTEL<br/>EL<br/>Hispanics<br/>SED<br/>Students with Disabilities</p> | <p>8,000<br/>Title I Part A: Allocation<br/>1000-1999: Certificated Personnel Salaries<br/>Substitute for Plannind Days</p> <p>2,726<br/>Title I Part A: Allocation<br/>3000-3999: Employee Benefits<br/>Benefits for Substitute</p> |

## Annual Review

## SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

#### Action Step #1 Academic Coach: IMPLEMENTATION SUCCESSES

Our Academic Coach provided Direct Services to students in the form of intervention instruction providing small group writing support to meet academic needs in ELA, Math and ELD. In addition, she provided staff professional development to increase effective teaching strategies and support planning and modeling standard based instruction. The Academic Coach directly impacts student learning via professional development as teachers' universal teaching is supported during modeling, PLT, planning, cycle of inquiry, and data. The Academic Coach provided support through professional development, coaching cycles, facilitated planning days, focused on standards and frameworks to strengthen universal instruction, facilitated grade level teams to support the cycle of inquiry and the Single Plan for Student Achievement goals via implementation of AVID strategies, Integrated and Designated ELD, student collaboration and student data chats focused on each student personal academic goals.

OUTCOMES: Classroom ELD, AVID ELA, and Math walkthrough rubrics show growth in certain areas while highlighting the need for additional support in others. Recognizing that walkthroughs capture a single moment in time, we compared data from September through March of the 2025–26 school year:

#### ELD Walkthrough

Emerging: 18% to 0%

Progressing: 12% to 30%

Developing: 12% to 23%

Full Implementation: 29% to 47%

#### AVID ELA Walkthrough

Emerging: 0% to 4%

Progressing: 3% to 17%

Developing: 40% to 47%

Full Implementation: 57% to 32%

#### Math Walkthrough

Emerging: 0% to 15%

Progressing: 0% to 10%

Developing: 16% to 10%

Full Implementation: 84% to 65%

#### Actions 2, 3, 4, 5, 6, & 7

#### Action Step #2 Intervention Teachers: IMPLEMENTATION SUCCESSES

Intervention teachers, in collaboration with classroom teachers and guided by student data, supported early identification and targeted services for students not meeting grade-level proficiency in ELA and math. Instruction was aligned to student needs identified through i-Ready data and teacher recommendations. Interventions included phonics and phonological awareness instruction using the 95% Intervention Program, with a focus on letter-sound correspondence, phonemic awareness, and foundational phonics skills. While services were consistently provided, results have been mixed, with limited reduction in the number of students performing at lower levels and a widening gap between students who meet or exceed standards and those who do not. 95% data shows 12% of Kindergarten students are currently receiving support with blending of phonemes with 17% of those students moving up at least 1 level and 17% exiting Tier 2 supports, 18% of 1st graders are currently receiving support with 75% of those students moving up at least 1 level, 21% of 2nd graders are currently receiving support with 31% of those students moving up at least 1 level and 31.25% exiting Tier 2 supports, and 17% of 3rd graders receiving support with 50% of those students moving up at least 1 level and 50% exiting Tier 2 supports.

Moving forward, local assessment data will be analyzed and disaggregated to form targeted student groups based on specific areas of need for intervention groups 3rd-6th.

#### Action Step #3, 4, and 5 Paraprofessionals: IMPLEMENTATION SUCCESSES

Paraprofessionals implemented a structured morning routine that provided targeted phonics and phonological awareness support using the 95 Percent intervention program. Students in kindergarten through third grade received this instruction to address and close reading gaps. Please see Action Step #2 above for data.

Due to staffing challenges, schedules were adjusted to include two 5.5-hour positions and two 5.25-hour positions. These paraprofessionals supported students not meeting grade-level proficiency in ELA and/or math. Two staff members specifically focused on foundational literacy and mathematics skills for kindergarten and first-grade students. This targeted support was critical in ensuring students received the skill-based instruction needed to prevent further learning gaps.

#### Action Step #6 Afterschool Paraprofessionals: IMPLEMENTATION SUCCESSES

Afterschool paraprofessionals provided additional academic support in both ELA and math during the afterschool program. They worked with students who demonstrated gaps in core curriculum understanding and skill development, differentiating instruction to meet individual learning needs.

#### Action Step #7 SST Coordinator: IMPLEMENTATION SUCCESSES

An SST Coordinator was hired to address the high number of students performing below grade level. This role supported the implementation of consistent Student Study Team (SST) processes, creating cycles of collaboration focused on identifying student needs and developing targeted instructional plans. The SST Coordinator facilitated meetings, recommended research-based strategies, and supported ongoing progress monitoring to evaluate student growth and determine the need for further assessment. Bear Mountain Elementary currently has 32 students being observed through the SST process, we have referred 6 for academic assessment, 1 student exited, and 1 student moved out of our service area. Strengthened core instruction and intervention supports have contributed to increased movement toward grade-level mastery. While 2024–2025 Dashboard data shows increases or stability in ELA and math proficiency, English Learner Progress indicators declined. As a result, adjustments to ELD implementation were made at the start of the year to better support English Learners and improve outcomes.

#### Action #8 Parent Engagement: IMPLEMENTATION SUCCESS

Site funds supported TK and Kindergarten Round-Up supplies and enhanced parent communication tools. Books in both English and Spanish were purchased for events such as AVID Nights, Lunch-on-the-Lawn, and Parent-Teacher Conferences, allowing families to select books for reading at school or at home to promote literacy and engagement.

Throughout the year, multiple events were held to provide families with strategies to support student learning at home, including TK and Kindergarten Round-Up, AVID Career Nights, Title I meetings, Literacy Lunch-on-the-Lawn, and AVID Math and Science Nights. According to the 2025–2026 California Parent Survey (CSPS), 94% of parents reported that they feel encouraged to be active partners in their child's education. The California Healthy Kids Survey (CHKS) indicated that 75% of fifth-grade students and 73% of sixth-grade students reported that their parents are involved in their schooling most or all of the time.

Participation data showed 22 parents attended parenting classes, over 250 attended AVID Nights, an average of 8 participated in Coffee with the Principal, and approximately 7 regularly attended the Parent Empowerment Committee. Moving forward, the site will continue to implement these engagement opportunities and monitor participation through CHKS and site-based surveys.

#### Action #9 & 10 Supplemental Materials to Support College and Career Readiness: IMPLEMENTATION SUCCESSES

Additional supplemental materials were provided to support students in developing the skills necessary for college and career readiness. Given that 95.5% of students are classified as socioeconomically disadvantaged, access to these resources remains essential to ensuring equitable learning opportunities and academic success. Students also continued building mathematical automaticity through the use of Reflex and Frax math applications, which support fact fluency and conceptual understanding of fractions. Reflex data from the 2025–2026 school year shows that 391 students actively participated, collectively solving 1.96 million math facts. On average, each student gained 109 new facts. Overall fluency increased from 39.1% to 63.0%, with third, fourth, and sixth grades demonstrating the highest average usage at 43.7 days, 87 days, and 54.8 days, respectively. The goal is to increase the average number of facts gained per student by 5% by April 2027. FRAX data for 2025–2026 indicates that 138 students actively engaged with the program, solving an average of 967 fraction problems, completing 10.9 missions, and averaging 5.25 hours of usage. The program was utilized across grades four through six, with fourth grade showing the highest engagement, averaging 9.07 hours and 1,705 problems solved. Fifth grade averaged 1.3 hours and 203 problems, while sixth grade averaged 5.5 hours and 1,015 problems solved. The goal is to increase both average usage time and the number of problems solved by 5% by April 2027.

Action #10 and #11 will be funded pending Title 1 rollover funds or LCAP funded and #12 was partially funded out of Title 1 until rollover funds are calculated.

### Summary

Overall, Bear Mountain has not yet fully met the metric outcomes outlined in the 2024–2025 Single Plan for Student Achievement. While there are notable areas of growth, progress has not been consistent across all student groups. Site administration, in collaboration with the Leadership Team, remains committed to improving outcomes in academics, attendance, and school climate.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For Goal #1, funds were allocated to provide additional academic engagement opportunities to reduce the number of students performing two or more grade levels below standard. However, the budgeted staff salaries and benefits were not fully expended due to staffing challenges, as some positions remained unfilled. Many candidates sought roles with more hours, leading the site to increase hours for several positions in order to remain competitive and improve staffing stability.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were made to this goal.

Changes were made to annual outcomes to continue to gain ground and move students from maintaining or declining during the 2025-2026 academic year. While we strive to gain in all around, we have created obtainable goals based on each Dashboard Measure (noted above). Supplemental Materials action steps (1.10 and 1.11) were added to the goal due to the concern of our Student's Socioeconomic needs; however, it is pending rollover funding or LCAP funding.

Strategy/Activity 1.2: While morning intervention groups will remain the same (95% small group support), Intervention teacher will be assigned to support EL students who are not progressing towards reclassification.

Strategy/Activity 1.3 & 1.4: Due to staffing challenges, staffing support will change based on assessments, both local and state data.

Strategy/Activity 1.5: Reduction in staffing from 2 to 1 Paraprofessional; however, this position is LCAP funded and not Title 1.

Strategy/Activity 1.9: Foundation Math Skills was Activity 1.13 previously

Strategy/Activity 1.10: Summer school intervention support was removed and we changed this action step to be Supplemental Materials due to students socioeconomic needs.

Strategy/Activity 1.11: Adding additional Paraprofessionals- this activity was combined with 1.3 & 1.4.

Strategy/Activity 1.12: Add after-school teacher support for students who are below grade level/at-risk of retention- this activity was removed due to cost

Strategy/Activity 1.13: The proposed expenditures to support BME students with automaticity of foundational math skills (adding, subtracting, multiplication, division, and fractions)- this activity was moved to activity 1.9.

## Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary

| DESCRIPTION                                                             | AMOUNT       |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$418,890    |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$528,586.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0          |

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

| Federal Programs                   | Allocation (\$) |
|------------------------------------|-----------------|
| Title I Part A: Allocation         | \$418,890.00    |
| Title I Part A: Parent Involvement | \$4,898.45      |

Subtotal of additional federal funds included for this school: \$423,788.45

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF - Supplemental     | \$104,797.55    |

Subtotal of state or local funds included for this school: \$104,797.55

Total of federal, state, and/or local funds for this school: \$528,586.00