Westside Union School District
English Learner Master Plan
Programs and Services

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Reviewed by the District English Learner Advisory Committee (DELAC) on November 6, 2026
Submitted for Approved by the Westside Union School Board on November 17, 2026.

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Acknowledgements

The Westside Union School District (WUSD) English Learner Master Plan Programs and Services was developed in collaboration with the educational partners including paraprofessionals, the EL Teacher on Special Assignment (TOSA), district directors, and parents participating on the District English Language Advisory Committee. We appreciate each person's time, support, and contributions in the development of this plan. Thank you to the members of the Special Programs Department for providing valuable input in laying out the groundwork for the EL Master Plan. This document will be used to lead our District forward in improving the delivery and implementation of programs for English Learners.

Master Plan for Services to English Learners Contributors

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Description of English Learners

English Learners (ELs) are identified as students enrolled in a California school beginning in any grade level who have a language other than English identified on the Home Language Survey (HLS), and upon assessment using the Initial English Language Proficiency Assessment for California (Initial ELPAC), obtain a level of English proficiency indicating that programs and services are necessary. Students identified as English learners receive programs and services until they meet the reclassification criteria pursuant to California Education Code (EC) Section 313 and Assembly Bill (AB) 2555.

The English language development progress of all ELs is assessed using the Summative English Language Proficiency Assessment for California (Summative ELPAC) every spring. Under AB 2555, the reclassification process across California is streamlined, establishing that students qualify for reclassification as Reclassified Fluent English Proficient (RFEP) upon achieving an Overall Performance Level 4 on the Summative ELPAC (or Level 3 on the Summative Alternate ELPAC). Local Educational Agencies (LEAs) monitor RFEP students' academic progress for four years following reclassification to ensure ongoing academic success.

Students identified as English Learners receive instruction in English Language Development (ELD)—both Designated ELD and Integrated ELD—and receive academic assistance to enable them to meet federal, state, and district goals through ELD and evidence-based engaging strategies designed specifically for English Learners.

Educational Services Message

English Learners (ELs) face a dual commitment: mastering English language proficiency while simultaneously acquiring complex academic content. Navigating these challenges builds crucial language development, critical thinking, and lifelong learning skills that prepare students for college and career readiness. The WUSD honors and welcomes the rich linguistic diversity, cultural heritage, and unique perspectives our students bring to our school community.

To ensure our English Learners successfully attain English language proficiency and academic success, the EL Master Plan is reviewed and updated annually. This plan establishes a systematic framework designed to deliver full access to rigorous, grade-level core curriculum and targeted language instruction. It serves as an operational guide for all staff, ensuring consistent, coherent, and high-quality services for every English Learner across the District. Furthermore, it outlines evidence-based instructional practices and structured pathways for meaningful collaboration with our educational partners and families.

Grounded in State and Federal laws, District Board policies, current research, and the *California English Learner Roadmap*, this plan aligns with guidance from the U.S. Department of Education, the U.S. Department of Justice (DOJ), and the Office for Civil Rights (OCR). These agency guidelines emphasize our legal and moral obligation to provide EL students with equitable access to high-quality educational programs that empower them to reach their full potential.

The purpose of the EL Master Plan is to provide our District, schools, families, and community with a transparent foundation of policies, procedures, and accountability measures for the continuous development, implementation, and evaluation of our English Learner programs and services.

Goals for the English Learner (EL) Program include:

Academic & Language Development

- **Core Curriculum Access:** Ensure English Learners (ELs) have full, equitable access to rigorous grade-level core curriculum.
- **Standards Mastery:** Drive student achievement toward proficiency in both English Language Arts (ELA) and California English Language Development (ELD) Standards.
- **Academic Growth:** Guarantee that every English Learner meets or exceeds grade-level academic performance standards.

Monitoring & Progress Tracking

- **Reclassification Pathways:** Maintain consistent, data-driven planning and monitoring systems to support EL students in achieving successful reclassification.

Staff Development & Classroom Support

- **Targeted Classroom Support:** Provide enhanced instructional and primary language support through trained bilingual paraprofessionals.
- **Professional Learning:** Equip certificated staff and bilingual assistants with ongoing professional development focused on evidence-based ELD strategies and instructional best practices.
- **Instructional Resources:** Supply high-quality, supplemental learning materials aligned with EL program goals.

Family & Community Engagement

- **Educational Partnerships:** Actively engage parents and guardians as partners in monitoring and supporting their children's academic progress.

WUSD Mission

Recognizing the exceptionalism of every child the mission of Westside Union School District is to educate all students to universally high levels of academic competence. We are committed to comprehensive systems of instructional delivery that include research-based best practices to assure this outcome by "pointing the way, providing the path" to success.

- **Board Core Values and Belief** https://www.westside.k12.ca.us/trustees/goals

Chapter 1
Initial Identification and Assessment of English Learners

Home Language Survey

WUSD identifies EL students, grades TK through 8th grade, in need of language assistance services in a timely manner. The Home Language Survey (HLS) is a questionnaire given to parents or guardians at enrollment that assists the District in identifying students as potential ELs, which requires assessment of the student's English Language Proficiency (ELP).

Once students are identified as potential ELs they are assessed with the Initial English Language Proficiency Assessment for California (Initial ELPAC). The Initial ELPAC is a valid and reliable assessment that determines if students are ELs. The Initial ELPAC assesses language proficiency in all four language domains, speaking, listening, reading, and writing.

The HLS is completed by a parent or guardian online at the time of the student's initial enrollment in a California public school. A HLS must be completed for every new student that enrolls for the first time, regardless of the language(s) that are spoken at home. If a language other than English is indicated on any of the first three questions, the student will be assessed. The information provided on the HLS is added to the District's Student Information System (SIS) and the student's cumulative record (CUM).

The HLS consists of the following questions:

1. Which language did your child learn when they first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents and 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)

The answers to the HLS are used to determine a student's English Language Acquisition status as follows:

English Only (EO): The student is classified as English Only if the answers to the first three questions on the HLS are English and the student's CUM and CALPADS documentation support this.

To Be Determined (TBD): If the answers on any of the first three questions on the HLS are a language other than English, the ELAS is entered as To Be Determined as the language fluency until the student's English proficiency is assessed.

English Learner (EL): A student may possibly be classified as an English Learner (EL), if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and/or another language. The student's English proficiency shall be assessed to measure their current performance level in English and to identify the student's language acquisition status.

Errors in the Completion of the Home Language Survey

The 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 District administering the Initial ELPAC or the Initial Alternate ELPAC.

However, once a student is identified as an English Learner 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.

The District coordinator and California Longitudinal Pupil Achievement Data System (CALPADS) coordinator must collaborate to make any necessary changes to a student's language classification.

Registration and Initial Placement Flow Chart

Home Language Survey (HLS) and Initial Language Assessment Screening
When a parent/guardian completes the four questions on the HLS, the results are reviewed. The EL Department follows one of the following processes.

Process A	**Process B**
HLS Responses: ● Question 1: English ● Question 2: English ● Question 3: English ● Question 4: Optional	HLS Responses: ● Question 1: non-English ● Question 2: non-English ● Question 3: non-English ● Question 4: Optional and not considered for assessment (Or any combination of an English/non-English response)
Step 1: ● HLS is documented in the Student Information System ● Document ELAS as EO in SIS	Step 1: ● HLS is documented in the Student Information System ● If a language other than English is written as a response to questions 1, 2, or 3 or all answers are another language, a member from the EL Department contacts the parent through written documentation as notification that the student will be assessed using the

	Initial ELPAC. (Sample notifications are located in Chapter 1 Forms) ● Written notification, intent to assess using the Initial ELPAC is sent to the parent/s within 10 days.
Step 2: No language assessment is conducted	Step 2: Language assessment conducted for English proficiency for students in grades K through 8 as follows: 1. A district bilingual assistant coordinates a time to assess the student at the school site. 2. Results are entered into the ELLevation system by a member of the EL Department. These results can be accessed by the teacher at the school site through the ELLevation system. 3. EL Department provides the parent with an Initial Parent Notification letter and official assessment results by mail. The Initial Parent Notification letter is saved in the online ELLevation student profile. 4. An EL folder is created if the student qualifies as an EL student.The Initial ELPAC Score Report and Initial parent Notification letter is added to the student's folder. 5. The student is assigned to the Structured English Immersion Program. Samples of the intent to assess letter for the Initial ELPAC and the parent notification of assessment results can be located in the Chapter 1 Forms section.
Step 3: Student is placed in a Mainstream Program	Step 3: Student pending results of assessment: When a student is enrolled and is awaiting assessment on the Initial ELPAC, the student is placed in a classroom in which the student will receive ELD instruction.

Chapter 1
Initial Identification and Assessment of English Learners

ELD Placement Criteria - Grades Transitional Kindergarten to 8th Grade

The following Initial ELPAC score chart indicates the score ranges and the Overall Performance Levels of potential student results.

Overall Performance Level	Overall Scale Score Minimum	Overall Scale Score Maximum
Novice English Learner	150	369
Intermediate English Learner	370	449
Initial Fluent English Proficient (IFEP)	450	600

Students are assessed on the Initial ELPAC, and parents are notified of results within 30 calendar days of enrollment. Score results on the Initial ELPAC are sent to the parents. Sample notification letters for both students that qualify and students that do not qualify are included in the Chapter 1 Forms section.

Classification Correction of Errors

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 at **https://bit.ly/2BaCcTl**), there are three correction of classification processes below that can be used to correct a student's current English Language Acquisition Status (ELAS).

Correction Process A

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 TBD is made if the District has an indication that the student has a language other than English or if the student is unable to perform classwork in English.

The District must collect and review evidence to determine whether the student should be administered the Initial ELPAC or Initial Alternate ELPAC. The CALPADS coordinator should enter correction code 1 (Evidence of Non-English Primary Language) in the ELAS correction field and correct the student's ELAS to TBD. The student will then be eligible to take the Initial ELPAC or Initial Alternate ELPAC in order to identify the student as an EL or Initial Fluent English Proficient (IFEP).

Correction	CALPADS Code	Notes
EO to TBD	Evidence of Non-English Primary Language	This correction should only be used prior to taking the Initial ELPAC or Initial Alternate ELPAC.

Correction Process B

Correction Process B is used if the District 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 District 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. The CALPADS coordinator should enter correction code 4 (ineligible Student Tested) in the ELAS correction field.

Correction	CALPADS Code	Note
EL to EO Or IFEP to EO	4 (Ineligible Student Tested)	This correction should be used for administrative errors.

Correction Process C

Correction Process C is used if a parent/guardian or certificated employee of the District requests a review of the student's classification on the basis of the results of the Initial ELPAC or Initial Alternate ELPAC. The District 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. The District CALPADS coordinator should enter code 5 (Evidence for EL or IFEP) in the ELAS correction field.

Correction	CALPADS Code	Notes
EL to IFEP Or IFEP to EL	5 (Evidence for EL or IFEP)	This correction should only be used prior to taking the Summative ELPAC or Summative Alternate ELPAC. Evidence must be collected to support the correction.

Evidence Requirements for Correction Processes

When making any decision to correct an ELAS, the District must collect and review locally-determined evidence to support their decisions. Evidence 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 of results
- Evidence of the student's performance in the District's adopted course of study and the student's English Language Development, as applicable, obtained from the student's classroom teacher and certificated staff with direct responsibility for teacher or placement decisions

Additional information on the correction process can be accessed through the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ed/.

Placement in Classes at the Elementary School Level

When a new student arrives with a Home Language Survey indicating a language other than English, the student is placed in a class with a teacher with the appropriate EL teaching authorization. If the student is found to be an English learner (either by being previously identified in another district or through the Initial ELPAC assessment process within the Westside Union School District), the student will receive English Language Development (ELD) instruction from the teacher as part of the Structured English Immersion language program. Evidence-based instruction strategies are embedded throughout instruction. The student will receive both Designated and Integrated instruction, as required components of ELD.

Placement in Classes at the Middle School Level

When a new student arrives with a Home Language Survey indicating a language other than English, and the student does not have documentation from a previous district with English proficiency information, the student is placed in a classroom in which they will receive ELD instruction, both Integrated and Designated. This may be a temporary placement until Initial ELPAC assessment results are received. If the student is found to be an English learner (either by being previously identified in another district or through the Initial ELPAC assessment process within the Westside Union School District), the student will be placed in a classroom to receive Structured English Immersion. At the middle school level this includes placement in the ELD Support class. Course titles and placement may vary between middle school sites.

Transfer Students from Other California Schools

Students transferring into the District from another district within the state often have records of a Home Language Survey, scores on the ELPAC, and an initial language status (EO, IFEP, EL). These students do not need to go through the initial identification process because they are identified in the California system already. The staff evaluates the student's records, and an appropriate placement is made. If records are missing, the English Learner Department staff contacts the former district to obtain assessment result records. Once

records are obtained from the previous school/district, the appropriate information is entered into the District's record keeping system. If these records cannot be acquired at the time of enrollment, English and primary language assessments proceed, and the identification/notification/placement process is implemented. The district of origin is encouraged to expedite the process of sharing information.

Transfers from Out-of-State or from Other Countries

District procedures are followed in administering language assessments, classification, and placement as described in this chapter. The student's District enrollment date is entered into the student's records and the student's database system as the date the student first enrolled in a California school and when appropriate the date the student first enrolled in a US school. The student will be placed in the grade level most appropriate for the student's age and school experience. Questions regarding grade level placement are referred to the Director of Curriculum Instruction in the Educational Services Department.

Choosing a Language Acquisition Program

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

Language Acquisition Programs Offered

The Westside Union School District offers a Structured English Immersion (SEI) program (EC Section 305[a][2]). SEI is a language acquisition program for English Learners in which nearly all classroom instruction is conducted in English. The program includes a curriculum and presentation designed for students learning English. Integrated ELD is embedded throughout the curriculum to enhance engagement and provide access to the core content. Designated instruction is provided within the program, which includes specific protected instruction time focusing on language acquisition. Instruction supports the ELD Standards.

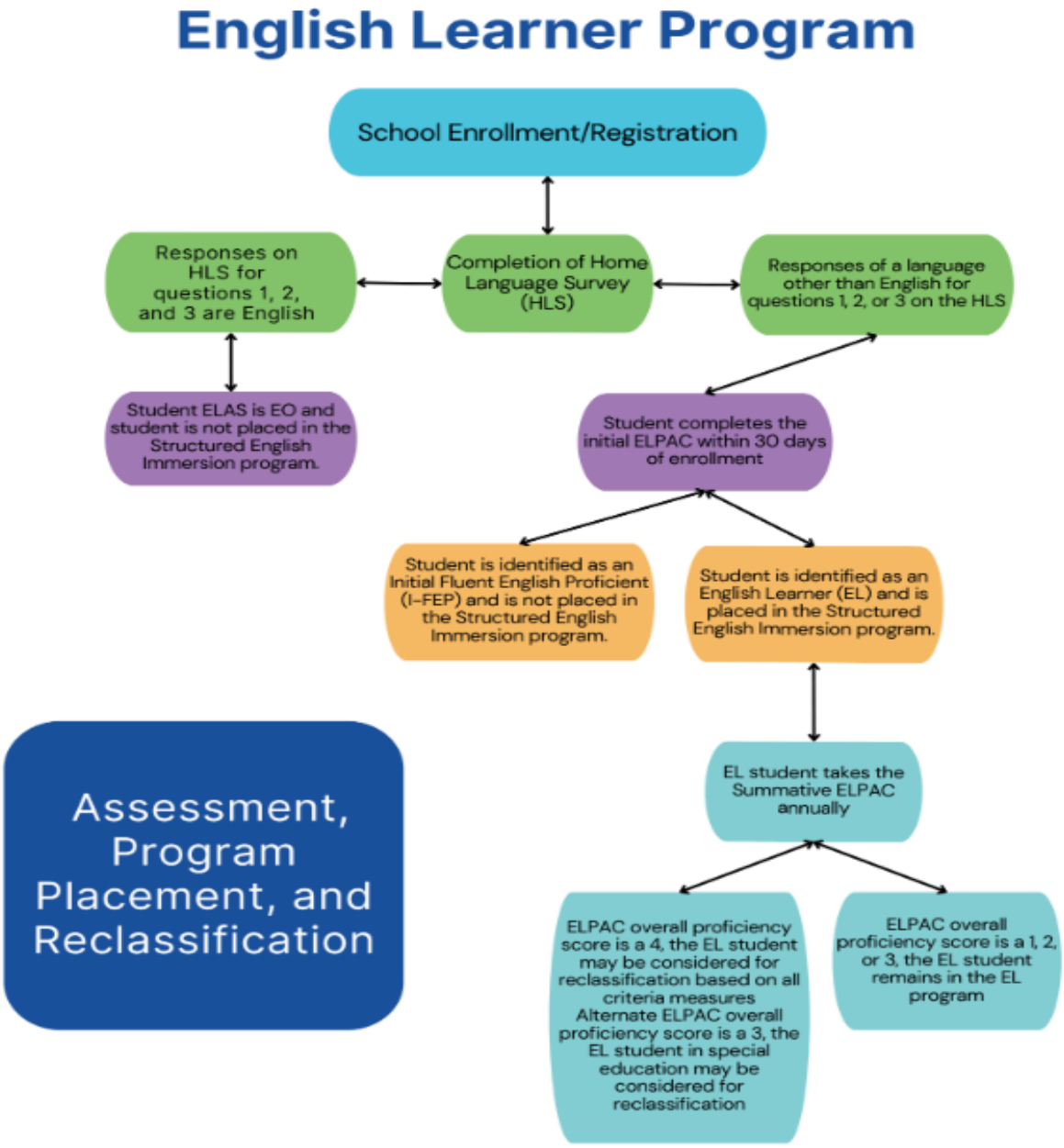
SEI provides sequential ELD instruction to students while also providing access to the core content curriculum. As supported by the CA EL Framework, students are learning content while simultaneously learning the English language. Evidence-based strategies are embedded within instruction to increase engagement, enhance learning, and are designed to make instruction comprehensible to a non-English proficient student. Additionally, District-adopted core content materials provide unique and intentional supports, which are provided throughout instruction.

Supplemental supports are provided as needed, based on the language acquisition levels of the student, and may include the use of Rosetta Stone or MyLexia Language. Both online programs are used to accelerate language acquisition and enhance academic and content language. These programs are optional and do not replace core instruction and ELD.

Chapter 1
Initial Identification and Assessment of English Learners

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade level may request a language acquisition program that is designed to provide language instruction. The District must consider the option suggestions and provide a program to the extent possible (EC Section 310[a]). To make a request, the parents/guardians are required to submit a written proposal of the desired language acquisition program to the EL District Department.

English Learner Program Flowchart



Forms Chapter 1: Initial Identification and Assessment of English Learners

The following chapter includes forms supporting the initial identification process. Notifications to parents are provided in English as well as in the parent's primary language.

- Home Language Survey (Sample from online enrollment system)
- Multilingual Learners in Transitional Kindergarten Notice to Parents
- Intent to Assess Parent Notification (English)
- Intent to Assess Parent Notification (Spanish)
- English Learner Program Flowchart
- Initial Parent Notification of Program Placement (English and Spanish)
- Initial Parent Notification of Not Qualifying(IFEP) (English and Spanish)
- Home Language Survey Correction Process
- Initial ELPAC Correction of Errors Request
- Score Request Form From Another CA School District

Home Language Survey
Enrollment Page

Directions to Parents and Guardians:

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

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

1. Which language did your child learn when they first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents and 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) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

California Department of Education Form HLS, Revised July 2020

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COTTONWOOD SCHOOL

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ESPERANZA SCHOOL

GREGG ANDERSON
ACADEMY

HILLVIEW MIDDLE SCHOOL

JOE WALKER MIDDLE
SCHOOL

LEONA VALLEY SCHOOL

QUARTZ HILL SCHOOL

RANCHO VISTA SCHOOL

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Multilingual Learners in Transitional Kindergarten

Dear Families:

Thank you for completing the Home Language Survey (HLS) during enrollment. From your HLS responses, we see that your child may have had experiences with multiple languages. This information helps us ensure that our teachers and school staff can effectively support your child's English language development, including informing teaching strategies and instructional resources.

Research demonstrates the cognitive, economic, and long-term academic benefits of multilingualism and multiliteracy. The languages and cultures that students bring with them are an asset to their learning communities.

Once your child enters kindergarten, they will be administered the Initial English Language Proficiency Assessments for California (ELPAC) or the Initial Alternate ELPAC to determine their English language proficiency.

If you have any questions or need more information, please contact us at: 661-722-0716 Extension 77111.

Sincerely,

Kristin Gellinck- Frye
Director of Special Programs
Westside Union School District

Estudiantes Multilingües en el Kinder de Transición

Estimadas familias:

Gracias por completar la Encuesta de Idioma del Hogar (HLS) durante la inscripción. Por sus respuestas de la Encuesta, vemos que su hijo/a puede haber tenido experiencias con varios idiomas. Esta información nos ayuda a garantizar que nuestros maestros y personal escolar puedan apoyar de manera efectiva el desarrollo del idioma inglés de su hijo/a, incluyendo la información sobre estrategias de enseñanza y recursos educativos.

Estudios demuestran los beneficios cognitivos, económicos y académicos a largo plazo del multilingüismo y la multialfabetización. Los idiomas y culturas que los estudiantes traen con ellos es una ventaja para las comunidades de aprendizaje.

Una vez que su hijo/a ingrese al kinder, se le administra las Evaluaciones Iniciales de Dominio del Idioma Inglés para California (ELPAC) o el Alternativo Inicial de ELPAC para determinar su dominio del idioma Inglés.

Si tiene alguna pregunta o necesita más información, por favor contáctenos en: 661-722-0716 Extension 77111.

Atentamente,

Kristin Gellink-Frye
Director of Special Programs
Westside Union School District

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English Language Proficiency Assessments for California Initial ELPAC, 2026-2027 Parent and Guardian Notification

Dear Parent/Guardian:
Upon enrollment, you indicated that your child's primary or home language is not English. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects.

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is
- happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about their listening, speaking, reading,
- And writing skills to support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guide to Understanding the ELPAC Web page at https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at https://login10.cambiumtds.com/student_core/V290/Pages/LoginShell.aspx?c=California_PT&a=Student.

If you have any questions about your child taking the ELPAC, please contact the English Language Development Department at 661-722-0716 extension 40980.

Sincerely,

Jonathan Weber, Ed. D.
Director of Assessment, Data Management, and Career Technical Education
Westside Union School District

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Renee Hofmann, Principal

Westside Union School District
Pointing the way, providing the path

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Evaluaciones del Dominio del Idioma Inglés para California ELPAC Inicial, 2026-2027 Notificación para Padres y Tutores

Estimado padre/madre o tutor:
Al momento de la inscripción, usted indicó que el idioma principal o el idioma del hogar de su hijo/a no es el inglés. En las escuelas públicas de California, todos los estudiantes que ingresan a la escuela por primera vez serán evaluados con las Evaluaciones Iniciales del Dominio del Idioma Inglés para California, o "ELPAC Inicial", si el idioma de su hogar no es el inglés.

El ELPAC Inicial es la prueba que se utiliza para determinar si un estudiante es un aprendiz de inglés o si domina el inglés. Esta prueba obligatoria ayudará a identificar a los estudiantes que necesitan ayuda para aprender inglés. Esto es importante para que puedan recibir el apoyo que necesitan para tener éxito en todas las materias escolares.

Usted es una parte importante de la educación de su hijo/a. Para ayudar a su hijo/a a prepararse para la prueba, usted puede:

- Leerle a su hijo/a o pedirle que le lea a usted con regularidad.
- Usar imágenes y pedirle a su hijo/a que le diga lo que ve o lo que sucede en cada imagen.
- Darle a su hijo/a oportunidades de usar el idioma fuera de la escuela.
- Hablar con el maestro de su hijo/a sobre sus habilidades de comprensión auditiva, expresión oral, lectura y escritura para apoyar su progreso.

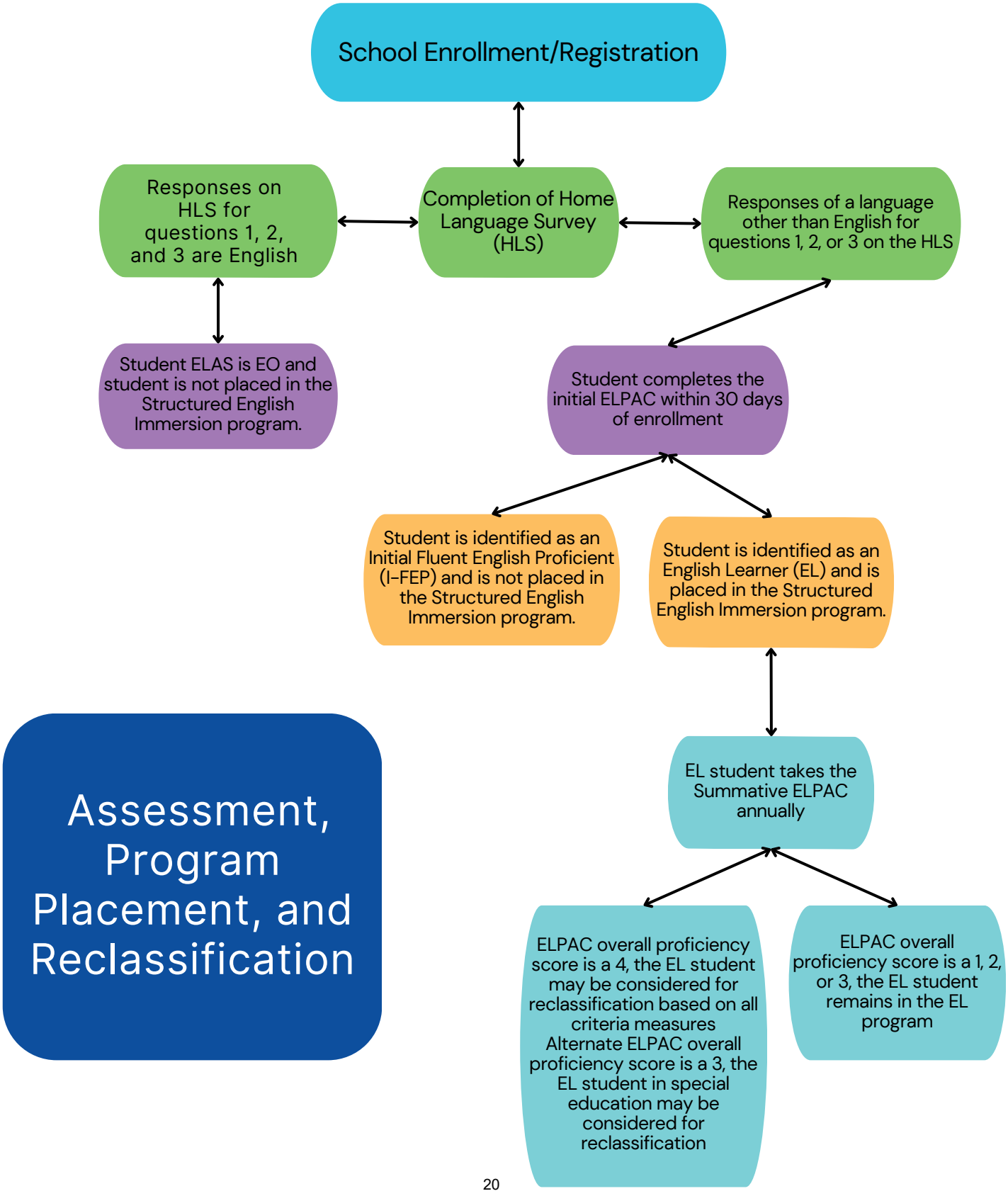
Para obtener más información sobre el ELPAC, visite la página web de la Guía para Padres para Comprender el ELPAC del Departamento de Educación de California en https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.
También puede ver ejemplos de preguntas en las pruebas de práctica del ELPAC, disponibles en el sitio web del ELPAC en https://login10.cambiumtds.com/student_core/V290/Pages/LoginShell.aspx?c=California_PT&a=Student.

Si tiene alguna pregunta sobre la participación de su hijo/a en el ELPAC, comuníquese con el Departamento de Desarrollo del Idioma Inglés al 661-722-0716, extensión 40980.

Atentamente,

Jonathan Weber, Ed. D.
Director de Evaluación, Gestión de Datos y Educación Técnica Profesional
Westside Union School District

English Learner Program



Assessment, Program Placement, and Reclassification

185 Random Street
Boston, CA 98765

Initial Parent Notification Letter
Federal Title I or Title III and State Requirements

Student Information

Student	Aaron Training	**Grade Level**	4	**School**	Training School
EL Status:	EL	**Student ID#**	training063	**TK**	No
LTEL	No	**At Risk of LTEL**	No	**Date of Birth**	7/11/2011

Dear Parent(s) or Guardian(s)

A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal laws require us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California Education Code [EC] Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][ii]).

English Language Proficiency Tests

Test Name & Date	Results
ELPAC Summative 2/28/2020	**Overall** 1 | 2 | 3 | 4 3 (1533) **Listening** 1 | 2 | 3 3 **Speaking** 1 | 2 | 3 2 **Oral Language** 1 | 2 | 3 | 4 4 (1535) **Reading** 1 | 2 | 3 2 **Writing** 1 | 2 | 3 3 **Written Language** 1 | 2 | 3 | 4 3 (1530)

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

Special Education

All children, regardless of English Proficiency, are eligible to participate in all school-wide programs. If your child has an individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan. For English Learners in special education, the IEP team must consider the student's proficiency in English. The IEP goals are developed with parent and teacher input, through analysis of progress on previous goals, evaluation of current classroom performance, and review of the student's progress on the English language assessment. Linguistically and culturally appropriate IEP goals, objectives, and related services reflect the current language needs of the English Learner so that the student can access the core curriculum in the instructional setting. English Language Development (ELD), within special education, enables students to acquire proficiency in English and provides students with meaningful access to the content of the educational curriculum.

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements. ELPAC Summative Overall Score of 4 Alternate ELPAC Overall Score of 3

While the rate of English language development (ELD) varies between students, many exit the ELD program in 5 years.

Exit (Reclassification) Criteria

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

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

Choosing a Language Acquisition Program

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

Language Acquisition Programs Offered

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

Structured English Immersion

Your child will be placed in the Structured English Immersion program. English Language Development services will take place within your child's classroom program. A description of the language acquisition program provided in the Westside Union School District is listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v]) Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

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

Input and EL District Contact

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact Trudy Valenzuela, Director of Special Programs, to ask about the process.

261 Random Street
Boston, CA 98765

Carta de notificación inicial para padres

Requisitos del Título I o Título III de las reglamentaciones federales y requisitos estatales

Información del estudiante

Nombre	Abigail Training	**Grado**	7	**Escuela**	Training School
Tipo de Servicio EL	EL	**N° de identificación del estudiante**	training139	**TK**	No
LTEL	No	**At Risk of LTEL**	No	**Fecha de nacimiento**	7/9/2007

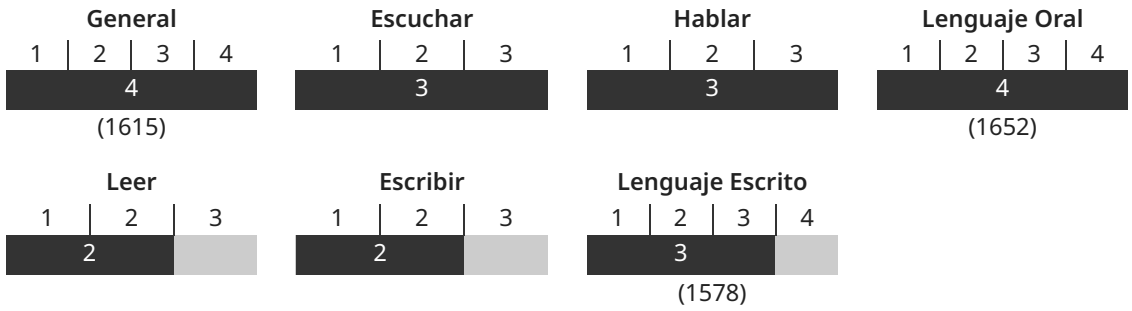
Estimados padres o tutores legales

En la Encuesta de Idioma del Hogar de su hijo/a completada al momento de su ingreso en nuestra escuela figura un idioma distinto al inglés. La legislación estatal y federal exige que evaluemos a su hijo/a y le notifiquemos qué nivel de dominio del inglés tiene. Tenemos la obligación de informarle cuáles son las opciones de programa de adquisición del lenguaje disponibles. De estas opciones, puede elegir la más adecuada para su hijo/a (Código de Educación de California [EC], art. 310). Esta carta también explica los criterios para que un estudiante deje de tener estatus de aprendiz de inglés (EL) (20 United States Code [U.S.C.] Section 6312[e][3][A][ii]).

Pruebas de Dominio del Idioma Inglés

Nombre y fecha de la prueba	Resultados

ELPAC Summative
2/28/2020



Todos los niños, independientemente de su competencia en el idioma inglés, son elegibles para participar en los programas escolares. Si su hijo/a tiene un Plan de Educación Personalizada (IEP, por sus siglas en inglés) o un plan 504, el programa de enseñanza de idioma se implementará en forma coordinada con el plan preexistente de su hijo/a.

Special Education

All children, regardless of English Proficiency, are eligible to participate in all school-wide programs. If your child has an individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan. For English Learners in special education, the IEP team must consider the student's proficiency in English. The IEP goals are developed with parent and teacher input, through analysis of progress on previous goals, evaluation of current classroom performance, and review of the student's progress on the English language assessment. Linguistically and culturally appropriate IEP goals, objectives, and related services reflect the current language needs of the English Learner so that the student can access the core curriculum in the instructional setting. English Language Development (ELD), within special education, enables students to acquire proficiency in English and provides students with meaningful access to the content of the educational curriculum.

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements. ELPAC Summative Overall Score of 4 Alternate ELPAC Overall Score of 3

Aunque el índice de desarrollo en idioma inglés (ELD, por sus siglas en inglés) varía entre los estudiantes, muchos salen del programa de ELD en 5 años.

Exit (Reclassification) Criteria

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

A los estudiantes que salen del programa se les hace un seguimiento de rendimiento académico durante 4 años.

Elegir un programa de adquisición del lenguaje

Los padres o tutores legales pueden elegir un programa de adquisición del lenguaje más adecuado para su hijo/a (EC Section 310). Los programas de adquisición del lenguaje son programas educativos diseñados para garantizar que la adquisición del inglés se produzca lo más rápido y eficazmente posible. Le proporcionan enseñanza a aprendices de inglés basada en los estándares de contenido académico adoptados por el Estado, incluidos los estándares de desarrollo del idioma inglés (ELD) (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

Programas de adquisición del lenguaje ofrecidos

Debemos ofrecerle, como mínimo, una opción de programa de Inmersión Estructurada al Inglés (SEI) (EC Section 305[a][2]).

Structured English Immersion

Your child will be placed in the Structured English Immersion program. English Language Development services will take place within your child's classroom program. A description of the language acquisition program provided in the Westside Union School District is listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v]) Structured English Immersion (SEI) Program: A language acquisition

program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Los padres o tutores legales pueden elegir un programa de adquisición del lenguaje más adecuado para su hijo/a (EC Section 310). Las escuelas deben ofrecer un programa en la medida de lo posible si los padres o tutores legales de 30 estudiantes o más de la escuela o los padres o tutores legales de 20 estudiantes o más de cualquier grado solicitan un programa de adquisición del lenguaje diseñado para proporcionar enseñanza lingüística (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]). Los padres pueden aportar información sobre los programas de adquisición del lenguaje durante el desarrollo del Plan de Control y Responsabilidad Local. Aunque las escuelas tienen la obligación de prestar servicios para todos los estudiantes EL, los padres o tutores legales de estudiantes que aprenden inglés tienen derecho a rechazar o no aceptar que sus hijos participen en un programa escolar de EL o reciban servicios particulares de EL dentro de un programa de EL. Si los padres o tutores no aceptan que sus hijos participen en un programa escolar de enseñanza de idioma inglés (EL) o en servicios de EL específicos, los niños conservarán su estatus de aprendices de inglés. La escuela sigue estando obligada a tomar las medidas afirmativas requeridas por el Título VI de la Ley de Derechos Civiles de 1964 y las acciones pertinentes requeridas por la Ley de Igualdad de Oportunidades Educativas de 1974 para proporcionarles acceso a los aprendices de inglés a sus programas educativos (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Input and EL District Contact

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact Trudy Valenzuela, Director of Special Programs, to ask about the process.

261 Random Street
Boston, CA 98765

Notification of Not Qualifying for English Language Program

Student Information

Student	Abigail Training	**Grade Level**	7	**School**	Training School
EL Status:	EL	**Student ID#**	training139	**TK**	No
LTEL	No	**At Risk of LTEL**	No		

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC Summative, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

English Language Proficiency Tests

No English Language Proficiency Tests available

Standardized Test Results

No Standardized Test Results available

Language Acquisition Programs Offered

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

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]). Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]). Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL

services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Structured English Immersion

Structured English Immersion A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

SEI - Structured English Immersion

Structured English Immersion The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students.

Designated ELD

English Language Development (ELD) Instruction delivered by a highly qualified teacher that focuses directly on teaching about the English language, using the four domains of reading, writing, listening, and speaking. The primary focus is explicit English instruction based on the student's current level of English proficiency. The curriculum teaches academic vocabulary needed to access grade-level content. Instruction usually takes place in English with little to no use of the student's primary language.

Input and EL District Contact

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact Trudy Valenzuela, Director of Special Programs, to ask about the process. .

261 Random Street
Boston, CA 98765

Aviso para informar que el alumno no califica para los servicios para estudiantes que aprenden inglés

Información del estudiante

Nombre	Abigail Training	**Grado**	7	**Escuela**	Training School
Tipo de Servicio EL	EL	**N° de identificación del estudiante**	training139	**TK**	No
LTEL	No	**At Risk of LTEL**	No		

En el momento de la inscripción, se completó una encuesta para identificar el idioma hablado en el hogar, y en la encuesta de su hijo/a se introdujo un idioma que no es inglés. En virtud de la legislación estatal y federal, nuestro distrito escolar debe evaluar la competencia de su hijo/a en el idioma inglés a través de exámenes de comprensión oral, expresión oral, lectura y escritura. Basado en los resultados del examen ELPAC Summative, una evaluación aprobada por el estado para medir la competencia en el idioma inglés, nos complace informarle que su hijo/a ha demostrado ser competente en el idioma inglés y, por lo tanto, no reúne los requisitos para recibir servicios para estudiantes que aprenden inglés. Más abajo encontrará los resultados en los que basamos nuestra decisión, información sobre nuestros programas de idiomas e información sobre los derechos de los padres.

Pruebas de Dominio del Idioma Inglés

Sin Pruebas de Dominio del Idioma Inglés disponible

Resultados de pruebas estandarizadas

Sin Resultados de pruebas estandarizadas disponible

Programas de adquisición del lenguaje ofrecidos

Debemos ofrecerle, como mínimo, una opción de programa de Inmersión Estructurada al Inglés (SEI) (EC Section 305[a][2]).

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]). Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]). Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Structured English Immersion

Inmersión Estructurada en Idioma Inglés PROGRAMA DE SEI: Un programa de adquisición del lenguaje para estudiantes EL en el que casi toda la enseñanza en el aula se imparte en inglés, pero con un plan de estudios y una presentación diseñados para estudiantes que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece el servicio de ELD designado y se les proporciona acceso al contenido de la materia académica del grado con criterios de ELD integrados.

SEI - Structured English Immersion

Inmersión Estructurada en Idioma Inglés El objetivo de este programa es que los estudiantes ELL adquieran habilidades en idioma inglés para que puedan alcanzar resultados satisfactorios en las clases regulares dictadas únicamente en idioma inglés. En un programa de estrategia de inmersión, la enseñanza se realiza exclusivamente en idioma inglés. Los maestros tienen formación especializada para abordar las necesidades de los estudiantes ELL.

Designated ELD

Desarrollo en Idioma Inglés (ELD) Instrucción proporcionada por un maestro altamente calificado que se focaliza directamente en enseñar el idioma inglés usando los cuatro dominios: lectura, escritura, comprensión oral y expresión oral. El principal foco es la instrucción explícita en idioma inglés basada en el nivel actual de competencia en el idioma inglés del estudiante. El plan de estudios incluye el vocabulario académico necesario para acceder a los contenidos de nivel correspondiente al grado. La instrucción se proporciona generalmente en inglés, con uso escaso o nulo del idioma primario del estudiante.

Input and EL District Contact

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact Trudy Valenzuela, Director of Special Programs, to ask about the process. .

Westside Union School District

Department of English Language Services

Home Language Survey

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

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

Student's name: _____

School: _____Grade: _____

1. Which language did your son or daughter learn when he/she first began to talk? _____
2. What language does your son or daughter most frequently use at home? _____
3. What language do you use most frequently to speak to your son or daughter? _____

4. What language is most often spoken by adults in the home (parents, guardians, grandparents, or any other adults)? _____

Parent/Guardian Signature: _____Date_____

Explanation of change:

_____

_____

Date Initiated:	**Request Initiated by:**
Student Name:	**SSID:**
School:	**Grade Level:**
Teacher:	**Primary Language:**

Home Language Survey

_____ Language/s indicated on HLS **_____HLS is attached**

Initial ELPAC Results

Domain	Scale Score	Performance Level
Overall		
Oral Language		
Written Language		

Classroom Performance (To be indicated by the classroom teacher)

_____ Date of Evaluation of Pupil Performance

Classroom Data	Progress Notes
Reading: **Include ESGI, DIBELS, NWEA, FastForWord, and/or other assessments**	
Writing Benchmark **Include score 1, 2, 3, 4 and date assessed**	
Grade: **Include all subjects**	
Additional Comments regarding academic performance:	

Parent/Guardian Consultation

- **Change of a student's EL status can occur only once during a student's enrollment in a CA public school.**
- **Change can only be considered between the initial ELPAC and prior to the Summative ELPAC and will be based on evaluation of the student's progress.**
- **Review the rights of the EL student with parent.**
- **Parent/Guardian cannot opt out of the Summative ELPAC assessment as an EL student.**
- **Time may be needed to evaluate the student's progress in order to make a final determination.**

Dates of Parent Consultation	Notes (Phone/email/letter/conference)

Final Determination

Date of Final Determination	Action
	_____ Student's classification to remain EL **_____ Student's classification changed from _____ to _____ on _____** **(Classification cannot be changed to EO)**

Notification to Parent of Final Determination

Date of Notification	Form of Communication (letter/email/conference/phone) and Narrative

Director of Special Programs _____ Date_____

**** ELPAC Evaluation and Request for Change of Classification form to be placed in the student CUM. Attach a copy of the HLS.**

Westside Union School District

English Language Proficiency Assessments for California (ELPAC) Request Form

To: _____
Fax # _____
Of pages _____

Directions: California Department of Education requires schools to provide student ELPAC results to schools receiving EL students. Please complete the ELPAC Score section of this form and return it to the receiving school as soon as possible.

Today's Date: _____

From: **Department of English Language Services** District: **Westside Union School District**

Phone: **(661)722-0716 ext. 40980** Fax: **(661) 722-1046** Email: _____

Mailing address: **41914 50th Street West** City: **Quartz Hill, CA** Zip Code: **93536**

Student Information

Last name: _____ First: _____ Middle: _____ Other Name: _____

Birth Date (mm/dd/yyyy):_____ Current Grade: _____

Current Enrolling School District: Westside Union School District

Current Enrolling School Site: _____

Previous Enrolled School District: _____

Previous Enrolled School Site: _____

Testing Information

Classified as: IFEP_____ LEP _____ RFEP_____ English Only _____

If reclassified, provide date: _____ **SSID** _____

Student's most recent **Summative ELPAC** scores:

Date of test: _____ Grade: _____

OVERALL SCORE: _____ OVERALL LEVEL: _____

Oral Language Score _____ Oral Language Level _____

Listening: **B / SM / WD** Speaking: **B / SM / WD**

Written Language Score _____ Written Language Level _____

Reading: **B / SM / WD** Writing: **B / SM / WD**

Initial ELPAC Score:

Test Date _____

	Score	**Level**
Overall	_____	_____

Oral Language _____

Written Language _____

School District Signature (Previous Enrolled School Site Representative) Printed Name Date

Chapter 2:
Placement and Language Acquisition Programs

English Language Learner Program Description and Teacher Credentialing Requirements

The Westside Union School District provides services to English Learners to ensure that they are acquiring English language proficiency and support in all areas of the core curriculum. The District provides language acquisition support services to English Learners in kindergarten through 8th grade in all classrooms. These services are for the purpose of enabling English Learners to overcome language barriers until they have demonstrated English language proficiency comparable to that of the District's average native English speakers. English Learners receive services across content areas in a rich and rigorous classroom environment. The program for English Learners is designed to help students acquire language fluency in English, increase academic language, and provide equal access to the academic core curriculum.

In conjunction with the Human Resources Department, certificated staff work to acquire and document the appropriate credential authorizations to teach EL students, both Designated ELD and Integrated ELD. Requirements for teachers can vary depending on the state in which the employee has received their degree and/or the type of credential. Teachers may be employed in the District on a Waiver, a Provisional Intern Permit (PIP), a Short-Term Staff Permit (STSP), as an Intern, a teacher with a Preliminary Teaching Credential, and a fully credentialed teacher with a Clear Credential. The credentialing specialists in the Human Resources Department work to both verify authorizations and assist in monitoring progress towards full credentials and EL authorizations.

As noted on the California Teacher Credentialing website, a teacher who is assigned to provide any of the following services must hold an appropriate authorization to provide the instruction to students.

- Instruction for English language development (ELD)
- Specially designed academic instruction delivered in English (SDAIE)
- Content instruction delivered in the primary language
- Instruction for Primary Language Development

The table below includes some of the most common EL authorizations and subjects that the Commission on Teacher Credentialing currently authorizes. The list includes Credentials, Certificates, Permits, and Supplementary Authorizations and the details of the authorization for English Learners. Additional information on credentialing can be found on the CA Commission on Teacher Credentialing website at https://www.ctc.ca.gov/

Document	ELD Within Content Area	Departmentalized ELD	SDAIE	Bilingual Instruction
Multiple Subject, Single Subject, or Education Specialist Credential with full ELA (or CLAD Emphasis) Authorization Codes: ELA [1] (or CLAD)	Yes	Yes	Yes	N/A
Multiple Subject, Single Subject, or Education Specialist Credential with	Yes	Yes	Yes	N/A

revised ELA [2] Authorization Codes: ELAM, ELAS, or ELAE				
Multiple Subject, Single Subject, or Education Specialists Credential with a Bilingual Authorization (or BCLAD Emphasis)	Yes	Yes	Yes	Yes
CLAD Certificate	Yes	Yes	Yes	N/A
Bilingual Authorization	Yes	Yes	Yes	Yes
Single Subject Teaching Credential in World Language: ELD content [3]	Yes	Yes	Yes	N/A
Language Development Specialist	Yes	Yes	Yes	N/A
BCLAD Certificate	Yes	Yes	Yes	Yes
Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL [4]	Yes	Yes	N/A	N/A
University Intern Credential with revised ELA Authorization Codes: ELAM, ELAS, or ELAE	Yes	N/A	Yes	N/A
University Intern Credential with a Bilingual Authorization	Yes	Yes	Yes	Yes
District Intern Credential with revised ELA Authorization Code: ELA [3]	Yes	N/A	Yes	N/A
Emergency CLAD Permit	Yes	Yes	Yes	N/A
Emergency Bilingual Authorization Permit	Yes	Yes	Yes	Yes
Provisional Internship Permit/Short-Term Staff Permit with revised ELA	Yes	N/A	Yes	N/A
Provisional Internship Permit/Short-Term Staff Permit with Bilingual	Yes	Yes	Yes	Yes
Certificate of Completion of Staff Development [8]	Yes	N/A	Yes	N/A
Certificate of Completion of Staff Development (SB 1969)	Yes	N/A	Yes	N/A

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English Language Development (ELD) is part of the curriculum for English Learners. In the elementary grades, ELD is delivered by a credentialed elementary teacher. EL paraprofessionals are provided as a supplemental support for students. Middle school EL classes are provided as part of an elective block and are taught by Single Subject certificated teachers. EL paraprofessionals also provide push-in support during the ELD block.

Student learning is supported through district-adopted texts and supplemental materials. Core content materials provide embedded ELD support for both integrated instruction and designated instruction. ELD instruction is aligned to the California English Language Arts (ELA) and English Language Development (ELD) standards and is based on the student's level of English proficiency. ELD instruction is provided to all English Learners until a student is reclassified to fluent English proficient (RFEP). Some students need additional assistance and receive more intensive instruction. These students can be newcomers and Long-Term English Learners (LTEL). The District utilizes a tiered system approach to address gaps in learning and lack of progress. The English Learner program is designed to enable students to both attain English proficiency and parity of participation in the standard instructional program within a reasonable length of time.

To determine which EL additional support services are best suited for a student identified as an English Learner, the District will consider the student's English proficiency level, grade level, educational background, and language background. Other child-centered factors that are considered include the student's native language level of proficiency, acculturation into the U.S, and the age that they entered the country.

The chart below summarizes the instructional programs for ELs. The chart is layered and identifies English language acquisition supports that all EL students receive. There may be unique needs for newcomer students and Long-Term English Learners, some of which are listed below.

English Language Acquisition Program
Base Program for All English Learners: The program strengthens grade-level instruction for ELs and includes both Integrated and Designated ELD. All sites and staff have the skills and resources to effectively deliver base services. ● EL paraprofessionals are available to support in classrooms across the District ● The site administrators and EL Teacher on Special Assignment (TOSA) provides professional development and curriculum supports to all teachers ● All EL students have at least one language goal developed and documented in the ELLevation program by the classroom teacher, which is revised and monitored throughout the school year
Language Program Offered: The District offers a *Structured English Immersion* (SEI) program option (EC Section 305[a][2]). SEI is a language acquisition program for English Learners in which nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for students who are learning English. SEI includes both Designated ELD and Integrated ELD.

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In addition to the base English Learner program some students may also receive supplemental interventions as listed below:

Newcomer Support	**Long-Term English Learner Support (LTEL)**
A newcomer participating in the EL program is learning English. They have been enrolled in a U.S. school for 2 years or less. Students may be at any grade level, have limited school experience, and/or may have varying levels of proficiency with their primary language and/or with English.	ELs that remain classified as an EL for five years or longer are considered to be LTELs. These students have not redesignated despite long-term enrollment in a U.S. school. LTELs are not making sufficient progress on the ELPAC and/or the CAASPP. Often, they have attended the same school throughout their educational history; however, some may have attended many different schools. English might be the dominant language of these students. and they may sound like native English speakers when engaged in day-to-day conversations. However, gaps in English proficiency become more apparent when students read, write, and speak about academic topics using academic language.
Supplemental Services: ● Additional language assessment provided by the District Teacher on Special Assignment ● Based on language levels, the student may also receive additional language support from the District Teacher on Special Assignment ● Interventions and strategies to enhance language proficiency are shared by the District Teacher on Special Assignment with the classroom teacher ● Online programs, such as Summit K12 is offered for use outside of the school day and possibly at designated times during the school day ● Additional social/emotional supports are communicated to the site administration and/or counselor, as needed ● Community resources may be offered by the Community Liaison or Attendance Clerk, as needed ● Community connections/resources are shared with parents of newcomers with site bilingual assistants ● Additional site level interventions may be offered, as needed	**Supplemental Services:** ● Online programs, such as Summit K12 is offered for use outside of the school day and possibly at scheduled times during the school day ● Support and resources from the Attendance Liaison and/or Community Liaison, as needed to support attendance and community resources ● Possible Student Study Team (SST) collaboration, as appropriate ● Additional site level interventions may be offered, as needed

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Designated ELD and Integrated ELD Instruction

All teachers with EL students in their classrooms should use the California ELD standards in addition to their local California Common-Core State Standards for ELA/Literacy and other content standards to support their ELs linguistic and academic progress. English learners at all English proficiency levels and at all ages require both Integrated ELD and Designated ELD.

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (California Code of Regulations Title 5 [5CCR] Section 11300[a]).

- **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to help them meet the tasks.
- **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
- **Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or reading and speaking or signing are thoughtfully planned and not left to chance. As English Learners progress along the ELD continuum, these activities also increase in sophistication.
- **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.

CA ELD-ELD Framework Chapter 2 (2015)

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]).

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging.
- Are appropriately scaffolded to provide strategic support that moves learners toward independence.
- Develop both content knowledge and academic English.
- Value and build on primary language and culture and other forms of prior knowledge.

CA ELD-ELA Framework Chapter 2 (2015)

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Critical Principles of the California English Language Development Standards

The CA ELD Standards are central to comprehensive ELD. The ELD Standards are divided into three components, which include Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills.

Part 1: Interacting in Meaningful Ways

- **A. Collaborative** (engagement in dialogue with others)
    1. Exchanging information and ideas via oral communication and conversations
    2. Interacting via written English (print and multimedia)
    3. Offering opinions and negotiating with or persuading others
    4. Adapting language choices to various contexts
- **B. Interpretive** (comprehension and analysis of written and spoken texts)
    1. Listening actively and asking or answering questions about what was heard
    2. Reading closely and explaining interpretations and ideas from reading
    3. Evaluating how well writers and speakers use language to present or support ideas
    4. Analyzing how writers use vocabulary and other language resources
- **C. Productive** (creation of oral presentations and written texts)
    1. Expressing information and ideas in oral presentations
    2. Writing literary and informational texts
    3. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
    4. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works

- **A. Structuring Cohesive Texts**
    1. Understanding text structure and organization based on purpose, text type, and discipline
    2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
- **B. Expanding and Enriching Ideas**
    1. Using verbs and verb phrases to create precision and clarity in different text types
    2. Using nouns and noun phrases to expand ideas and provide more detail
    3. Modifying to add details to provide more information and create precision
- **C. Connecting and Condensing Ideas**
    1. Connecting ideas within sentences by combining clauses
    2. Condensing ideas within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills

While there are no standards for Part III, this part signals to teachers that they will need to consider particular background characteristics of their K-12 English learners (e.g., age, primary language, primary language writing system, schooling experience, and literacy experience and proficiency) when designing, teaching, and monitoring foundational literacy skills.

> Source: Adapted from: California Department of Education, California English Language Development Standards, Kindergarten Through Grade 12 (California Department of Education, 2014); California Practitioners' Guide for Education English Learners with Disabilities (California Department of Education, 2019)

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General Terms and Definitions
California Department of Education

English Learners (EL): An individual who is 3 through 21 who is enrolled or preparing to enroll in an elementary school or secondary school. The student may not have been born in the United States or may have been born within the United States and their native language is a language other than English. The individual comes from an environment where a language other than English has had a significant impact on their English language proficiency (ELP). The student may exhibit levels of difficulties in speaking, reading, writing, or understanding English to the extent that the student will be challenged to meet the state academic standards and achieve successfully in a classroom in which the language of instruction is English. The student has been assessed using the Initial ELPAC and determined to need English language support. English Learners receive programs and services until they meet the reclassification criteria pursuant to Education Code (EC) Section 313.

English Learner "At-Risk" of Becoming a Long-Term English Learner (At-Risk): An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC; and (4) for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP)-English Language Arts/Literacy (ELA).In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be "At-Risk"; and (2) the assessment component of "At-Risk" determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above; and (3) the CAASPP-ELA component of "At-Risk" determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available. For more information see California Education Code (EC) 313.1.

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

"Ever-EL": A student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC; prior to the 2017–18 school year, the CELDT) and from additional information when appropriate, is determined to be proficient in English.

Immigrant Children: Immigrant children and youth are individuals who are aged through 21 were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico). They have not been attending one or more schools in the United States for more than three full academic years. (Title III, Part A)

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Long-Term English Learner (LTEL): SB 141 - "a pupil who has not attained English language proficiency within 7 years of initial classification as an English learner." An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC **;** and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above. For more information see EC 313.1.

Migratory Children: A child is considered "migratory" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving from one residence to another or across school district boundaries due to economic necessity. (Title I, Part C)

Newcomer: A foreign-born student who has recently arrived in the United States. Newcomer students may include, but are not limited to asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth. Newcomers come from many different countries and diverse backgrounds. These students come to school with various levels of educational experiences and speak a variety of languages, which may or may not be English. Newcomers that enter a new education system may experience different academic, language, and social-emotional challenges from those students born in the United States.

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 the sole criteria is an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Refugee: A refugee is a person who has fled his or her country or origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political option, or membership in a particular social group (U.S. Citizenship and Immigration Services, 2015)

Student with Limited or Interrupted Formal Education (SIFE/SLIFE): Students in grades four through 12 who have experienced disruptions in their education in their native country and/or the United States, and/or are unfamiliar with the culture of schooling (Calderon, 2008)

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

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Curriculum and Student Placement

Elementary:

1. Curriculum:
2. Time Required for Designated ELD: 20 minutes daily
3. Proficiency Levels: All ELs with proficiency Levels of 1,2,3,4
4. Suggested Group Size: Maximum number of EL students in a class is suggested at 10 or should make-up no more than ⅓ of the class.

All ELs must receive both, Designated ELD and Integrated ELD until meeting requirements for reclassification. Elementary: Students are placed into the general classroom. Teachers identify the EL student through the ELLevation platform. Student information including demographics, language, and ELPAC scores are all provided. Using the information along with anecdotal notes, classroom observation and classroom data, the teacher can determine which curriculum supports are appropriate for the EL student.

Board Adopted Curriculum	ELD Supports
HMH Into Reading	Into Reading provides English Language Support across the lessons. It is easily identifiable on the pages of the lessons in the Teacher's Edition. They include background of *How English Works,* Sentence Frames, as well as scaffold of support for Emerging, Expanding and Bridging (Text uses Substantial, Moderate, Light) . Additional resources are Differentiation and Practice for Foundational Skills, Decodable Books, Irregular Words, Graphic Organizers, Journals, and Grammar, Language Support cards, Leveled Readers, and Picture Card banks. Into Reading provides daily Designated ELD lessons. Family Letters are available in a variety of languages.
Illustrative Math	Illustrative math provides several resources in Spanish: Student workbook, glossary, family letters and assessments. Additionally, there are ELD supports that can be found in the Teaching Notes section of some of the lessons. The Adaptation pack offers extra lessons to support learning gaps.
Savvas/Pearson Social Studies	ELD support is provided within the Teacher's Edition. Lessons demonstrate the skill in relation to EL Levels (Emerging, Expanding and Bridging) and are also tied to the ELD standards. Spanish resources are also available.

Savvas/Pearson	ELD support is provided within the Teacher's Edition. Lessons demonstrate the skill in relation to EL Levels (Emerging, Expanding and Bridging) and are also tied to the ELD standards. Spanish resources are also available.

Middle School:

It is important for middle school EL students to attain equal participation in the standard instructional program. The District is obligated to provide EL students with equal opportunities to participate meaningfully in all programs, which includes curricular and extracurricular. The District also provides access to advanced placement courses and/or honors programs.

1. Curriculum:
2. Time Required for Designated ELD:
3. Proficiency Levels: All ELs with proficiency Levels of 1,2,3,4
4. Suggested Group Size: Maximum number of EL students in a class is suggested at 10 or should make-up no more than ⅓ of the class.

All ELs must receive both, Designated ELD and Integrated ELD until meeting requirements for reclassification.

Grades 7-8: Joe Walker, Del Sur, and Hillview EL students at the middle school are placed within general education classes with one period that is dedicated to developing their English proficiency. The students are placed by grade level in the language support class. They focus on developing vocabulary, grammar, writing, listening and speaking skills. Most EL students in the class have overall ELPAC levels of 1 - 3.

Savvas My Perspectives	Each unit has an intriguing theme and is aligned to an Essential Question. Relevant texts allow students to see themselves reflected in the stories and bring their own experiences into the classroom. Students engage with each other, develop their own perspectives and learn to become critical thinkers, listers and communicators. EL Components include: editable slides, Language Support Lessons, audio, Bridge Texts, Language Coach, Language Lab, etext translation tool, Multilingual Glossary, Newcomer Skills, Phonics Tutorials, Differentiation in Teachers Edition for Emerging, Expanding and Bridging EL students. (Text uses Substantial, Moderate, and Light).
TCI History Alive	Teachers can select English Learners through the filters to provide scaffolded activities.
Amplify Science	Teachers have access to different types of

	differentiation for English Learners. Resources in Spanish include glossary, student book, and assessment. Practice and skills are offered with differentiation as well such as limited wording and increased images.
Illustrative Math	Illustrative math provides several resources in Spanish: Student workbook, glossary, family letters and assessments. Additionally, there are ELD supports that can be found in the Teaching Notes section of some of the lessons. The Adaptation pack offers extra lessons to support learning gaps.

Special Education Services for English Learners

The guidance document titled California Practitioners' Guide for Education English Learners with Disabilities has been used in the development of processes noted in this section. The full document is noted in the reference section of the English Learner Master Plan.

Early intervention services built around a Multi-Tiered System of Support (MTSS) may reduce referrals for special education services. The MTSS framework is a data-driven approach to providing targeted intervention strategies. English learners that have a disability require specialized instruction, which includes comprehensive English language development.

It can be challenging for educators to determine whether a student's difficulty in progressing academically is a result of language acquisition or a language disability. Therefore, early targeted intervention and ongoing progress monitoring must be a formal part of the referral process. Additionally, when assessing students, the application of appropriate assessment accommodations is essential in ensuring accurate assessment results.

When an EL is continuing to struggle to acquire English language skills after intensive reading interventions and they continue to show learning gaps, a referral to a Student Study Team (SST) is appropriate. An SST will provide a thorough review of data through a collaborative team process, which may include the general education teacher, administrators, special educational staff, other support staff, and the parents. The team has an obligation to review possible barriers and student experiences, which may include the following:

- Inadequate instruction or a lack of ELD instruction and supplemental supports
- Experiences resulting in interrupted school experiences, limited formal education, health/medical problems, attendance barriers, trauma, and/or other factors
- English Learners that may have a disability and may require a referral for assessment

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Considerations Prior to Referral for Special Education

When considering possible special education and related services for English Learners, extreme care must be taken to avoid the over identification of ELs as disabled, or the exclusion of ELs who may have a disability. It is critical to differentiate between a student who is not achieving in the classroom because English is not his/her primary language and a pupil who is not achieving due to a disabling condition. A thorough review of data will help that determination.

Unless the student has a severe disability, English learners should be allowed sufficient time to acquire English proficiency and receive appropriate academic instruction in language arts before referring to a Child Study Team (CST).

All of this information must be considered in deciding to refer to CST. If the decision is reached to refer an English Learner to CST, the district's referral policy is followed, the EL Teacher on Special Assignment or the Director of Special Programs should be invited to attend the meeting.

Data to Evaluate Before Referring to Child Study Team

- **Educational Record of Student**
    - Country of Birth
    - Schooling in previous country
    - Grade entered US school
    - Number of schools attended
    - Days of school attended each school year
    - Number of times tardy
    - Number of years in Westside schools
    - Regular school attendance

- **Language Acquisition Record (ELPAC Scores)**
    - The team will review each language domain, which includes reading, writing, listening, and speaking. Students that remain at the lowest levels on the assessment for 2 or more years might be a consideration for referral.

- **Academic Achievement Record (CAASPP ELA)**
    - The team will review contrasting patterns of consistent strengths or weakness that may differ between the CAASPP ELA and the ELPAC

- **Other areas to consider:**
    - If the EL student is deficit in their primary language as well as in the English language
    - If the student is a newcomer or a long-term EL student

EL Students Qualifying for Special Education Services

When an English learner qualifies for special education services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. Instructional decisions related to the student's

language acquisition status must be described in the Individualized Education Program (IEP). The IEP must include:

- Documentation of the program placement in SEI (Structured English Immersion) based on the overall score of the Initial ELPAC and Summative ELPAC.
- Documentation that ELs with disabilities have access to English Language Development (ELD).
- Specific appropriate linguistic goals based on the ELD standards supporting listening, speaking, reading, and writing. The goals will be used to monitor the student's progress and document the provision of services.
- Alternate reclassification worksheets and/or documents to support the alternative reclassification process, if the team determines appropriateness.

Additional Resources and Supports for English Learners

Academic Monitoring: School sites are responsible for monitoring the academic progress of all English Learners. They are also responsible for monitoring the progress of all reclassified students for up to four years. The District uses the online ELLevation platform to provide timely data on all students. All administrators, psychologists, and teachers have access to this platform. School sites annually develop goals and monitor language acquisition progress within the ELLevation system. Monitoring is fully addressed in Chapter 3 of the handbook.

Bilingual Assistants (Paraprofessionals): Bilingual assistants are provided at both the District level and the school sites. District bilingual assistants assist with the state assessments, translate at parent meetings and IEP meetings, and engage parents through required parent notifications. Site bilingual assistants work with students at their sites through a push-in model. They move from class to class to assist students in all content areas. Additionally, site bilingual assistants support state assessment facilitation.

Community Liaison and Attendance Clerks: Each school site has an attendance clerk that both monitors student attendance and addresses barriers to attendance through constant communication with families. The attendance clerks work with a district community liaison, which provides resources to families, training and assistance in working with students, and addresses barriers to attendance for chronically absent students.

Counseling: A variety of counseling supports are available at all school sites for all students, which include lesson implementation, small group instruction, and intensive support and resources.

EL Teacher on Special Assignment (TOSA): The District has one EL TOSA assigned to the Special Programs Department. The EL TOSA works directly with teachers in supporting EL students, provides professional development to teachers and bilingual assistants, assesses language strengths for newcomers, provides additional support to newcomers through small group instruction or one-on-one instruction, and assists teachers across the district in lesson design and ELD implementation.

Parent/Guardian Opt-Out of English Learner Programs

Any parent/guardian whose child is receiving or is eligible to receive EL programs or services has the right to decline or opt their child out of the EL programs or particular EL services offered. This option is presented

annually to the parent/guardian through the EL Annual Notification Letter. The Westside Union School District staff may not recommend that a parent/guardian opt their child out of EL programs or services for any reason.

The District staff provides guidance to parents/guardians that have requested to opt out of services, which includes a review of their child's rights, a description of services, and the benefits of the services. This process ensures that the parent's voluntary decision to opt out is understood. The District maintains appropriate documentation of the opt out letter signed by the parent, which is placed in the student's cumulative records. Additionally, the opt out status is documented in the student database, PowerSchool, by an employee that manages the database. The letter includes documentation to demonstrate that a parent knowingly and voluntarily opted their EL child out of EL programs or particular EL services. Opting an EL child out of programs or services does not affect a student's ability to participate in any other programs or services, such as special education.

If a parent decides to opt their child out of EL programs or particular EL services, the student retains the English Language Acquisition Status (ELAS) of EL. The District remains obligated to take affirmative steps and appropriate action required by civil rights laws to provide the EL students with meaningful access to all educational programs, which include the following:

- **Ongoing Progress Monitoring** - This includes a combination of performance data, such as the state assessments as well as internal assessments (NWEA) and grades. Additionally, notes, observations, attendance, and other progress items need to be reviewed. The appropriate staff will monitor progress throughout the year and make recommendations based on the student's abilities to perform at grade level. Timely interventions should be added to support any student not demonstrating proficiency along with frequent communication of progress to the student's parents/guardians. Progress should continue to be monitored by teachers and/or administrators on the ELLevation platform, which holds student data results.
- **Annual assessment on the English Language Proficiency Assessment of California (ELPAC)** - ELs documented as opting out of services must continue to have their English proficiency assessed annually until the student meets the requirements for the reclassification process. Parents/guardians may discuss designated supports that may be available to the student that are embedded within the ELPAC.
- **Integrated ELD Services** - Teachers are authorized to provide integrated supports throughout the school day in all subject areas; therefore, EL students will continue to be provided Integrated ELD. Teachers receive annual professional development on Integrated services, which includes evidence-based strategies available in the ELLevation program. Additionally, the EL TOSA is available to assist teachers in implementation of Integrated ELD.

Administrative Process for Opting an EL Student Out of Services

The following procedures are designed to ensure that parents do not opt their children out of EL programs or services based on inadequate information about the EL programs and services provided by the school. Parents are informed of the Initial ELPAC results and the Structured English Immersion program selected for their child within 30 days of assessment. If a parent/guardian does not agree with the program placement or the results of the Initial ELPAC, they can request a meeting with a site administrator. If the results of the Initial

ELPAC are contested, options are described in Chapter 1 under the section titled Correction Process C. If the parent/guardian does not agree with the program placement and indicates that they want to complete the opt out process, a meeting is scheduled with the site administrator and the parent/guardian.

This meeting allows the parent to ask questions about the child's English Language Acquisition Status (EL status). The site administrator may utilize the agenda provided as guidance during the conference.

Sample Opt Out Meeting Agenda With Parents/Guardians

I. Introductions
- Include student in meeting, if appropriate
- Offer translator, if needed

II. Purpose of Meeting
- Prior to signing the letter, review the parent's/guardian's request prior to opt out of EL services. The goal is to make sure parents/guardians fully understand what opting out of the program includes. Review with parents all options on the letter.
- The school team is responsible for providing Integrated ELD to all English learners even if the parent has opted out of program components.
- EL students with a signed opt out letter will continue to be monitored by the school team. If the student is not making progress, the opt out option should be reviewed with the parents/guardians.
- Documentation of opt out is added to the SIS system.
- Opt out requests from parents must be completed annually.

III. Discuss Reason for Opting Out with Parent
- Requests for opting out are voluntary and not completed at the request of school personnel

IV. Review the Benefits of the EL Programs
- Review the District's Structured English Immersion (SEI) program as well as other supplemental supports provided to EL students
- If the student has an IEP, review how EL services are provided. Inform the parent that the IEP does not supersede EL services and that the student has access to both.

V. Assessment Results
- Review assessment results such as ELPAC, CAASPP, NWEA, and any other assessments
- Discuss the supports offered and how they may impact academic performance

VI. Review of Grades and IEP Goals

VII. Reclassification
- Provide a review of reclassification criteria

VIII. Opt Out Logistics
- Opting a student out of services does not remove a student from the EL program.
- Student is EL until reclassified.
- Student must take the Summative ELPAC annually until reclassified
- Parents have the option to resend opt out requests at any time.

Forms Chapter 2: Placement and Language Acquisition Programs

The following chapter includes forms supporting the placement and language acquisition programs.

- EL Annual Parent Notification Letter
- EL Parent Interview Questionnaire (English)
- EL Parent Interview Questionnaire (Spanish)
- IEP Team Checklist for English Learners
- Notification to Opt a Child Out of English Learner Programs or Particular EL Services
- Notification to Opt a Child Out of English Learner Programs or Particular EL Services (Spanish)

185 Random Street
Boston, CA 98765

Annual Parent Notification Letter
Federal Title I or Title III and State Requirements

Student Information

Student	Aaron Training	**Grade Level**	4	**School**	Training School
EL Status:	EL	**Student ID#**	training063	**TK**	No
LTEL	No	**At Risk of LTEL**	No	**Individualized Education Plan (IEP)**	No

Dear Parent(s) or Guardian(s)

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

English Language Proficiency Tests

No English Language Proficiency Tests available

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

While the rate of English language development (ELD) varies between students, many exit the ELD program in 5 years.

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

Standardized Test Results

No Standardized Test Results available

Course Grades

No Course Grades available

Reclassification Criteria

All EL Students are requited to take the Annual Summative ELPAC or Annual Alternate ELPAC Assessment in the Spring. In order to reclassify an EL student needs an Overall Score of 4 on the Summative or a 3 on the Alternate ELPAC Assessments.

Long-Term English Learner

Long-Term English Learner (LTEL) means an English Learner who has been enrolled in the EL Program in the United States for more than 6 years.

Choosing a Language Acquisition Program

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

Language Acquisition Programs Offered

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

Structured English Immersion

Structured English Immersion A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

SEI - Structured English Immersion

Structured English Immersion The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students.

Designated ELD

English Language Development (ELD) Instruction delivered by a highly qualified teacher that focuses directly on teaching about the English language, using the four domains of reading, writing, listening, and speaking. The primary focus is explicit English instruction based on the student's current level of English proficiency. The curriculum teaches academic vocabulary needed to access grade-level content. Instruction usually takes place in English with little to no use of the student's primary language.

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

If you have any questions about your child's placement or the type of program options available to you, please contact Amanda Goodell at 661-722-0716.

185 Random Street
Boston, CA 98765

Ежегодное уведомление для родителей

Требования раздела I или раздела III Закона об успешности каждого ученика и требования законодательства штата

Информация об учащемся

Ученик	Aaron Training	**Год обучения**	4	**Школа**	Training School
Ограниченность знания английского языка	EL	**Идентификационный номер учащегося**	training063	**TK**	No
LTEL	No	**At Risk of LTEL**	No	**Индивидуальная программа обучения (IEP)**	No

Уважаемые родители или опекуны!

Ваш ребенок по-прежнему считается учащимся с недостаточными навыками знания английского языка. Каждый год мы обязаны оценивать знание Вашим ребенком английского языка и уведомлять Вас о результатах этой проверки. Мы обязаны информировать Вас о доступных вариантах программ овладения английским языком. Вы можете выбрать из этих вариантов тот, который лучше всего подходит Вашему ребенку (раздел 310 Образовательного кодекса штата Калифорния [EC]). В данном письме также представлено описание критериев отмены статуса изучающего английский язык (EL) (20 United States Code [U.S.C.] Section 6312[e][3][A][ii]).

Тестирование на знание английского языка

Тестирование на знание английского языка недоступны

Все дети, независимо от уровня владения английским языком, имеют право участвовать во всех общешкольных программах. Если для Вашего ребенка предусмотрен индивидуальный план обучения (IEP) или план 504, программа обучения языку будет применяться с учетом действующего плана обучения Вашего ребенка.

Несмотря на то, что скорость развития навыков по программе обучения английскому языку (ELD) у учащихся может быть разной, многие из них завершают обучение по программе ELD через 5 года (лет).

Академическая успеваемость учащихся, завершивших обучение по программе, контролируется в течение 4 лет.

Результаты стандартизированного тестирования

Результаты стандартизированного тестирования недоступны

Course Grades

Course Grades недоступны

Reclassification Criteria

All EL Students are requited to take the Annual Summative ELPAC or Annual Alternate ELPAC Assessment in the Spring. In order to reclassify an EL student needs an Overall Score of 4 on the Summative or a 3 on the Alternate ELPAC Assessments.

Long-Term English Learner

Long-Term English Learner (LTEL) means an English Learner who has been enrolled in the EL Program in the United States for more than 6 years.

Выбор программы овладения английским языком

Родители/опекуны могут выбрать программу овладения языком, которая лучше всего подходит их ребенку (EC Section 310). Программы овладения английским языком — это образовательные программы, целью которых является обеспечение максимально быстрого и эффективного изучения английского языка. Они предусматривают обучение детей, изучающих английский язык, на основе утвержденных штатом стандартов учебных материалов, включая Стандарты развития навыков владения английским языком (ELD) (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

Предлагаемые программы овладения английским языком

Мы должны предложить как минимум вариант программы организованного погружения в английскую языковую среду (Structured English Immersion, SEI) (EC Section 305[a][2]).

Structured English Immersion

Структурированное погружение в английский язык ПРОГРАММА ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА СО СТРУКТУРИРОВАННЫМ ПОГРУЖЕНИЕМ (SEI): программа для изучающих английский язык (EL), в которой практически все обучение в классе проводится на английском языке, но при этом учебный план и изложение материала разработаны специально для изучающих английский язык. В этом случае учащиеся как минимум могут развивать навыки владения английским языком (ELD) по специальному плану. Также им доступны учебные дисциплины на уровне класса с интегрированным планом ELD.

SEI - Structured English Immersion

Структурированное погружение в английский язык Цель этой программы — приобретение неанглоязычными учащимися навыков английского языка для их успешного обучения только на английском языке в обычном классе. Все обучение по методике погружения проводится на английском языке. Учителя прошли специальную подготовку с учетом потребностей неанглоязычных учащихся.

Designated ELD

Развитие навыков владения английским языком (ELD) Обучение проводит высококвалифицированный преподаватель, который уделяет непосредственное внимание изучению английского языка по четырем аспектам: чтению, письму, аудированию и разговорной речи. Программа преподавания включает подробные объяснения и задания для учащегося с учетом его текущего уровня владения английским языком. Программа позволяет овладеть словарным запасом, который необходим для усвоения материала для соответствующего класса. Как правило, обучение проходит на английском языке с незначительным использованием родного языка учащегося либо без использования такого языка.

Родители/опекуны могут выбрать программу овладения языком, которая лучше всего подходит их ребенку (EC Section 310). Родители/опекуны могут выбрать программу овладения языком, которая лучше подходит их ребенку. Школы, в которых родители или законные опекуны потребуют введения программы овладения языком, созданной для обучения языку, будут обязаны предложить такую программу, насколько это возможно. Для введения такой программы должно быть желание родителей или опекунов не менее 30 учеников на школу либо не менее 20 учеников на класс (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]). Родители могут вносить свои предложения по поводу программ овладения языком на этапе

разработки местного плана контроля и подотчетности (Local Control Accountability Plan). Несмотря на то что школы обязаны обслуживать всех учащихся EL, родители или опекуны изучающих английский язык имеют право возразить против обучения их детей по школьной программе EL или получения ими определенных услуг EL в рамках программы EL, а также в соответствующих случаях аннулировать свое согласие, если дети уже приступили к обучению. Если родители или опекуны решают вывести своих детей из школьной программы для изучающих английский язык или отказаться от определенных услуг, предусмотренных этой программой, дети сохраняют свой статус изучающих английский язык. Школа в любом случае обязана принимать конструктивные меры, предусмотренные разделом VI Закона о гражданских правах 1964 г. (Civil Rights Act), а также осуществлять соответствующие действия, установленные Законом о равных возможностях в области образования 1974 г. (Equal Educational Opportunity Act), для обеспечения доступа изучающих английский язык к образовательным программам (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Если у Вас возникнут какие-либо вопросы о включении Вашего ребенка в программу или других доступных видах программ, обращайтесь к Amanda Goodell по номеру телефона 661-722-0716.

ENGLISH LEARNER (EL) PARENT INTERVIEW QUESTIONNAIRE

Directions: A member of the assessment team should complete this checklist for all ELs when making the decision to refer to special education, determining eligibility for special education, , or for reclassification parental input.

Name of Student:		**DOB:**		**Grade:**		**Date:**	
Parent/Guardian Name:				**School:**			
Student's Native Language:				**Assessor:**			

1) Which language did your child first learn to speak?
   Comments:

2) Has your child received instruction in reading or writing in his/her native language?

3) When did your child first start to learn English?
   Comments:

4) What language(s) do the adults in the home primarily speak and what language is used the most often to speak to the child?
   Comments:

5) Are there other siblings in the home: ☐Yes ☐ No if yes, what are their ages?
   Comments:

6) Was your child's language development in his/her native language similar to his/her siblings or other close relatives? ☐Yes ☐ No If not, explain how they were different.
   Comments:

7) Are there areas of difficulty you have noticed your child has, such as remembering oral directions in the native language? ☐Yes ☐ If yes, give an example.

8) What language(s) does your child use primarily at home?
   Comments:

9) What language(s) does your child primarily use when out in the community?
   Comments:

10) What language(s) does your child primarily use to watch television, on the computer, etc.?
    Comments:

11) Are there any other comments or areas of strength or weakness relative to your child's learning? ☐Yes ☐If yes, explain.
    Comments:

Jarice Butterfield 10-9-16

CUESTIONARIO DE PADRES DE ESTUDIANTES DE INGLES

Direcciones: Un miembro del quipo de evaluación debe completar esta lista de verificación para todos los estudiantes de ingles, cuando hacen decisiones de referirse a la educación especial, determinar la elegibilidad para educación especial, o para reclasificar el aporte de los padres.

Nombre del Estudiante:		**Fecha de Nacimiento:**		**Grado:**		**Fecha:**	
Nombre de Padre/Tutor:		**Escuela:**					
Idioma Nativa del Estudiante:		**Asesor:**					

1) ¿Cual idioma aprendió su hijo/a primero a hablar?

Comentarios:

2) ¿Ha recibido su hijo/a instrucción en lectura o escritura en su lengua materna?

Comentarios:

3) ¿Cuando comenzó su hijo/a a aprender ingles?

Comentarios:

4) ¿Que idioma(s) hablan los adultos en la casa y que idioma se usa mas para hablar con el niño?

Comentarios:

5) ¿Hay otros hermanos/as en la casa: Si □ No □ Si es así, cuales son sus edades?

Comentarios:

6) ¿El desarrollo del lenguaje de sus hijo/a en su lengua materna era similar al de sus hermanos u otros parientes cercanos? Si □ No □ Si no es así, explique como fue diferente.

Comentarios:

7) ¿Hay áreas de dificultad que usted haya notado que su hijo/a tiene, como recordar las instrucciones orales en el idioma nativo? Si es así, de un ejemplo.

Comentarios:

8) ¿Que idiomas(s) usa su hijo/a principalmente en casa?

Comentarios:

9) ¿Que idioma(s) usa su hijo/a en la comunidad?

Comentarios:

10) ¿Que idioma(s) usa su hijo/a para ver la televisión, computadora, etc.?

Comentarios:

11) ¿Hay otros comentarios o áreas de fuerza o debilidad en relación con el aprendizaje de su hijo/a? Si es así, por favor explique.

Comentarios:

IEP TEAM CHECKLIST FOR ENGLISH LEARNERS (ELs)

Directions: The school IEP team should complete this checklist to ensure that all areas pertinent to English learners (ELs) are considered

1) ☐Yes ☐ No There is evidence the IEP notice was sent home in the parent/guardian's native language.

Comments:

2) ☐Yes ☐ No The IEP indicates if the student is classified as an English learner.

Comments:

3) ☐Yes ☐ No The IEP includes the student's current level of English language proficiency in listening, speaking, reading, and writing (ELPAC or alternative assessment scores/levels).

Comments:

4) ☐Yes ☐ No The IEP indicates if the student requires alternate assessments to the required statewide ELD assessment by domain, and if so, what the alternate assessment(s) will be administered.

Comments:

5) ☐Yes ☐ No The IEP includes linguistically appropriate goals and objectives in areas of disability that involve language (if objectives are required) that reflect assessed English development levels).

Comments:

6) ☐Yes ☐ No The IEP indicates who will provide the ELD services(in general education or special education.

Comments:

7) ☐Yes ☐ No The student was assessed in his/her native language at the initial and triennial IEP (unless there is documentation that the student was assessed in the native language and English and is functioning commensurate or higher cognitively in English).

Comments:

8) ☐Yes ☐ No The parent was offered an interpreter if their native language is not English (signature of interpreter is on IEP or documented in the IEP notes.

Comments:

9) ☐Yes ☐No There is evidence the parent was informed they could request a written translation of the IEP and assessment reports in their native language.

Comments:

Jarice Butterfield Revised 5-5-16

DISTRICT OFFICE
41914 N. 50th Street West
Quartz Hill, CA 93536
(661) 722-0716
www.westside.k12.ca.us

REGINA L. ROSSALL
District Superintendent

ROBERT HUGHES
Deputy Superintendent
Human Resources

ROBERT GARZA
Assistant Superintendent
Administrative Services

JACOB BRIGGS, Ed.D
Assistant Superintendent
Business Services

SCHOOL SITES

ANAVERDE HILLS SCHOOL
Corey Stanis, Co-Principal
Casey Boggs, Co-Principal

COTTONWOOD SCHOOL
Thomas Morreale, Co- Principal
Casey Boggs, Co-Principal

DEL SUR SCHOOL
Natalia Compton, Principal

ESPERANZA SCHOOL
Kathryn Conner, Principal

GREGG ANDERSON ACADEMY
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Noelle Zuaro, Co-Principal

HILLVIEW MIDDLE SCHOOL
Jordon Holmes, Principal

JOE WALKER MIDDLE SCHOOL
Tessa Grabas, Principal

LEONA VALLEY SCHOOL
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Casey Boggs, Co-Principal

QUARTZ HILL SCHOOL
Shine Khalifa, Principal

RANCHO VISTA SCHOOL
Rebecca Davis, Co-Principal
Justin Holtfreter, Co-Principal

SUNDOWN SCHOOL
Jill Culver, Principal

VALLEY VIEW SCHOOL
Renee Hofmann, Principal

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NOTIFICATION TO OPT A CHILD OUT OF ENGLISH LEARNER PROGRAMS OR PARTICULAR EL SERVICES

School Site:

Date:

Dear _____,
We understand that you would like to decline the English Learner (EL) program or particular EL services proposed for your child _____ (insert child's name). EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. **After you have initialed next to each of the statements, please sign, date and return the form to your child's school**. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

_____I am aware of my child's English language assessment score and other information about my child's current academic progress and understand why he/she was recommended for additional English language instruction.

_____I am familiar with the EL programs and services the school has available for my child.

_____I have had the opportunity to discuss the available EL programs and services with the school.
_____I understand that the school believes its recommendation is the most academically beneficial for my child.

_____I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner.

_____All of this information has been presented to me in a language I fully understand.

I, _____ (insert name), with a full understanding of the above information, wish to **(select one of the following)**:

☐ decline all of the EL programs and EL services offered to my child.

☐ decline some of the EL programs and/or particular EL services offered to my child. I wish to decline (List program/services)

_____

_____ _____ _____
Parent Signature Date Child's Name

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SERVICIOS PARTICULARES PARA ESTUDIANTES DE INGLÉS

Escuela:

Fecha:

Estimado/a _____,
Entendemos que le gustaría rechazar el programa para Estudiantes del Inglés (EL* por sus siglas en inglés) o los servicios EL* particulares propuestos para su hijo/a _____
(coloque el nombre de su hijo/a). Los servicios EL* están diseñados específicamente para ayudar a su hijo a lograr el dominio del idioma inglés, al igual que adquirir contenido del nivel de grado. Sin embargo, como se comentó en nuestra conversación, usted tiene el derecho legal de excluir a su hijo/a del programa o de servicios particulares.

Si de todas formas desea excluir a su hijo/a del programa EL* o de los servicios EL* particulares, **por favor ponga sus iniciales al lado de cada punto en la lista siguiente.** El hacer esto indica que usted comprende y está totalmente de acuerdo con cada declaración. Luego de haber puesto sus iniciales al lado de cada declaración, por favor firme, feche y devuelva el formulario a la escuela de su hijo/a. Mantendremos este documento archivado declarando que usted ha rechazado o que no quiere para su hijo/a estos servicios EL* indicados.

_____ Estoy informado/a de la puntuación de evaluación del idioma inglés de mi hijo/a y demás información sobre el progreso académico actual de mi hijo/a, y entiendo por qué es que él/ella fue recomendado/a para instrucción adicional del idioma inglés.

_____ Estoy familiarizado/a con los programas y servicios que la escuela tiene disponible para mi hijo/a.

_____ He tenido la oportunidad de discutir con la escuela los programas y servicios EL* disponibles.

_____ Entiendo que la escuela considera que su recomendación es la más académicamente beneficiosa para mi hijo/a.

_____ Entiendo que mi hijo/a de todas formas será designado/a como un "Estudiante de Inglés" y que se seguirá evaluando su dominio del inglés una vez al año hasta que deje de cumplir con la definición de un(a) estudiante de inglés.

_____ Toda esta información me ha sido presentada en un idioma que entiendo totalmente.

Yo, _____ (coloque nombre), con pleno conocimiento de lo anterior, deseo

☐ rechazar todos los programas EL* y/o servicios EL* ofrecidos a mi hijo/a.

☐ rechazar algunos de los programas EL* y/o servicios EL* particulares ofrecidos a mi hijo/a. Deseo rechazar (Incluya los programas/servicios)

_____

_____ _____ _____
Firma del Padre Fecha Nombre del Niño/a

Chapter 3: Monitoring and Exiting English Learners

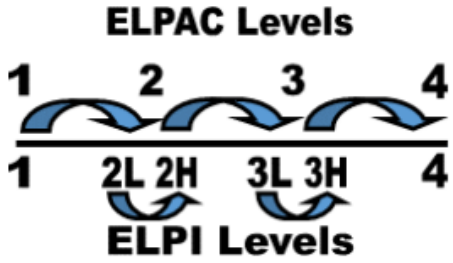
The WUSD has an obligation to monitor and regularly assess the progress of all ELs, including those that have opted out of EL programs and/or services, in both English language proficiency and content knowledge. This includes conducting an annual English language assessment and measuring their performance in grade-level content areas. WUSD strives to create systematic and intentional common assessments to provide additional support for ELs to reach proficiency while simultaneously making academic progress.

The WUSD uses a variety of multiple measures to determine if an EL student has sufficient English skills to access the core curriculum without supplemental support. When the student meets the minimum criteria, the student is recommended for reclassification. This process includes the change of the ELAS from EL to Reclassified English Proficient (RFEP). A reclassified EL student should be able to effectively participate in grade-level content instruction in English with minimal supports.

Reclassification (or redesignation) is a process used to determine whether or not an English learner student has acquired sufficient English skills to successfully engage in classroom learning of the core academic curriculum taught in English. It is expected that the student can be accurately assessed in the academic subject matter using English, without the specialized English learner services and supports. (Definition of reclassified summarized from the *California Practitioners' Guide for Education English Learners with Disabilities*)

The goal of the English Learner program is for students to achieve English language proficiency. English language proficiency development is a process that takes 5 to 7 years for those entering with emerging English proficiency skills. The attainment of language proficiency is monitored annually. Students are expected to move up a proficiency level on the English Language Proficiency Assessment for California (ELPAC) each year. ELs take the ELPAC to measure progress towards English language proficiency. Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to demonstrate progress toward English Language proficiency. The ELPI indicator is located on the CA Dashboard.

- Level 1 (same as ELPAC Level 1)
- Level 2L (ELPAC Low Level 2)
- Level 2H (ELPAC High Level 2)
- Level 3L (ELPAC Low Level 3)
- Level 3H (ELPAC High Level 3)
- Level 4 (same as ELPAC Level 4)



Minimum Progress Expectations

Clear minimum progress expectations allow individuals, sites, and other community members to understand the goals of the EL program. This section describes the minimum progress expectations. Failure to meet minimum progress indicates the need for interventions. Every EL student's progress and growth is unique. The following shows an overview of typical progress of an EL student working towards meeting reclassification criteria.

1. No matter the English proficiency level of a student when they enroll in an instructional program, reclassification is expected to occur within 5 to 7 school years.
2. All the English proficiency and academic achievement indicators in the columns are “end-of-year” expectations.
3. The assumption is that a student begins the year about “one year’s growth” behind the end-of-year target.
4. A student’s first year in an instructional language program can happen at any grade level or at any English proficiency level, which is impacted by the student’s educational experience and history.

Component	Initial ELPAC	Year 1	Year 2	Year 3-4	Year 5-7
ELPAC and ELPI Level	Initial ELPAC Level 1 - 3	Summative ELPAC Increase a minimum of 1 ELPI Level	Summative ELPAC Increase a minimum of 1 ELPI Level	Summative ELPAC Increase a minimum of 1 ELPI Level	Level 4 Reclassification
Local Assessment (NWEA)	Baseline	Maintain a mean conditional growth of 60% annually	Maintain a mean conditional growth of 60% annually	Maintain a mean conditional growth of 60% annually	Meet minimum criteria for reclassification determined by the District
CAASPP ELA	Level 1	Level 1	Level 2 - 3	Level 2 - 3	Meet or exceed established scale score criteria determined by the District on the ELA portion of the CAASPP
Goal Setting (Teacher Evaluation)	Initial notification a student is an EL	Ongoing progress monitoring including goal setting in ELLevation and review of grades	Ongoing progress monitoring including goal setting in ELLevation and review of grades	Ongoing progress monitoring including goal setting in ELLevation and review of grades	Ongoing progress monitoring including goal setting in ELLevation and review of grades; additional consultation required if student meets criteria for reclassification

Overview of District Progress on the ELPI

The California School Dashboard provides parents and educators with meaningful information on school and district progress on the ELPI. This data assists in informing district decisions on actions and services to support

ELs. Supplemental services are described in the District Local Control and Accountability Plan (LCAP), which can be accessed on the District website at https://www.westside.k12.ca.us/lcap

Reclassification
Each English Learner that meets the established reclassification criteria has a change of ELAS to Reclassified Fluent English Proficient (RFEP). Each former English Learner that has been reclassified as RFEP has demonstrated English-language and academic proficiency comparable to that of an English Only speaker and has the ability to participate successfully with minimal language support.

Reclassification Criteria
Established criteria, described below, must be met to be eligible for reclassification. This was updated September 2026 due to AB2555 to a single criteria to reclassify. This is an update from the 4 part criteria that was historically used.

1. **Criterion 1: Assessment of English Language Proficiency**
    - Students taking the Summative ELPAC need to score a well-developed overall (Level 4) on the Summative ELPAC.
    - Students taking the Summative Alternate ELPAC, which is the English Language Proficiency (ELP) assessment for students with the most significant cognitive disabilities, need to score a 3 (Fluent English Proficient).

A copy of the reclassification worksheet used internally to document when and if a student meets reclassification criteria is included in the forms section in Chapter 3. This form will continue to be in use during the 2026-27 school year. Criterions 2-4 will be marked N/A until further direction is provided from the CDE.

Reclassification Process
EL students may meet the reclassification criteria at any point during the school year. The EL Department, teachers, and site administrators continually monitor student progress in the online ELLevation system.

- Once a student receives a 4 on the Summative ELPAC or a 3 on the Alternate ELPAC the reclassification form is completed and the parent is notified via letter. The school and teacher are notified via email.
- Once a student is reclassified, the EL Department updates the ELAS in the PowerSchool system. The Student Cumulative Report is generated within the ELLevation system. This report along with the signed parent documentation is placed in the student CUM.

Procedures for Reclassification of Students in Special Education
Guidance for reclassifying students in special education is applied from the *California Practitioners' Guide for Education English Learners with Disabilities* as well as the *Framework for Exiting English Learners with Disabilities from English Learner Status*.

For guidance on the reclassification of dually identified students, the District has created a guide, included below, for special education teams.

A Guide for Reclassification of Dually Identified Students

Chapter 3: Monitoring and Exiting English Learners

This guide provides essential information for site principals overseeing the reclassification process for English Learners (ELs) who are also identified as students with disabilities (SWDs). These students will be referred to as "Dually Identified Students." This guide aligns with the California Department of Education (CDE) requirements, focusing on Criterion 1: Assessment of English Language Proficiency and the associated pathways to reclassification.

1. Pathways to Reclassification

Students with disabilities can follow one of three main pathways to reclassification:

> **Pathway 1**: English learners with disabilities who can demonstrate proficiency in all four domains (listening, speaking, reading, writing) with or without accommodations on the Summative ELPAC.
>
> **Pathway 2**: English learners with the most significant cognitive impairments assessed using the Alternate ELPAC.
>
> **Pathway 3**: English learners with disabilities whose disabilities preclude assessment in one or more domains, for which there are no appropriate accommodations available. This pathway includes domain/s exemptions on the Summative ELPAC. *(Domain exemptions are not allowed on the Alternate ELPAC)*

2. Reclassification Criterion 1

To be eligible for reclassification, students must meet the established English Language Proficiency level on either the Summative ELPAC or the Summative Alternate ELPAC:

- **Summative ELPAC**: An overall Performance Level (PL) of 4 is required.
- **Summative Alternate ELPAC**: An overall PL of 3 is required for reclassification.

Note: *IEP Teams are not authorized to modify Criterion 1. This was standardized by the State Board of Education in May 2023. Therefore, dually identified students must meet the overall performance levels as stated above in order to be reclassified.*

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3. Digging in to Pathway 3 and Domain Exemptions

Pathway 3 is designed for ELs in which their disabilities make one or more domains of the ELPAC inaccessible, even with the use of appropriate accessibility tools.

Key Guidelines for Domain Exemptions:

Domains with Accessibility: Administer domains that are accessible using universal or designated supports, and/or accommodations.

When to Consider Exemptions: If a domain remains inaccessible despite applying all possible supports, the IEP team may consider exempting that domain.



Overall Score Requirement: To generate an overall ELPAC score, **only one** domain each from the Oral Language Composite (Listening or Speaking) and the Written Language Composite (Reading or Writing) may be exempted from the Summative ELPAC. The School team must enter the exempt status and justification into the TOMs portal. Instructions were provided to site administrators.

Four Considerations Before Domain Exemptions

Consideration 1: Comprehensive ELD	Consideration 2: Eligibility Report	Consideration 3: Historical Review of ELPAC Scores by Domain	Consideration 4: Linguistically Appropriate Goals & Objectives (LAGOS)
Has there been consistent instruction in quality comprehensive ELD? Both Integrated and Designated ELD have been provided over the years? How do we know?	What is the disability Category? Is the manifestation of the disability linked to a disorder in one or more basic learning processes that directly impacts one or more of the language domains?	Is there a domain or domains that are consistently depressing the overall ELPAC score? Over the years, has the IEP team with support for ELD teacher &/or specialist identified linguistic supports aligned to the impacted language domain?	Have LAGOS been consistently developed with embedded language supports in the identified areas of need? Have LAGOS been consistently met? If not, what adjustments have been made to the goal(s)?

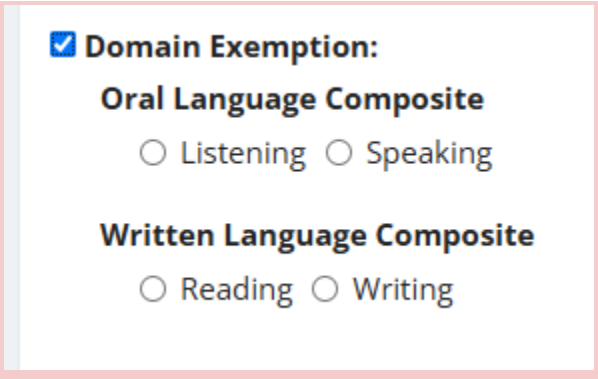
Questions to Guide IEP Team Discussions:

- What accessibility resources were applied to each domain of the ELPAC?

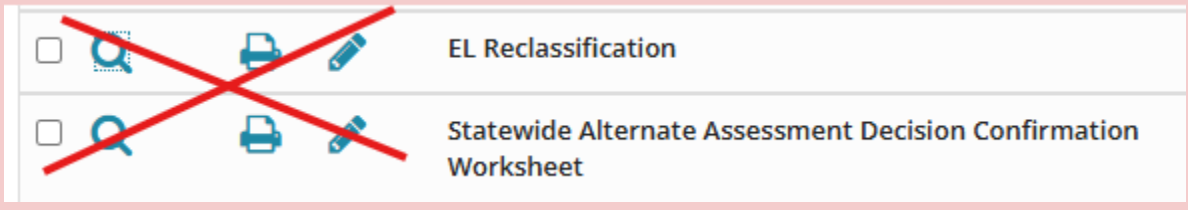
- How do these resources align with the student's identified needs in the classroom?
- Were there historical trends indicating consistent difficulties in specific domains?
- How does the student's disability manifest in each domain, and what accommodations or supports may be necessary?

Documenting Domain Exemptions in SEIS:

- Statewide Assessments Page → ELPAC → Domain Exemption



Due to the new requirements, these two pages of the IEP in SEIS should no longer be used. They will soon be removed from SEIS.



For more information on ELPAC domain exemptions, see the CDE ELPAC Decision Guide.

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4. Comprehensive English Language Development (ELD)

- **Integrated and Designated ELD**: Ensure all dually identified students receive comprehensive ELD, which includes integrated and designated ELD as part of their core instruction, as outlined in their IEP. All EL students participate in the District's Structured English Immersion program in which integrated and designated ELD is required.

Questions to Consider:

- Are students receiving designated ELD as indicated in their IEPs?

- Is the quality of designated ELD being monitored and adjusted appropriately?

For further details on ELD, refer to the CDE Practitioners' Guide for Educating English Learners with Disabilities.

5. Accessibility Considerations

- **Reviewing Supports**: Ensure that all assigned supports are reviewed and adjusted based on past ELPAC results.
- **Consistency**: Students should regularly use their assigned supports both in daily classroom settings and within testing systems.
- **Supportive Environment**: During ELPAC administration, make sure the testing environment is supportive of students' needs.
- ELPAC Accessibility Resources

6. Documentation and Historical Review

- **Comprehensive ELD**: Ensure consistent, high-quality integrated and designated ELD over time.
- **Linguistically Appropriate Goals & Objectives (LAGOS)**: Collaboratively develop and evaluate language support goals regularly to address students' needs.

Reflective Questions for Principals and IEP Teams:

- Are your IEP teams aware of the process for ELPAC domain exemptions?
- Are discussions happening regularly to ensure thoughtful and accurate consideration of domain exemptions?
- How can you improve collaboration between EL and special education staff to enhance student support?

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7. Key Actions for working with Dually Identified Students

1. **Ensure Compliance with Reclassification Standards**: Understand and uphold Criterion 1 requirements for all reclassification pathways.
2. **Promote Consistent ELD Instruction**: Confirm that all ELs with disabilities receive quality integrated and designated ELD.
3. **Review Accessibility Supports Regularly**: Assess and refine the use of accommodations and designated supports.

4. **Support Collaborative Decision-Making**: Facilitate strong collaboration between site, district EL Department, and special education staff.

For additional resources, visit the CDE's Reclassification of ELs Page and CDE ELPAC Resources.

Applying Criterion (1-4) for Reclassification for Dually Identified Students

Criterion 1: Assessment of ELP Using an Objective Assessment Instrument

- A full review of Criteria 1 and pathways for reclassification of dually identified students is noted above in the Westside Guide for Reclassification of Dually identified Students.
- Assessment of ELP is determined based on the Summative ELPAC. In accordance with California's standardized Criterion 1,in order to be eligible for reclassification, all EL students, including dually identified students (EL students with disabilities), who take the Summative English Language Proficiency ELPAC must score at Overall PL of 4. Under the very rare circumstances when a student's disability precludes assessment in one or more domains of the Summative ELPAC, the student may be reclassified with an Overall PL of 4 on the remaining domains in which the student is able to be appropriately assessed. As noted in the previous section, a student must score an Overall PL of 3 if taking the Alternate Summative ELPAC.

Monitoring RFEP Students

State and federal laws require four years of monitoring of students who have exited from English learner (EL) status because they have been reclassified to fluent English proficient (RFEP) status. (20 United States Code Section 6841(a)(4)(5); California Code of Regulations, Title 5, Section 11304.)

The District utilizes the ELLevation online system to assist in monitoring RFEP students. Criteria that is reviewed includes academic performance reported on grade reports as well as NWEA and CAASPP assessments. Monitored RFEP student data is available on the District and site ELLevation dashboard for easy access. Assigned teachers and administrators have access to this current and live data.

Monitoring of academic progress for former EL students ensures the following:

- The students have not been prematurely exited
- Academic deficits as a result of participation in the EL program have been remedied
- The students can meaningfully participate in the instruction program compared to their English Only peers

During this monitoring time, the District ensures that RFEP students have met the same academic achievement goals set for all students. If these students do not meet that standard, intervention and support is provided, which may include additional ELD Designated and Integrated instruction. Other interventions may include supplemental services within or beyond the school day, as applicable.

Forms Chapter 3: Monitoring and Exiting English Learners

The following chapter includes forms supporting the monitoring and exiting of English learners.

- Reclassification Worksheet
- A Guide for Reclassification for Dually Identified Students
- CA Student Assessment Accessibility Graphic for the Computer-Based English Language Proficiency Assessments for California (ELPAC)
- English Language Proficiency Assessment Participation Consideration Worksheet
- Sample Notification of English Language Program Exit English and Spanish
- Initial and Summative ELPAC Domain Exemption Decision-Making Tool

Westside Union Reclassification Progress and Analysis 2026-2027

Student Name: _____ **Grade:** _____ **School:** _____ **Teacher:** _____ **Evaluation Date:** _____

SSID: _____ **Birthdate:** _____ **Primary Language:** _____ **LTEL:** _____ **SPED:** _____

Assessment and District Criteria for Reclassification:	Current Student Score	Did Student meet the criteria?	Progress Notes
ELPAC **K-8TH** Overall Level of - 4	Overall Level: 4 Well Developed Overall Score:_____	Yes / No	
SBAC Grade 3: 2400 Grade 4: 2450 Grade 5: 2475 Grade 6: 2500 Grade 7: 2525 Grade 8: 2525	ELA Level: _____ Score: _____ Date: _____	Yes / No	
NWEA K: 138 1: 155 2: 170 3: 185 4: 196 5: 204 6: 209 7: 212 8: 216	Most Recent RIT Date: _____ Score: _____ Date: _____ Grade:_____ RIT Score: _____	Yes / No	
Student Academic Progress in ELA C or meets standards	ELA Grade: _____ Percentage: _____ Academic School Year: _____	Yes / No	
OPTIONAL Writing Benchmark (used as an additional measure if needed) 3 or better (note reporting period)		Yes / No	
Teacher Recommendation/Input		Yes / No	Date:
Parent Approval		Yes / No	Date:

Student Reclassified on:_____

Student not reclassified, pending progress: _____

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Four Considerations before Domain Exemptions

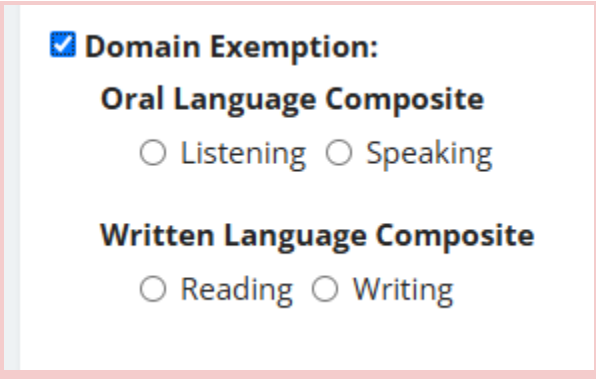
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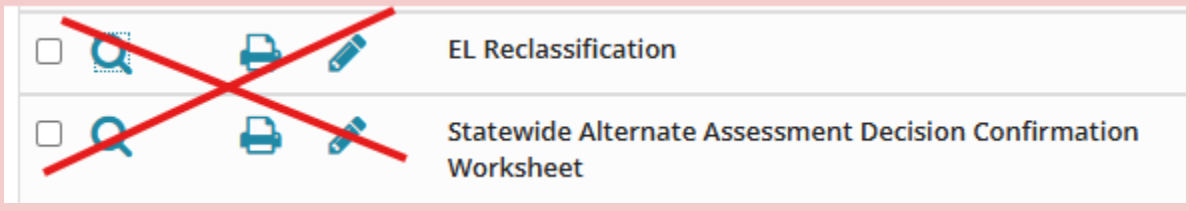
- What accessibility resources were applied to each domain of the ELPAC?
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7. Key Actions for working with Dually Identified Students

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4. **Support Collaborative Decision-Making**: Facilitate strong collaboration between site, district EL Department, and special education staff.

For additional resources, visit the CDE's Reclassification of ELs Page and CDE ELPAC Resources.

2026–27 California Student Assessment Accessibility Graphic for the Computer-Based English Language Proficiency Assessments for California (ELPAC)

Unless noted in parentheses, resources may be used in all domains: Listening (L), Speaking (S), Reading (R), and Writing (W).

Resources Available to All Students

Universal Tools

Embedded

- Breaks
- Digital notepad
- Expandable items
- Expandable passages
- Highlighter
- Keyboard navigation
- Line reader[1] (grades 2–12)
- Mark for review[1] (grades 2–12)
- Strikethrough[1] (grades 2–12)
- Writing tools[2] (grades 3–12)
- Zoom (in or out)

Non-Embedded

- Breaks
- Highlighter (W, kindergarten through grade 2)
- Oral clarification of test directions by the test examiner in English
- Scratch paper
- Test navigation assistant

Designated Supports

Embedded

- Color contrast
- Masking
- Mouse pointer (size and color)
- Pause or replay audio[2] (L, S)
- Print size
- Streamline
- Turn off any universal tool(s)

Non-Embedded

- Amplification[2]
- Designated interface assistant
- Magnification
- Masking
- Medical supports (restricted settings)
- Noise buffers
- Pause or replay audio[2] (L, S)
- Print-on-demand
- Read aloud[3]
- Sensory Items
- Separate setting
- Simplified test directions
- Translated test directions
- Translated test directions in American Sign Language or Manually Coded English

Available to Students with an Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded

- American Sign Language[2] (L)
- Audio transcript (includes braille transcript)[2]
- Braille[2] (embossed and refreshable)
- Closed-captioning[2]
- Speech-to-text[2]
- Text-to-speech[2] (S, W)

Non-Embedded

- Alternate response options
- American Sign Language or Manually Coded English (L, S)
- Braille[2]
- Breaks
- Scribe[2](W)
- Speech-to-text[2]

Unlisted Resources

To obtain approval to use an unlisted resource, a local educational agency may submit a request in the Test Operations Management System on behalf of a student with a disability, 10 business days prior to administering the online ELPAC.

Domain Exemptions

The IEP or Section 504 team may decide to exempt a student from a domain if there are no available resources or unlisted resources that provide the student access to that domain. To indicate the use of a domain exemption, follow the directions in the test administration manual. Domain exemptions are not applicable for the Alternate ELPAC.

[1] Available for all grade levels for the Alternate ELPAC.
[2] Resource not available for the Alternate ELPAC.
[3] Available only for Writing for Initial and Summative ELPAC, and for all domains for Alternate ELPAC.

California Department of Education
June 2026

Refer to the California Department of Education CA Assessment Accessibility Resources Matrix web page for additional information.

Date:_____ Student _____

English Language Proficiency Assessment Participation Consideration

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the ELPAC even with universal tools, designated supports or accommodations. In order to aid an IEP team in its determination of whether a student should use alternate assessments, the following may be considered:

Circle "Agree" or "Disagree" for each item:

Agree	**Disagree**	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environment.
Agree	**Disagree**	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as their non-disabled peers; however, their learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	**Disagree**	The student cannot address the performance level assessed in the ELPAC, even with accommodations.
Agree	**Disagree**	The decision to participate in the alternate assessment is **not** based on the amount of time the student is receiving special education services.
Agree	**Disagree**	The decision to participate in the alternate assessment is **not** based on excessive or extended absences.
Agree	**Disagree**	The decision to participate in the alternate assessment is **not** based on language, cultural, or economic difference.
Agree	**Disagree**	The decision to participate in the alternate assessment is **not** based on the deafness/blindness, visual, auditory, and/or motor disabilities.
Agree	**Disagree**	The decision to participate in the alternate assessment is **not** primarily based on a specific categorical label.
Agree	**Disagree**	The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

If the answer to any of the statements is "Disagree", the team should consider including the student in the ELPAC with the use of any necessary accommodations. Specify whether the student will be assessed using the alternate in all domains or which domain(s) of the ELPAC the alternate assessment(s) is replacing.

IEP Team Decision: _____ is eligible for participating in the ELPAC.

[] All domains OR Indicate the domain(s) the student will participate in the ELPAC [] Listening [] Speaking [] Reading [] Writing

IEP Team Decision: _____ is **not** eligible for participating in the ELPAC.

Fecha: _____ Estudiante: _____

Consideración para la Participación en la Evaluación del Nivel de Competencia del Idioma Inglés

Las evaluaciones alternas proveen medios para medir la competencia del nivel del idioma inglés de los estudiantes con discapacidades, los cuales han sido determinados por el equipo que desarrolla su Programa de Educación Individualizado (por sus siglas en inglés IEP), que no pueden participar en la evaluación ELPAC incluso utilizando herramientas universales, apoyos o modificaciones. Para poder asistir al equipo que desarrolla el Programa de Educación Individualizado a que determine si un estudiante debe utilizar evaluaciones alternas, se debe considerar lo siguiente:

Circule "De acuerdo" o "En desacuerdo ":

De Acuerdo	**En desacuerdo**	El/la estudiante requiere enseñanza extensa en ambientes múltiples para adquirir, mantener y generalizar las habilidades necesarias para que sean aplicadas en la escuela, el trabajo, el hogar y en la comunidad.
De Acuerdo	**En desacuerdo**	El/la estudiante demuestra habilidades académicas/cognitivas y conducta adaptiva que requieren ajustes sustanciales al plan de estudios general. El/la estudiante puede participar en muchas de las mismas actividades de los compañeros no discapacitados, sin embargo, sus objetivos de aprendizaje y resultados esperados se enfocan en las aplicaciones funcionales del plan de estudios general.
De acuerdo	**En desacuerdo**	El/la estudiante no puede demostrar los niveles de rendimiento evaluados por ELPAC, incluso con acomodos.
De acuerdo	**En desacuerdo**	La decisión para participar en la evaluación alterna **no** se basa en la cantidad de tiempo que el/la estudiante recibe servicios de educación especial.
De acuerdo	**En desacuerdo**	La decisión para participar en la evaluación alterna **no** se basa en las ausencias excesivas o extendidas.
De acuerdo	**En desacuerdo**	La decisión para participar en la evaluación alterna **no** se basa en las diferencias de idioma, de cultura ni económicas.
De acuerdo	**En desacuerdo**	La decisión para participar en la evaluación alterna **no** se basa en discapacidades de sordera/ceguera, visual, auditiva y/o motriz.
De acuerdo	**En desacuerdo**	La decisión para participar en la evaluación alterna **no** se basa primordialmente en estar categorizado en un nivel en específico.
De acuerdo	**En desacuerdo**	La decisión para participar en la evaluación alterna es una decisión del equipo que diseña el Programa de Educación Individualizado (IEP) y no una decisión administrativa.

Si la respuesta a alguna de las declaraciones anteriores fue "En desacuerdo", el equipo debe considerar incluir al estudiante en la evaluación ELPAC con la utilización de los acomodos necesarios. Especifique si el/la estudiante será evaluado/a utilizando la evaluación alterna en todas las áreas o qué área(s) de la evaluación ELPAC la evaluación alterna está reemplazando.

Decisión del equipo IEP: _____ es elegible para participar en la evaluación ELPAC.

[ ] Todas las áreas o indique en qué áreas el/la estudiante participará en la evaluación ELPAC [ ] Escuchar [ ] Hablar [ ] Lectura [ ] Escritura

Decisión del equipo IEP: _____ **no** es elegible para participar en la evaluación ELPAC.

Mary Practice
261 Random Street
Boston, CA 98765

Dear Parent(s) or Guardian(s)

Notification of English Language Program Exit

Student Information

Student	Abigail Training	**Grade Level**	7	**School**	Training School
EL Status:	EL	**Student ID#**	training139	**TK**	No
LTEL	No	**At Risk of LTEL**	No		

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC Summative, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

English Language Proficiency Tests

Test Name & Date	Results
ELPAC Summative 2/28/2020	**Overall** 1 | 2 | 3 | 4 4 (1615) **Listening** 1 | 2 | 3 3 **Speaking** 1 | 2 | 3 3 **Oral Language** 1 | 2 | 3 | 4 4 (1652) **Reading** 1 | 2 | 3 2 **Writing** 1 | 2 | 3 2 **Written Language** 1 | 2 | 3 | 4 3 (1578)

Standardized Test Results

No Standardized Test Results available

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

Change of English Language Acquisition Status

As a result of this change, your child will be considered a Reclassified Fluent English Learner. Please note that this reclassification will not change your child's teacher. They will remain in the same classroom.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

	Yes, I approve of this placement for my child.
	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency.

Parent/Guardian Signature: Date: Phone Number:

Mary Practice
261 Random Street
Boston, CA 98765

Estimados padres o tutores legales

Notificación de salida del programa de idioma inglés

Información del estudiante

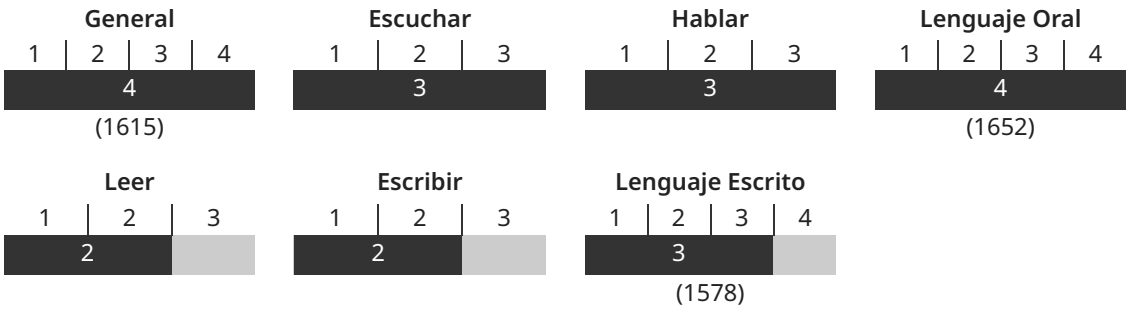
Nombre	Abigail Training	**Grado**	7	**Escuela**	Training School
Tipo de Servicio EL	EL	**N° de identificación del estudiante**	training139	**TK**	No
LTEL	No	**At Risk of LTEL**	No		

En el momento de la inscripción, se completó una encuesta para identificar el idioma hablado en el hogar, y en la encuesta de su hijo/a se introdujo un idioma que no es inglés. En virtud de la legislación estatal y federal, nuestro distrito escolar debe evaluar la competencia de su hijo/a en el idioma inglés a través de exámenes de comprensión oral, expresión oral, lectura y escritura. Basado en los resultados del examen ELPAC Summative, una evaluación aprobada por el estado para medir la competencia en el idioma inglés, nos complace informarle que su hijo/a ha demostrado ser competente en el idioma inglés y, por lo tanto, no reúne los requisitos para recibir servicios para estudiantes que aprenden inglés. Más abajo encontrará los resultados en los que basamos nuestra decisión, información sobre nuestros programas de idiomas e información sobre los derechos de los padres.

Pruebas de Dominio del Idioma Inglés

Nombre y fecha de la prueba	Resultados

ELPAC Summative
2/28/2020



Resultados de pruebas estandarizadas

Sin Resultados de pruebas estandarizadas disponible

A los estudiantes que salen del programa se les hace un seguimiento de rendimiento académico durante 4 años.

Change of English Language Acquisition Status

As a result of this change, your child will be considered a Reclassified Fluent English Learner. Please note that this reclassification will not change your child's teacher. They will remain in the same classroom.

A lo largo del año lectivo, usted tendrá muchas oportunidades para informarse sobre el progreso de su hijo/a en las diversas áreas académicas y en el aprendizaje del idioma inglés. Lo alentamos a asistir a las reuniones de padres y maestros y a los eventos escolares para fomentar el éxito académico de su hijo/a.

	Sí, autorizo la asignación de mi hijo/a a este programa.
	No, rechazo la asignación de mi hijo/a al programa y me comunicaré con la escuela para conversar sobre otras opciones disponibles para el desarrollo de mi hijo/a en idioma inglés. Entiendo que mi hijo/a será evaluado/a anualmente con un examen de ELP aprobado por el estado hasta que se determine que tiene dominio del idioma inglés.

Firma del Padre o Encargado: Fecha: Número de teléfono:

Initial and Summative ELPAC Domain Exemption Decision-Making Tool

Student Name: _____ Grade Level: _____ Academic Year: _____

Each year, Section 504 plan and individualized education program (IEP) teams may use this resource to determine if an English learner (EL) student or a potential EL student has a disability that precludes meaningful participation in one or more of the Initial and Summative English Language Proficiency Assessments for California (ELPAC) domains (i.e., Speaking, Listening, Reading, and Writing). For the Initial and Summative ELPAC, a student may only be exempted from one domain per composite, with a maximum of two domain exemptions allowed. To receive a score, a student must be assessed in the remaining domains within each composite

Instructions: Complete parts A, B, and C to determine if a student is eligible for a domain exemption.

Part A

Does the student have a documented disability in their Section 504 plan or IEP?

No	Yes
Stop. Do not continue. The student should participate in the Initial and Summative ELPAC.	Proceed to **Part B**.

Part B

Evaluate each domain separately. Confirm that the ELPAC is accessible for the student based on the supports defined in the California Assessment Accessibility Resources Matrix document at https://www.cde.ca.gov/ta/tg/ca/documents/caaccessmatrix23.docx and consult pages 50–57 in the 2023–24 ELPAC Information Guide at https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide24.docx to identify accessibility resources for each domain and sample scenarios. Enter your responses below for each domain.

Language Composite: Oral

- **Domain: Listening**
  Is the domain accessible? ☐ Yes ☐ No
- **Domain: Speaking**
  Is the domain accessible? ☐ Yes ☐ No

Language Composite: Written

- **Domain: Reading**
  Is the domain accessible? ☐ Yes ☐ No
- **Domain: Writing**
  Is the domain accessible? ☐ Yes ☐ No

For each domain in **Part B**, if the answer is:

Yes	No
Stop. Do not continue. The student should participate in the ELPAC with accessibility resources assigned as appropriate.	Proceed to **Part C**.

Part C

Reminder: A student may only be exempted from one domain in each composite.

Based on the review of evidence in part B, in which the team finds there are no appropriate accommodations available to access a given domain within a composite, the team may exempt that domain. Enter your responses below for each domain.

Language Composite: Oral

■ **Domain: Listening**
Exempt domain? ☐ Yes ☐ No

■ **Domain: Speaking**
Exempt domain? ☐ Yes ☐ No

Language Composite: Written

■ **Domain: Reading**
Exempt domain? ☐ Yes ☐ No

■ **Domain: Writing**
Exempt domain? ☐ Yes ☐ No

Note: If the student cannot access all domains within a composite, and the student has an IEP, the team may consider eligibility for alternate assessments. Refer to the Alternate Assessment Decision-Making Tool for California (PDF) at https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf.

Section 504 plan or IEP team members who participated in the decision:

School District Representative Name _____ Date _____

Intervention Specialist Name _____ Date _____

General Education Teacher Name _____ Date _____

Parent/Guardian Name _____ Date _____

Student Name _____ Date _____

Note: Keep a copy of this form in the student's cumulative file.

Chapter 4: Staffing and Professional Development

Professional development and program needs are determined through the annual comprehensive needs assessment for English learners. Certificated staffing and appropriate authorizations to teach English learners is addressed in Chapter 2 of the English Learner Master Plan.

The Educational Services Department, the Special Education Department, and the Human Resources Department work jointly to build the capacity of all staff working with English learners. Areas of focus are identified to ensure that core content instruction is presented in a manner that is comprehensible to English Learners. A variety of strategies can be incorporated into each content area during classroom instruction.

Ongoing professional development for teachers and administrators includes:

- Integrated ELD and Designated ELD
- Core curriculum supports within the adopted curriculum
- Implementation of Summit K12 platform
- Identification and assessment of EL students
- Reclassification criteria and procedures
- Formative and summative assessments, including NWEA MAP Growth
- Universal Design for Learning
- Reading strategies, specifically aligned to CORE reading
- ELPAC training for site assessment coordinators
- Online use of the ELLevation system to monitor RFEP students and EL students and set goals for students

Additional strategies, such as the list below, are also reviewed as part of ongoing professional development:

- Contextualized instruction - liberal use of non-verbal, visual support materials, realia, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning
- Use of language modifications such as pause time, questioning, pacing, and highlighting
- Task-based instruction, allowing students to work with concepts and the language of those concepts in a variety of ways (such as drama, drawing, mapping out ideas, poetry, song, chant, letter writing, journals, graphic organizers, etc. to express and exemplify concepts)
- Language-sensitive and culture-sensitive content teaching
- Use of language structures and vocabulary that are comprehensible to students
- Use of accommodations and differentiation in the learning environment (such as slowing the pace, repetition, or use of language frames)
- Increased opportunities to actively use language through collaboration
- Emphasizing the major ideas or organizing principles that underlie the content
- Frequent checking for understanding
- Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals, and analysis of student work
- Provide access to a large collection of age-appropriate literature within the student's reading level

An EL TOSA is available to assist with on-the-spot support, formal professional development, and increased services for newcomers. The TOSA is on school sites throughout the week, providing supplemental support where needed. Examples of this support includes working with teachers to write ELD lesson plans, model

engaging evidenced-based strategies for EL students, individualized support in how to utilize the ELD components of the curriculum, and support the paraprofessionals that work in the classrooms.

Classified paraprofessionals working with EL students receive ongoing professional development, which includes the following:

- Training on how to administer the Summative ELPAC
- Effective strategies to use when working with EL students
- Reclassification and program qualifications
- Latino Literacy, the reading program provided to parents
- Best practices when translating to parents and at larger formal meetings
- Use of the online ELLevation program

Chapter 5: Parent and Community Involvement

The WUSD Board has identified as a core belief the importance of family and parent involvement. Increased communication and engagement between the parents/guardians, community, and schools promotes proactive relationships and leads to increased academic student achievement.

To build and maintain a trusting relationship between the District, schools, and parents/guardians, ongoing two-way communication is vital. To ensure that meaningful communication exists, the District focuses on the dissemination of information in a timely manner in a language that is understood by most of the families and members of the community. As a result of parent feedback, one system of communication has been developed to increase access to communication. ParentSquare was added as a service to assist in providing ongoing and timely information to parents and staff. Each parent/guardian is invited to add an account in the ParentSquare system to receive notifications from teachers, site administrators, and the District. ParentSquare includes translation services in the language setting provided by parents.

An additional mode of communication includes the Let's Talk feature on the Westside Union website. This feature allows parents to open up a two-way conversation with different district departments and/or a school site.

Formal parent/teacher conferences are held in October of each year. All parents of EL students are highly encouraged to attend to receive updates on their child's overall progress. Parents are also encouraged to participate in District and site level committees, which may include DELAC, ELAC, Superintendent's Advisory, as well as other site specific committees.

DELAC Involvement

The District and school sites inform parents as to how they can become involved in their child's education as well as how to be an active participant in working with their child to attain English proficiency. When there are 51 or more ELs across the District, a District English Advisory Committee (DELAC) is constituted. The District has regular DELAC meetings to increase parental involvement and feedback in creating services unique to EL students. All parents are invited to the DELAC meetings.

Requirements of DELAC

1. Membership:
   Each ELAC elects and sends at least one representative to DELAC. Membership will also include district/school staff. DELAC meetings are open to the public and all families of EL students are encouraged to attend.
2. The District provides DELAC members with appropriate training, materials, and information needed to carry out their responsibilities and duties, including the responsibility of site ELAC representatives to communicate information from the DELAC meetings to the ELAC members.
3. The DELAC advises the Governing Board through the program evaluation on all of the following:
   - Implementation of the English Learner Master Plan
   - Review of the EL program goals and services for ELs
   - Results of a district-wide and site-wide needs assessment
   - Review of teacher credentialing and requirements for instructional assistants
   - Administration of the annual language census data
   - Review and comments provided on the reclassification procedures

- Review and comments provided on the required parent notifications
- Review, consultation, and feedback recorded on the revisions to the Local Control and Accountability Plan (LCAP)
- Review and collection of input on the Title III Action Plan and Federal Funding

4. At the first meeting of the year, officers are elected. Parents are encouraged to hold the position of chairperson and vice-chairperson. One elected DELAC member participates in the Superintendent's Advisory Committee, which is also referred to as the Parent Advisory Council (PAC). The DELAC is facilitated by the Director of Special Programs from the District office.
5. Each year the DELAC is presented with the Uniform Complaint Procedures (UCP).
6. DELAC documentation is uploaded in the District Title I Crate system, which includes agendas, minutes, sign-in sheets, and handouts.
7. DELAC information is provided on the District website at https://www.westside.k12.ca.us/departments/special-programs/delac

ELAC Involvement

Schools with 21 or more ELs are required to establish a functioning English Language Advisory Committee (ELAC) in order for parents to provide advice and/or guidance regarding programs and services. Members of the committee are elected by parents/guardians of ELs on an annual basis. The number of members on the ELAC is constituted by the same percentage as ELs that are representative of the student body.

Requirements for ELAC

1. Membership and Elections:
   - Membership will include parents of English Learners, principal or designee, school staff, and parents
   - At least 51% of the membership must be parents of ELs who are not employed by the District
   - Members will be elected
   - All parents/guardians of ELs have an opportunity to vote for the EL parent DELAC representative
   - Elections for ELAC will be conducted at the school site in a manner appropriate for the site
2. During the school year, the ELAC members will receive training materials, planned in full consultation with committee members, to assist them in carrying out their responsibilities. The training will include descriptions of both the opportunities and limitations of actions members may take.
3. The purpose of ELAC is to provide parents of ELs opportunities to:
   - Provide feedback on the services included in the Single Plan for Student Achievement (SPSA)
   - Comment and review programs that support ELs
   - Provide input on the development of the school site needs assessment
   - Analyze EL data including progress on state and local assessments
4. Additional items to be reviewed include:
   - The importance of regular school attendance and the impact of missing school
   - Review the Uniform Complaint Process (UCP)
   - Review of the Language Census data
5. At the first meeting of the year, the ELAC will elect one representative and one alternate representative to the DELAC.

6. ELAC agendas, minutes, handouts, and sign-in sheets will be uploaded in the District Title I Crate for review and audit.
7. The Director of Special Programs oversees the legal compliance requirements.
8. The roles and responsibilities of the Principal and/or Vice Principal include:
    - Facilitating all meetings in conjunction with the Chairperson and/or Vice Chairperson
    - Ensuring that regular ELAC meetings take place (a minimum of 4)
    - Planning the content of the ELAC meetings
    - Attending the ELAC meetings
    - Monitoring that the ELAC meetings are conducted in an orderly manner
    - Determining the dates of the ELAC meetings and publicizing the meetings in advance
    - Providing childcare, as needed
    - Reviewing the ELAC bylaws with the committee annually
    - Regularly uploading the agendas, sign-in sheets, handouts, presentations, and minutes into the online District Title I Crate system
    - Sharing the Uniform Complaint Procedures (UCP) with committee members

Actively Involving Parents

An identified goal of the District is for parents of ELs to participate actively in the education of their children. To Encourage participation:

- Meetings should be parent friendly, held at convenient meeting times, and include translation services
- All handouts and documents should be translated
- Childcare and food may be provided, as determined by the school site
- Staff members should attend to support parents
- Schools should encourage parent volunteers

Training and activities are designed to help parents effectively assist their children toward educational success and advocate for their children within the school and community. The following types of trainings may be carried out and may vary at the District and/or site levels according to their established goals/initiatives:

- Reviewing parental rights
- Reviewing access to school operations
- Identifying how parents can advocate for their child/children and communicate with staff and teachers
- Celebrating diversity and providing opportunities to learn about other cultures and people of differing cultural backgrounds
- Reviewing and analyzing student score reports, such as the ELPAC, CAASPP, and NWEA
- Reviewing the criteria for reclassification
- Protocols and tips on parent-teacher conferences
- Assisting with hands-on training for the parent portal of PowerSchool and ParentSquare
- Reviewing student academic expectations and standards
- Reviewing mental health and social emotional support and/or strategies
- Reviewing the procedures for verifying an absence

Communication with Parents in Their Home Language

- Written Translation: When 15% or more of the school's students are speakers of the same language, as determined by the language census data from the preceding year, all notices, reports, statements, and

records sent to parents of students are written in English and their primary language. All IEPs are translated in appropriate languages upon request. IEP translations are completed by the Student Support Services team and must be sent to the clerk in that department.

- Oral Translation: Translators will be made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST/CST meetings, IEP meetings, suspension and expulsion conferences, hearings, and for all due process actions held at the District level.
- Parents of EL students annually receive a Parent Notification Letter, which includes initial identification, program options, program placement, progress expectations for reclassification, reclassification criteria, annual ELPAC levels, and notification of meeting LTEL or at-risk of LTEL criteria

Additional District and Site Programs

- English Literacy Classes: Collaborative sessions are facilitated by the District English Language Bilingual Assistants. Parents meet weekly and participate in activities to learn to read, write, and speak in English. Participants work on the Rosetta Stone program both independently and as a group as well as work together on collaborative activities.
- Latino Literacy: The program provides proven involvement training for educators and administrators to provide meaningful collaboration for parents of English learners. The bilingual assistants at each school site are trained to provide sessions for parents to enrich reading at home with their children. Each participant receives short stories in both English and Spanish to share with their family each week. This program allows parents to both learn English together and provides strategies and tips to help their child/children become active and engaged readers. Each school site has a unique schedule for the workshops. https://www.latinoliteracy.com/

Forms Chapter 5: Monitoring and Exiting English Learners

The following chapter includes forms supporting the monitoring and exiting of English learners.

- Welcome to DELAC Flyer
- Learn English Flyer



2026-27

Bienvenidos a DELAC*
Un Comité - Una Comunidad

Estimados Padres y Tutores de Alumnos aprendices de inglés,

Por favor acompáñenos a nuestras juntas de DELAC* del año escolar 2026-27; un comité donde usted se puede conectar con otros padres en el distrito, recibir información actualizada sobre el Programa de Aprendices de Inglés del Distrito, y ser parte de una comunidad creciente dedicada al apoyo de los alumnos aprendices de inglés y el desarroyo de las relaciones con las familias. Nuestras juntas este año serán en el Campus de Gregg Anderson Academy-Community Room. La ubicación, estacionamiento, fechas de las juntas y horario se encuentra aquí.

Algunos de los temas de discusión este año serán:

- Metas del programa del Distrito y servicios para los Aprendices de Inglés.
- Procedimientos utilizados por el distrito para la reclasificación de Aprendices de Inglés.
- Las notificaciones por escrito del distrito que se mandan a los padres/tutores de Aprendices de Inglés.
- Pruebas del Dominio de Inglés de California (ELPAC*)
- Desarrollo del Plan de Control Local y Rendición de Cuentas (LCAP*)
- Oportunidades de capacitación y clases de alfabetización para los padres de Aprendices de Inglés; y maneras de cómo ser partícipes.

Si tiéné préguntas adicionalés, por favor comuníquésé con él pérsonal dé la oficina dé su éscuéla.

*Por sus siglas en inglés

Fechas y Horario de las Juntas

Viernes, 25 de septiembre 2026
10 am a 12 pm

Viernes, 6 de noviembre 2026
10 am a 12 pm

Viernes, 22 de enero 2027
10 am a 12 pm

Viernes, 9 de abril de 2027
10 am a 12 pm

Viernes, 21 de mayo 2027
10 am a 12 pm

Sitio:
Gregg Anderson Academy
Community Room
5151 West Avenue N-8
Palmdale

La sala comunitaria está ubicada en el extremo este del campus escolar, junto a la Avenida N-8. Estacionamiento es limitado, también hay estacionamiento en la calle Avenida N-8.

Visite la página web de DELAC

EMPOWERING YOUTH



2026-27

Welcome to DELAC
A Committee - A Community

Dear Parents and Guardians of EL Students,

Please join us for our 2026-27 DELAC Meetings; a committee where you can connect with other parents in the district, receive up-to-date information about the District's EL Program, and become part of a growing community dedicated to supporting EL students and building partnerships with their families. Our meetings this year will be at the Gregg Anderson Academy-Community Room. The address, parking information, dates, and times are listed here.

Some of the topics we will discuss this year are:

- The District's program goals and services for English Learners.
- Procedures used by the District to reclassify English Learners.
- The District's written notifications sent to parents/guardians of English Learners.
- English Learner Proficiency Assessments for California (ELPAC)
- Development of the Local Control and Accountability Plan (LCAP)
- Training opportunities and Literacy Classes for the parents of EL Students and ways you can get involved.

If you have additional questions, please contact the staff at your school site office.

Meeting Dates, Times, and Locations

Friday, September 25, 2026
10am-12pm

Friday, November 6, 2026
10am—12pm

Friday, January 22, 2027
10am—12pm

Friday, April 9, 2027
10am—12pm

Friday, May 21, 2027
10am—12pm

Location:
Gregg Anderson
Community Room
5151 West Avenue N-8
Palmdale

The Community Room is located on the east end of the school campus off Avenue N-8. Park in the Community Room parking lot (limited spaces) or on Avenue N-8.

Visit the DELAC Webpage

EMPOWERING YOUTH

PARENT LITERACY CLASS 2026-27

CLASE DE INGLES PARA PADRES



Class Begins September 16th, 2026!

Join our English Class to learn speaking, reading, and writing. We welcome everyone from beginners to advanced learners, in a friendly setting. We teach using fun activities and real-life examples to improve communication skills. We're excited to help you reach your language goals!

Están invitados a clases de inglés para aprender a hablar, leer y escribir. Todos los niveles son bienvenidos de principiantes hasta avanzados en un ambiente agradable. Enseñamos utilizando actividades divertidas y ejemplos de la vida diaria para mejorar las habilidades de comunicación. ¡Nos encanaria ayudarles a alcanzar sus metas!

Location: Esperanza Elementary
40521 35th St. W, Palmdale, CA 93551

Community Room / Salón Comunitario
Wednesdays & Thursdays
10:00 a.m. – 12:00 p.m.

Julia Rodriguez
julia.rodriguez@westside.k12.ca.us
Maria Garcia
maria.garcia@westside.k12.ca.us
Ana Vega
a.vega@westside.k12.ca.us

661-722-0716 EXT: 40980

Westside Union School District
Pointing the way, providing the path

Class Schedule

September 2026
16–17 • 23–24 • 30

October 2026
1 • 7–8 • 21–22 • 28–29

November 2026
4–5 • 12 • 18–19

December 2026
2–3 • 9–10 • 16–17

January 2027
13–14 • 20–21 • 27–28

February 2027
No Class

March 2027
3–4 • 10–11 • 17–18

April 2027
7–8 • 14–15 • 21–22 • 28–29

May 2027
5–6 • 12–13 • 19–20

Chapter 6: Funding, Program Evaluation, and Title III Activities

The District is committed to allocating sufficient funds to fully implement the English learner master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations, and District policies. Expenditures are audited through external auditors and through Federal Program Compliance monitoring.

Adequate general fund resources are used to provide each English Learner with learning opportunities in an appropriate program, including English-Language Development, and the core curriculum.

General Fund Resources

The District uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teacher salaries, and other district services. Core materials in Language Arts and Mathematics provide Universal Access to ensure that English Learners have access to the core curriculum. The base program also includes district adopted ELD materials embedded in the core content curriculum.

Categorical Funding

Each school site receives Title I funds in amounts that correspond to the total amounts described in the Consolidated Application and in the Single Plan for Student Achievement, which is approved annually by the School Site Council and the Board. Amounts are generated on a per pupil basis. The principal coordinates development of the school plan and prioritization of needs based on data. Goals are set by the School Site Council along with evidence-based services to be implemented. The plan includes a budget as well as data metrics. The intent of Title I funds is to support services and interventions for underachieving students, which may include English Learners. Specific actions for English Learners are identified in each school site's plan.

The site's ELAC members may advise and provide input on the school level plan that supports students. If decided by the School Site Council, the ELAC responsibilities may be relinquished to the School Site Council, if requirements of EL representation are met.

Title III funds are not disseminated to school sites; however, they are managed at the District level.

Categorical funds should not be used to supplant general funds or other state or local resources.

Local Control and Accountability Plan (LCAP)

Actions and services for English Learners are also addressed in the development of the District Local Control and Accountability Plan, which can be referenced at https://www.westside.k12.ca.us/lcap . Each year the plan is reviewed formally with the DELAC so that feedback from services can be gathered.

Annually, the District participates in a needs assessment to review the progress of English learners. The following chart identifies data reviewed in order to make recommendations and decisions.

Chapter 6: Funding, Program Evaluation, and Title III Activities

2026-27 English Learner Needs Assessment

Data Sources Activities/Services Reviewed	Findings	Possible Reason for Finding	Evaluation of Need Based on Finding (Now What?)
	Guiding Questions: What are the general findings? What trends are observed over time in the data? What claims are areas of concern? Is performance consistent across grade levels? Where is the greatest disparity?	**Guiding Questions:** What are possible causes for the current levels of performance? What is responsible for the current state? Is the instruction in the core program implementing all resources available through the core program? Are students who need additional support being offered support and taking advantage of it? How do we use our collaborative planning time in addressing on-going student assessment results? Do we honestly adjust our instruction when the results are weak? Does the Master Schedule allow for maximum use of interventions? Opportunities? Are staff members implementing what is learned? When and how does staff examine performance data? How are EL students monitored? How is ELD monitored? Is the instructional day organized to offer ELs access to ELD and core? What are possible causes for reclassification patterns? How is personnel assigned to support at-risk students? Do all at-risk students have access to interventions? Do at-risk students have access to effective and experienced teachers? Do all at-risk students have access to technology?	**Create a Need Statement:** Needs are expressed as the intended state. Need statements synthesize the findings and possible causes. Need statements are not listed as problems. There is a need to … Students need opportunities to … Students need explicit instruction on … **Add what evidence would you look for to show progress?** What is the expected progress for students? How will progress be measured? **Guiding Questions:** Is the need stated as a problem or a need? Does the need statement synthesize information gained from the evidence and the discussion about cause? Does the need statement direct action?
English Learners	**Findings**	**Possible Reason for Finding**	**Need Based on Finding (Now What?)**
Languages Spoken in the District Language Census (Data from 25.26 Dataquest)	Spanish - 422 students Armenian - 9 students Arabic - 13 students Vietnamese -9 students Uncoded languages - 11 Philippine - 5 students Mandarin - 9 students Punjabi - 7 students Russian - 7 students French - 5 students Additional languages less than 5-Filipino, Korean, Persian (FArsi), Bengali, Hindi, Thai, Tagalog, Cebuano, Khmer, Ukrainian, Undetermined, Burmese,	• There are 528 EL students within the District • The home language for 422 students in the district is Spanish	• There is a need to continue to build a cadre of staff that speak languages other than Spanish to assist and translate in the classroom as well as increase parent engagement. • Translation needs at meetings are met through outside services.

	Polish, Afrikaans, Bikol, Mayan, Georgian		
School Sites that Meet 15% and above Translation (Data from 23.24 CDE Dataquest)	No schools meet this criteria	• N/A	• Schools are notified to ensure translation of appropriate documents to Spanish, as needed.
CAASPP Results for all 3rd through 8th grade English Only (EO) Students (Data from the CDE CAASPP and ELPAC website)	English Language Arts for English Only Students 2024-2025 • Level 4 19.37% • Level 3 27.43% • Level 2 23.94% • Level 1 29.27% Math for English Only Students 2024-2025 • Level 4 14.65% • Level 3 18.81% • Level 2 27.24% • Level 1 39.30% • English Language Arts for English Only Students 2025-2026 • Level 4 18.61% • Level 3 27.50% • Level 2 24.07% • Level 1 29.82% Math for English Only Students 2025-26 • Level 4 14.01% • Level 3 18.99% • Level 2 27.82% • Level 1 39.18%	English Language Arts for English Only Students 2025-26 • 45.11% of English Only (EO) students scored at a 3 or 4, which is a decrease of approximately 0.69% from 2024-2025 Math for English Only Students 2025-26 • 33% of EO students scored at a 3 or 4 indicating an approximate decrease of 0.46% from 2024-25	
CAASPP Results for all 3rd through 8th grade EL Students (Data from the CDE CAASPP and ELPAC	English Language Arts for EL Students 2024-25 • Level 4 4.5% • Level 3 12.43% • Level 2 21.16% • Level 1 61.90% Math for EL Students	ELA 2025-26 • 14.28% of EL students scored at a 3 or 4, which indicates a decrease of 2.65% • 85.71% of EL students scored at a 2 or 1, which indicates an increase of 2.65% • There is a significant	• EL students need increased opportunities for structured listening, speaking, reading, and writing in the classroom. Therefore,

website)	2024-25 ● Level 4 3.15% ● Level 3 6.82% ● Level 2 24.41% ● Level 1 65.62% English Language Arts for EL Students 2025-2026 ● Level 4 2.38% ● Level 3 11.9% ● Level 2 24.4% ● Level 1 61.31% Math for EL Students 2025-2026 ● Level 4 3.54% ● Level 3 8.85% ● Level 2 21.24% ● Level 1 66.37%	discrepancy in the performance of EL students on the CAASPP compared to all EO students ● EL students scoring at a 3 or 4 on the CAASPP meet one criteria for reclassification; therefore, they may be reclassified during the 25-26 school year Math 2025-26 ● 12.39% of EL students scored at a 3 or 4, which indicates an increase of 2.42% from 2024-25 ● There is a significant discrepancy in the performance of EL students on the CAASPP compared to all EO students	intentional use of English Language Development strategies, both in Integrated ELD and Designated ELD must be in place for EL students. Increased opportunities for speaking and listening will strengthen vocabulary development and literacy. ● There is a need to continue to strengthen vocabulary, both academic and content language, for EL students. Intentional strategies used during ELD will provide increased opportunities for reading, writing, listening, and speaking within math instruction.
Progress on Summative ELPAC (ELPI Score from 2026 CA Dashboard; ((EL 09: Evaluation of Title III 9.1b)	**Indicator ELPI by site for 2026** AH: 43.5% Increased 9.1% (No Color) CW: 62.5% Declined -5.1% (No Color) DS: 61.8% Increased 31% (Blue) EZ: 59.6% Increased 7.2% (Green) GAA: 47.8% decreased 12.9% (no color noted) HV: 48.9% Declined 17.8% (Orange) JW: 48.7% decreased	● The English learner Progress Indicator (ELPI) represents the EL students that are making progress towards English Language Proficiency. ● The ELPI increased district wide by 7.9% ● ELPI Status Level by site: ○ The majority of the schools increased or maintained on the ELPI ○ HV and VV declined	● The ELLevation software program is used to continually monitor EL progress. There is a need to increase use by teachers to identify instructional strategies to use with EL students that will target specific language domain weaknesses. ● There is a need for increased system

	8.7% (Orange) LV: No Performance Level QH: 37% decreased 6.8% (orange) RV: 43.2% Increased 9.2% (Yellow) SD: 39.5% decreased 10.5% (Red) VV: 42.9% Increased 4.9% (Yellow) **English Learner Progress Indicator (ELPI) District: 48.6% (Yellow)** ● 49% of ELs progressed one ELPI Level ● 0% of ELs maintained at a level 4-due to new single criteria reclassification ● 35.4% of ELs maintained a level 1, 2L, 2H, 3L, 3H ● 15.6%of ELs decreased at least one ELPI Level		development at school sites to use the continuous growth model through MTSS and data teams to increase consistent and intentional intervention programs for EL students.
Students attaining EL Proficiency based on SBE-approved ELPAC score of overall (EL 09: Evaluation of Title III 9.1c)	Number of students scoring a 4 in the 25-26 school year: ● 73	● Students scoring an overall 4 on the ELPAC meet criteria to reclassify as of September 27, 2026	● Students that score a 4 on the ELPAC are now immediately reclassified due to AB 2555. The 4 part criterion is no longer a requirement.
EL Students in Special	As of October, 2026, 130 of the 476 EL students	Areas to continue to monitor may include:	● There is a need to identify early

Education (Ellevation)	(27.31% of EL students enrolled) are students with a disability and enrolled in special education.	• Is additional professional development needed to identify the difference between language acquisition and a potential disability? • What early interventions are in place across the district for EL students prior to assessment for special education?	interventions used at each school site prior to assessment in special education. • There is a need for professional development for special education teachers and speech teachers to review the criteria for an alternate reclassification from EL to FEP, if appropriate. This professional development would ensure that EL students are reclassified, if appropriate. • In the fall of 2026, all teachers participated in ELA and math curriculum training, which will assist teachers with providing good first instruction. They also learned about the integrated and designated EL supports in their curriculum.
EL Students in Special Education making progress towards EL proficiency (EL 09: Evaluation of Title III 9.1b)	2025-26 ELPAC Scores from 130 students: • Overall 4: 2 students • Overall 3: 34 students • Overall 2: 44 students • Overall 1: 47 students 2 special education students were reclassified as of the 2026 ELPAC results	• Reclassification for dually identified students that received a 4 on the ELPAC have been completed in the fall of 2026. • Requirements for reclassification through the IEP process has changed. The changes are noted in the EL Master Plan.	• PD will need to take place for teachers in special education in the area of reclassification because the process has changed.

	(included alternate reclassification process) 7 special education students were reclassified during the 2025-2026 school year (included alternate reclassification process).		
EL Students in Special Education on Alternate Assessment (TOMs reporting for students that took the alternate assessment within the district)	• 6 EL students took the Alternate ELPAC • Level 3 (highest level) 0 students • Level 2 - 0 students • Level 1 - 6 students		• There is a need to monitor the alternate assessment results over time to determine if a student may qualify for an alternate reclassification. • PD may need to take place for teachers in special education in the area of documenting any accommodations for the assessment.
Number of EL Students Reclassified (PowerSchool) (Reclassification data not available in Dataquest) (EL 09: Evaluation of Title III 9.1e)	Reclassification Rates 2024-25 Total of 88 students AH: 4 students CW: 11 students DS: 6 students EZ: 8 students GA: 3 students HV: 17 students JW: 12 students LV: 1 students QH: 6 students RV: 6 students SD: 6 students VV: 6 students Reclassification Rates 2025-26 Total of 105 students AH: 6 students CW: 16 students	• CA criteria for reclassification is an overall 4 on the Summative ELPAC. This is one criteria used in reclassification. • NWEA and SBAC scores are used as one criteria for reclassification. • There is a decrease of 43 students reclassified in the 22-24 school year compared to the 22-23 school year. A decrease in reclassification rates may be due to the large number of students reclassified after the pandemic. Historically, the District reclassifies approximately 90 to 110 students annually. • The ELLevation program is used to track and monitor progress of EL students. This	• There is a need for increased professional development for teachers using the ELLevation program. The training will increase knowledge of intentional evidenced-based practices to use with EL students. High impact strategies will increase academic achievement and English language proficiency on the ELPAC. Correspondingly, the Reclassification

	DS: 9 students EZ: 13 students GA: 6 students HV: 12 students JW: 5 students LV: 1 students QH: 10 students RV: 7 students SD: 10 students VV: 9 students	program has increased the efficiency in tracking data, which is leading to timely reclassification.	rate will increase.
Professional Development including ELD both integrated and designated	PD held for new teachers in The fall of 2026 included ELD requirements and writing a language objective to connect to a student's goal in the ELLevation program. PD for new teachers in the fall of 2026 included: ● Evidenced-based engaging strategies for EL students ● Both integrated and designated ELD in ELA conducted by the publisher ● Ongoing PD at sites is in place during staff meetings. Additional PD is provided by the EL TOSA.	● Monitoring daily instruction and both integrated and designated ELD occurs at the school sites by site administrators. Areas to continue to monitor may include: ● Are EL students engaged in learning in all content areas? How can observations and teachers measure engagement? ● Do students have opportunities to use all language domains (reading, writing, listening, and speaking) during class lessons? ● Are strategies provided in PD applied and reviewed to instill sustainable key signature practices? ● How are data teams introducing strategies that demonstrate increased student achievement?	● There is a need for increased professional development for administrators that would assist with monitoring EL engagement. ● There is a need for PD that will offer strategies to increase EL student engagement in all language domains. PD may include EL Thinking Maps and or Kagan strategies in addition to the strategies used in the core curriculum and supplemental ELLevation system. ● UDL training was provided to all teachers in the fall of 2024.
LTEL and at-Risk of becoming LTEL students (Dataquest 25-26 **(**EL 09: Evaluation of Title III 9.1f)	**At Risk of LTEL**: 3rd grade: 14 4th grade: 38 5th grade: 20 6th grade: 2 7th grade: 0 8th grade: 1 **LTEL** 6th grade: 26 7th grade: 33 8th grade: 17	● LTEL students have decreased from 22-23 from 278 to 85 in 23-24 ● At-Risk students have decreased from 111 to 85 across the District from 22-23 to 23-24. ● The total number of EL students has increased slightly from 701 in 23-24 to 713 in 24-25 ● LTEL students are between 6th	● There is a need to continue goal setting with EL students and parents. Goals are documented and monitored in the ELLevation program. ● There is a need for increased supplemental

		grade and 8th grade. ● LTEL (middle school) students at JW, DS, HV have an ELD Support class. ● There is a slight increase of newly enrolled students in the US that are 4th through 8th grade. In 22-23 16 students were enrolled in these grades with 0 to 3 years in a program. In 24-25 there are 25.	interventions for LTELs. During the 26-27 school year the Summit K12 program will be available to LTELs as a supplemental intervention beyond the course content.
Parent Outreach and participation which includes literacy programs, P/T conference	**Current Parent Engagement Actions/Services** *Parent/Teacher Conferences are held in the fall *Participation of parents in the English Literacy Classes *Elementary sites continue to run literacy groups for parents (Latino Literacy) *All school sites except LV run ELAC meetings. A minimum of 4 DELAC meetings are held each year. *The Empowering YOUth Family Festival is scheduled in the spring of 2026 This is an increased outreach for families in the community.	● Parent/Teacher conferences were held in the fall of 2024. ● Parent English Literacy classes continue for approximately 20 parents across the District. Parents are provided a Rosetta Stone license and collaboration opportunities in groups. This program is facilitated in-person by a district bilingual assistant. DELAC and ELAC meetings continue at each school site. ● DELAC meetings typically include approximately 45 attendees. Each site holds a minimum of 4 ELAC meetings each year. ● Site bilingual assistants continue to provide parent outreach and literacy opportunities through programs such as the Latino Literacy Program. Each school site has at least one bilingual assistant supporting the EL program and parent outreach. New bilingual assistants and vice principals have been trained in the Latino Literacy Program. ● Participation rates at ELAC meetings is low. Most meetings were moved to in-person.	● Based on parent feedback, there is a need for curricular support, which includes how to help students learn concepts in both math and language arts. ● ELAC meetings may be moved to include Latino Literacy or other parent engagement events on campus to assist in increasing parent involvement. ● A parent communication system (ParentSquare) has been implemented District wide as a request from parents. This system offers one streamlined communication platform for parents to access, which may result in increased parent engagement opportunities.

Chapter 6: Funding, Program Evaluation, and Title III Activities

Title III Funded Services and Programs

The Title III funded actions and services are revised annually. Title III funds are used to implement supplemental services that support effective approaches and methodologies for teaching EL students.

Evaluation of Title III Funded Actions and Proposed Revisions

As a result of evaluation and review of the EL Needs Assessment, next steps and/or revisions for the program actions and services are provided. The following chart outlines services provided as well as identified next steps.

Action/Service	Evaluation	Next Steps/Revisions
Action 1: Parent Outreach	The Latino Literacy Program is offered and implemented at some of the school sites with a greater level of participation at the elementary sites. The program uses dual language picture books for parents to take home and read with their children. As a result of this program, the District observes the following: ● Greater active participation of parents of EL students in campus events as well as site and district advisory committees ● Increased sense of community and support for families and students ● Increased opportunities for reading at home in both English and Spanish, which strengthens literacy skills ● Increased opportunities to celebrate bilingual language learners	With the growing numbers of EL families speaking various languages, the District will continue to implement this program across school sites to increase parent engagement opportunities. As a result of this program, parents build a network of support with other parents. School sites also need greater participation and advocacy with the involved parents.
Action 2: Instructional Strategies and Monitoring	The ELLevation program assists with ongoing progress monitoring at school sites by administrators and teachers, completion of EL reclassification, and continued academic monitoring for RFEP students and LTELs. The online program directly impacts timely analysis and intervention for students, assists with parent notifications, and provides teachers with evidence-based high-impact strategies to engage English Learners in all content areas. Evidence supporting this action includes: ● Enhanced communication between staff and with parents ● Upgraded reporting and monitoring of student academic progress ● Coordination of processes for monitoring and reclassification ● Coordinated teacher and administrator use of student portfolios, which include goal setting and classroom supports ● Increased access to evidenced-based high-impact strategies	The District will continue funding the ELLevation program for all EL students across all school sites.
Action 3: English Literacy Parent Class	Approximately 35 parents participate in the English Literacy classes. The program is conducted weekly and includes use of the Rosetta Stone program and small group collaboration. The goal of the program is to increase English literacy and active participation for all parents that speak a primary language other than English.	The District will continue this program to include two meeting sessions per week. Increased participation may result in another session planned during the week.

	Outcomes observed include: ● Increased parent involvement on campus ● Increased parent literacy skills, which benefit students in the completion of school assignments and additional parent participation on campus ● Increased network and community support	
Action 4: Supplemental Professional Development	Supplemental professional development, beyond the core curriculum, is provided to assist with increasing high-impact strategies to strengthen the use of all language domains, reading, writing, listening, and speaking. The District provides training that is designed to enhance language instruction for teachers, administrators, and bilingual assistants. Instruction increases student collaboration in the use of academic and content language. Additionally, professional development is provided by the EL TOSA throughout the year to all general education and special education teachers. As a result of these activities, the District observes the following: ● Increased student engagement and collaboration opportunities, which result in increased English proficiency ● Increased knowledge of language-based instructional strategies for EL students ● Increased use of targeted instructional strategies, which enhance student engagement and increase access to content	The District will continue to assess the need for supplemental professional development beyond the strategies in the core curriculum.
Action 5: EL Teacher on Special Assignment (TOSA)	The TOSA provides short-term intervention services specifically designed to accelerate foundational language for newcomers, which may include language assessments, introduction of survival language, and working with teachers to address the unique language needs of ELs new to the country and LTELs. In the 2023-24 school year, the TOSA worked with approximately 25 newcomer students on average throughout the school year. The TOSA provided supplemental professional development to teachers across the District, and provided additional one-to-one support for teachers as requested. The effective impact of this action include the following: ● Newcomer students received additional supports above and beyond the classroom teacher and site bilingual assistants, which included foundational reading skills and basic foundational language for communication ● There was an increase of teachers that had access to a TOSA to model high-leverage strategies in the classroom and assist with the design of targeted lessons to support the specific needs of EL students ● There was evidence of rapid growth of language and foundational reading for newcomers, which resulted in a quicker transition for these students to collaborate and engage in the classroom	The District will continue to provide this action, which is above and beyond what is provided for core content instruction

2026-2027 Planned Title III Funded Actions/Services

As a result of the Needs Assessment and evaluation of funded Title III services, the following actions will continue to be funded.

Action 1: Parent Outreach
- Training and extra duty to support the Latino Literacy Program

Action 2: Instructional Strategies and Monitoring
- ELLevation Software

Action 3: English Literacy Parent Classes
- Supplies and materials

Action 4: Supplemental Professional Development
- Includes facilitated supplemental professional development for all teachers
- May include outside consultant and/or EL TOSA

Action 5: EL Teacher on Special Assignment (TOSA)

2026-2027 Title III Budget

2026-27 Title III Budget (initial estimate)		
	Title III Funds	Allocations and Dispersments
Planned Activities and Services	Budget Reference	25.26 Budgeted Expenditures
Action 1: Parent Outreach		
Supplies; Parent Outreach; Community Events	Materials & Resources	$4,485.00
Training-Latino Family Literacy Project (VPs & Bilingual Assts)	Conference	$0.00
Class Extry Duty: Support Latino Literacy Program	Class Extra Duty & Statutories	$2,700.00
Class Extra Duty: Translate at Parent Events	Class Extra Duty & Statutories	$2,000.00
Action 2: Instructional Strategies and Monitoring		
Ellevation Strategies Software	Software Subscription	$19,500.00
Materials & Supples for EL Student Support	Materials & Supplies	$3,942.00
Action 3: English Literacy Parent Classes		
Supplies for Latino Literacy Parent Class:headsets	Material & Supplies	$3,585.00
Action 4: Supplemental Professional Development		
Consultant/Conference: Certificated Staff and/or EL TOSA	Consultant/Conference	$1,605.00
CERT Extra Duty & Statutories	Cert Extra Dty & Statutories	$6,000.00
Action 5: EL Teacher on Special Assignment (TOSA)		
CERT Salary and Statutories: EL TOSA	Certificated Staff	$65,000.00
Total 2025-26 Title III Anticipated Expenditures		**$108,817.00**
2026-27 Title III Allocation		$71,650.00
2025-26 Carryover funds		$43,529.00
(Less) 25-26 Indirect Cost		-$6,362.00
Total 2025-26 Title III Anticipated Expenditures		**$108,817.00**