ENGLISH LEARNER MASTER PLAN

Menifee Union School District

English Learner Services

July 2020

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Our School District

The Menifee Union School District (MUSD) is situated in a region that is seeing rapid development. During the 2019-20 school year, student enrollment increased to nearly 11,000 students in grades pre K through eight. Students who are identified as English Learners or Reclassified Fluent English Proficient (RFEP) are representative of about 6% of the total district enrollment.

English Learner Master Plan - Vision, Mission, and Guiding Principles

The Menifee Union School District **Master Plan for English Learners** is in alignment with *The California English Learner Roadmap* to ensure success for all English Learners.

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

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

PRINCIPLE #1: Assets-Oriented and Needs-Responsive

PRINCIPLE #2: Intellectual Quality of Instruction and Meaningful Access

PRINCIPLE #3: Systems Supports for Implementation

PRINCIPLE #4: Alignment and Articulation

Principle One: Assets-Oriented and Needs-Responsive Schools

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

Principle Two: Intellectual Quality of Instruction and Meaningful Access

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

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.

Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

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

Goals for English Learners

- Students will meet Federal and State accountability standards.
- Students will acquire English proficiency and will have access to core curriculum to meet grade level standards as quickly as possible.
- Students will achieve academic success comparable to English Only (EO) students.
- Each student will be monitored for language development and academic progress.
- Students will develop positive self-concepts and cross-cultural understanding.
- Parents of EL students and RFEP students will be engaged in their children's education.
- EL Programs will be frequently reviewed and improved.

EL Master Plan Alignment with the Federal Program Monitoring (FPM) Process

State and federal laws require the California Department of Education (CDE) to monitor EL programs in local educational agencies (LEAs) through the Federal Program Monitoring (FPM) process. The following key dimensions are the necessary components to a complete English Learner program according to the State of California (CDE Federal Program Monitoring, 2016-2017)

Dimension I – Involvement
EL 1: Parent Outreach & Involvement
EL 2: Translation of Information for Parents
EL 3: Private School Consultation and Participation
EL 4: English Learner Advisory Committee (ELAC)
EL 5: District English Learner Advisory Committee (DELAC)

Dimension II – Governance & Administration
EL 6: English Learner Identification and Assessment
EL 7: Parent/Guardian Notifications
EL 8: Implementation, Monitoring & Revision of LEA Plans
EL 9: EL Program Inclusion in the Development of the Single Plan for Student Achievement (SPSA) by School Site Council

EL 10: Inventory

Dimension III – Funding
EL 11: Supplement, Not Supplant, with Title III & EIA-LEP
EL 12: Time Accounting Requirements Dimension IV – Standards, Assessment, and Accountability
EL 13: Evaluation of English Learner Program Effectiveness
EL 14: Reclassification

Dimension V – Staffing and Professional Development
EL 15: Teacher EL Authorization
EL 16: Professional Development Specific to English Learner Program Implementation

Dimension VI – Opportunity and Equal Educational Access
EL 17: Appropriate Student Placement Dimension VII – Teaching and Learning
EL 18: ELD
EL 19: Access to Core Subject Matter

MUSD Master Plan Alignment with FPM Process

All chapters in the Menifee Union School District EL Master Plan are aligned with Federal Program Monitoring (FPM) requirements as follows:

Chapter 1: Student Identification and Placement (FPMs: EL 2, 6, 7, 17)

Chapter 2: Teaching and Learning (FPMs: EL 18, 19)

Chapter 3: Staff and Professional Development (FPMs: EL 15, 16)

Chapter 4: Monitoring Student Progress, Reclassification, and Program Evaluation (FPMs: EL 6, 9, 13, 14)

Chapter 5: Parent and Community Engagement (FPMs: EL 1, 2, 4, 5, 17)

Chapter 6: Funding (FPMs: EL 8, 10, 11, 12)

Chapter 1: Identification, Assessment, Parent Notification, and Program Placement

1.1 - Student Identification

At the time of enrollment, parents complete a Home Language Survey (HLS)as required by state law. This survey is completed the first time the parent enrolls the student in the district.

The four questions asked on the HLS are:

- What language did your student learn when he/she first began to speak?
- What language does your son/daughter most frequently use at home?
- What language do you most frequently speak to your son/daughter?
- Name the language most often spoken by adults at home.

If the responses to the questions 1, 2, 3, and 4 on the Home Language Survey are all English, no language testing is required and the student is placed in an English Language Mainstream (ELM) classroom. If items 1, 2, or 3 on the HLS are answered with a language other than English, school clerical staff arrange for a testing appointment with the MUSD Special Programs personnel in the Educational Services Department. The form is filed in the English Learner folder in the student's cumulative record.

Initial English Proficiency Assessment

Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. The current state approved assessment instrument is the Initial English Language Proficiency Assessment for California (ELPAC). It assesses students' English language proficiency in listening, speaking, reading, and writing. The Initial ELPAC is used to identify students as either an English Learner who needs support to learn English ("English Learner" or "EL"), or as proficient in English ("Initial Fluent English Proficient" or "IFEP"). The assessment process must take place **within 30 calendar days** of enrollment.

Primary Language Proficiency Assessment

A student's proficiency in their first language is often an informative tool in determining their path for success in school. Students who enter schools with a strong literacy foundation will be able to quickly transition to mainstream courses, while students with less formal schooling may benefit from more foundational strategies. Knowing this will provide district and school staff additional information about the student's primary language skills. Students are assessed with the English Language Proficiency Assessment for California (ELPAC) by assessment staff at the MUSD Special Programs personnel.

The ELPAC is also administered annually to English Learners and parents are notified of ELPAC results with 30 days of District receipt of results.

Primary Language Proficiency Assessment

Students may be tested in their home language at the time of their initial enrollment. The LAS, or Language Assessment Scales, Spanish, may be administered, along with the results of the ELPAC, to design appropriate instruction and support services for English learners. Students speaking other languages may have parent and student interviews on native language proficiency in listening, speaking, reading, and writing by a bilingual testing aide. An informal parent interview, student interview, and reading and writing assessment are

administered for languages other than Spanish. Occasionally, testing of the home language is delayed slightly because a search is needed for an adult speaker of the home language who can administer the test.

Provisions for Students who Receive Special Education

Students in Special Education with a major cognitive disability are able to take the Alternate ELPAC if found eligible by the student's Individualized Education Plan(IEP) team and appropriately documented in the student's IEP.

1.2 – Student Placement & Notification

After completion of Initial Assessment, MUSD Special Programs personnel will conduct a conference with parents to explain assessment results, student placement, program options, and criteria for exiting the English Learner program. Parents are informed of student testing and placement through parent portal notification.

According to BP 5145.6, the notification will be completed annually and include a request to have the notice or a written acknowledgement returned to the school with a parent/guardian's signature. The signature does not give consent to student participation or withdrawal in a program (Education Code 48982). The annual notifications will be written in both English and the family's primary language when so required by law (Education Code 48981, 48985; 20 USC 6311, 6312). Whenever an employee learns that a student's parent/guardian is for any reason unable to understand the district's printed notifications, the principal or designee shall work with the parent/guardian to attempt to establish other appropriate means of communication. Notifications generated by the MUSD Special Programs personnel to parents inform them of student placement include Initial

Placement

Menifee Union School District offers three programs to meet the needs of English Learners. in accordance with Board Policy (BP) 6000 Instruction, 6174 Education For English Learners, Placement for English Learners regarding programs for English Learners, BP 6174. Upon enrollment, students are recommended for placement in English Learner programs based on results on the ELPAC. The program options are outlined in the table below:

Structured English Immersion (SEI)
Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English but with curriculum and a presentation designed for students who are learning English. (EC § 305[a][2], (EC § 305[c][3].). Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards using a curriculum and presentation designed for students who are learning English. (EC § 306].

English Language Mainstream (ELM)
Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive additional instruction needed for them to gain English proficiency.

Alternative Program (ALT)

Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition programs" refers to educational programs designed to ensure English acquisition as rapidly and effectively as possible and provide instruction to students on the state-adopted academic standards, including ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC § 306[c], EC § 310[a].). Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. (EC § 310[a].)

Translation Support for EL Students & Families

Once a student has been identified as an English Learner, in order to best support our students and families, as well as in compliance with state law, we offer translations of all forms in the home language of students whose enrollment totals 15 percent and above of our population.

Do You Know the Difference?

Initial ELPAC Assessment - This assessment is used for the initial identification of students as either an English Learner (EL) or Initial Fluent Proficiency (IFEP). It is also used to help determine course placement.

Summative ELPAC Assessment - An annual summative assessment administered to measure a student's progress in learning English and to identify the student's English Language Proficiency level. It is also one of the criteria used in the redesignation process.

Initial Placement Notification - A meeting is held with parent(s)/guardian(s) following Initial ELPAC testing to clarify any questions as needed regarding testing results or program placement recommendation. The Initial Placement Notification Letter (Form 3) is provided per Federal Title III and state regulations.

Annual Notification Letter - This letter is mailed home to parent(s)/guardian(s) within the start of the school year to inform them of their student's continued identification as an English Learner in a California school and provides all the required information to meet Federal Title III requirements. Information regarding the student's Summative ELPAC results from the previous school year, reclassification criteria, graduation rates, and description of program options are included.

CA Ed Code Pertaining to this Chapter
EL 06: EL Identification and Assessment
• 6.0 Each LEA must properly identify and assess all students who have a home language other than English. (EC §§ 313, 60810.)
• 6.1 A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home. (5 CCR §§ 11510[k], 11511[a].)
• 6.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency

assessment. Administration of the assessment must follow all of the publisher's instructions. (5 CCR §§ 11307[a], 11511.)

• 6.3 Each LEA must annually assess the English language proficiency and academic progress of each EL. (EC §§ 313, 60810; 5 CCR § 11306.)

• 6.4 All currently enrolled ELs must be assessed for English language proficiency by administering the current English Language Proficiency Assessments for California (ELPAC) during the annual assessment window. (EC §§ 313, 60810; 5 CCR § 11511[b].)

• 6.5 Each EL on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student's IEP or Section 504 Plan. (5 CCR § 11516.5.)

• 6.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any state and have not attended school in any state for more than three full academic years. (20 U.S.C. § 6801.)

CHAPTER 2 – TEACHING & LEARNING

We believe that the effectiveness of individual teachers, collaborative teams, and schools as a whole should be defined in terms of their impact on student learning. We believe that effective instruction and well-targeted interventions can narrow the gaps in student achievement associated with socioeconomic, language and racial diversity. In MUSD, we are committed to ensuring high levels of learning for all students: learning that is not limited to the knowledge and skills measured on state and national assessments. Equity requires a commitment to hold high expectations for all students and to provide both challenges and support to meet them.

This chapter addresses questions such as:
• How do the Common Core State Standards (CCSS) and English Language Development (ELD) Standards inform our teaching and learning practices?
• What is Designated ELD?
• What is Integrated ELD?
• What research-based instructional strategies ensure high levels of learning by all students?

This chapter is divided into three major sections. First, is an overview of the standards and frameworks that inform teaching and learning at our sites, and how the teachers and staff of the MUSD have applied them to the needs of their students. Next, the chapter describes what the instructional settings at our schools look like in regards to student placement in Designated and Integrated ELD. Finally, it examines in detail what someone might see if they were to walk into a Designated or Integrated classroom, including examples of both specific lessons that teachers have implemented and broader Specially Designed Academic Instruction in English (SDAIE) strategies that a new teacher could use to support their students in any classroom.

2.1 - Common Core State Standards, CA ELD Standards & CA ELA/ELD Framework

Common Core State Standards (CCSS) for English Language Arts (ELA)/Literacy, adopted in California inAugust 2010, highlights critical skills and expectations in English language arts necessary to develop students' literacy in the twenty-first century. The standards emphasize the importance of building knowledge through a balanced study of content-rich informational and literary texts; fostering reading, writing, and speaking skills

grounded in evidence from texts; developing careful analyses, well-defended claims, and clearly articulated information; and underscoring the need for regular practice with complex texts and academic language.

English Language Development (ELD) standards, approved in 2012 by the State Board of Education are intentionally aligned with the CA CCSS for ELA/Literacy. These new ELD standards amplify areas of ELD that research has shown are crucial for academic learning. They describe key knowledge, skills, and abilities in core areas that are necessary for English Learners to successfully engage with, and achieve success in, grade-level academic content (2014 ELA/ELD Framework iv). The interrelated alignment of these two new sets of standards called for in the ELA/ELD Framework forms the basis for remodeling our instructional practice and promoting literacy through critical thinking and problem solving, collaboration, and communication.

The ELA/ELD Framework is a detailed document that provides guidance to educators to build this new depth of knowledge on a range of topics. It includes strategies to strengthen learning for every student, both in the English language arts classroom, Designated ELD, and in other classrooms where students learn academic content. It contains information on the qualities of effective professional development, strategies for incorporating technology into the classroom, and effective examples of using formative assessment to guide instruction. The ELA/ELD Framework also features helpful figures and descriptive snapshots that frame new ideas and practices for integrating the literacy demands of both the English language arts and discipline-specific classrooms, offering support to students who come to those classrooms with a wide range of language development needs.

The framework acknowledges that California's children and youth should be prepared for living and learning in the 21st century. This can be achieved by guiding them in becoming broadly literate— reading and viewing for pleasure, information, and inspiration and communicating knowledgably, powerfully, and responsively—is necessary for life in today's global society. A person who is broadly literate engages with a wide range of books and texts across a variety of genres, time periods, cultures, perspectives, and topics. Texts are formal and informal; they include picture books, chapter books, textbooks, song lyrics, plays, short stories, poems, essays, speeches, Web sites, blogs, social media, advertisements, graphic novels, newspapers, magazines, scholarly journals, and more. In addition, they include performances, such as dramas, musicals, concerts, poetry and spoken word, dance, opera, news programs, and more. A person who is broadly literate enjoys texts for the pleasure they bring, the ideas they convey, the information they impart, the wisdom they offer, and the possibilities they uncover.

2.2 – English Learner Typology and Instructional Settings

In the Menifee Union School District, we recognize that every learner has differing strengths and needs. Utilizing the results of the ELPAC, students may fall into one of the following typology:

- New arrival English Learners with adequate formal school.
- New arrival English Learners with limited or interrupted formal schooling.
- Long-term English Learners (> 6 years as an EL)

Description of Program for Instruction of English Learners
In order to appropriately instruct and support English Learners in a program that best suits them, placement is determined using their prior education (including number of years in US schools), an evaluation of their

language assets and needs, and their family background. MUSD makes every effort to develop an individualized program for every student while at the same time striving to create clear ELD pathways in and across schools to ensure acquisition of the language, knowledge, and skills necessary for secondary and post-secondary success. Through course exit criteria, collaborative lesson planning, and common assessments in and across school sites, staff work to make expectations and progress consistent from school to school.

The following is a chart that illustrates the academic setting of ELD students at the different proficiency levels largely determined by the ELPAC. In addition, we also consider teacher recommendations, diagnostic tests/tools, and course exams and grades to ensure proper placement and advancement.

Table 3.

Eligible Students	Curriculum Components	Types of Settings
Designated and Integrated EL Classroom Settings Eligible Students Curriculum Components Type of Setting English Learners: Approximately Summative ELPAC Level 1	Designated ELD 1a + 1B Integrated ELD (Sheltered)	Structured English Immersion (SEI)
Designated ELD 1 A + 1B Integrated ELD (Sheltered) Structured English Immersion (SEI) English Learners: Approximately Summative ELPAC Level 2	Designated ELD 2 Integrated ELD (Sheltered)	Structured English Immersion (SEI)
Designated ELD 2 Integrated ELD (Sheltered) Structured English Immersion (SEI) English Learners: Approximately Summative ELPAC Level 3	Designated ELD 3 Integrated ELD (Sheltered)	Structured English Immersion (SEI)

All of the instructional programs designed for English Learners should contain the following components: • Address all 4 language domains: Reading, Writing, Speaking, and Listening • Teachers implement Academic English Language Production strategies • Teachers implement effective SDAIE strategies based on student needs • Teachers create opportunities for students to work and learn individually and with peers in small group settings
Note - EL students who receive special education services follow the programs of instruction listed above unless their IEP indicates an alternative course of study.

Designated English Language Development Instruction:

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and successfully as possible. ELD instruction reflects curriculum, materials, and approaches designed to promote English Learners' language development. ELD is designed to support English Learners in:

- Understanding, speaking, reading, and writing social and academic English
- Acquiring linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life
- Developing skills necessary for college, career, and civic success in the 21st century

Designated ELD is defined as instruction provided 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 [5 CCR]* Section 11300[a])

Table 4. Key characteristics of Designated ELD

Primary Goal	• Achieving English language proficiency
Purpose	• To help English Learners develop English skills including listening, speaking, reading, and writing based on the CA ELD Standards. • Engaging content is a vehicle through which key language skills are taught • Developing skills necessary for college, career, and civic success in the 21st century.
Content Focus	• Rigorous instructional content based on students' English proficiency levels determined by the ELPAC • Authentic, current, real-world texts and media that allow students choice in demonstrating their mastery
Language of Instruction	• All English • Students are expected to use English to communicate with teachers and peers • Instruction & support may be provided in languages other than English.
Outcomes	• Develop English skills in both Academic and Conversational English, continuing the development of their social and academic English mastery • Readiness for College, Career, and Civic Life • 21st Century Skills • Literacy in a variety of subject areas
Limitations	• While designed to support language development, content may not always be at grade level.

Middle school counselors or administration will place students in classes based on assessment criteria, and recommendation from English Learner Department. Site personnel will have clear procedures implemented for the placement of English Learners in classes. During designated ELD, instruction will provide English Learners the basic foundational principles of the English Language. The instruction focuses on interacting in meaningful ways through collaborative, interpretive and productive experiences. Course content will focus on

the use of CA ELD standards in tandem with the CCSS/ELA to meet the individual proficiency levels of the students in the courses. Instruction during Designated ELD will include the following essential features: Intellectual Quality, Academic English, Extended Language Interaction, Focus on Meaning, Focus on Forms, Planned and Sequenced Events, Scaffolding, Clear Lesson Objectives, Corrective Feedback, and Formative Assessment Practice. Below are descriptions for each of the ten essential features of Designated ELD Instruction.

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])

Table 4. Key characteristics of Integrated ELD

Primary Goal	• Access to grade-level core content
Purpose	• To give English Learners access to core grade-level curriculum based on Common Core state standards/Next Generation Science standards. • Develop knowledge in content areas. • Learn English in the context of curriculum.
Content Focus	• Grade-level Common Core content/Next Generation Science content. • Content and Language objectives both covered in English
Language of Instruction	• English • Instruction & Support may be provided in languages other than English.
Outcomes	• English Learners master grade-level content in a setting where teachers employ explicit strategies for both content and language learning. • English Learners have access to guaranteed and viable curriculum at grade level.
Limitations	• Delivery may cover fewer standards overall throughout the year due to time dedicated to language goals and scaffolding of lessons.

Middle School

According to the California Department of Education, implementation of integrated ELD does not require mathematics and science teachers to become linguists or ELD specialists. Rather, content teachers need to know enough about the language uses and practices of their discipline, and about how to support their EL students with disciplinary language and literacy development, so that ELs maintain a steady trajectory toward full proficiency in English. ELD specialists need to collaborate closely with content teachers in order to provide specialized ELD support and instruction that builds into and from disciplinary learning.

It is also important to mention that the MUSD Science curriculum is developed to ensure the Next Generation Science Standards (NGSS) are being implemented within our district to prepare students to be informed citizens in a democracy and knowledgeable consumers and, in alignment with the Common Core and ELD Standards, to increase literacy across the subject areas.

2.3 - Curriculum Planning and Powerful Teaching

While the ELD Standards and Framework cover a vast range of standards that guide student learning, a single academic year does not always allow deep coverage of all of these domains. In Menifee Union School District, we will attempt to engage our students in deeper learning:

1. Clear learning goals and success criteria
2. Compelling content
3. Collaborative culture
4. Student empowerment and voice
5. Intentional instruction
6. Authentic tools and resources
7. Focus on literacy
8. Feedback for learning

Curriculum Planning

The Menifee Union School District has incorporated a focus on supportive and successful learning environments for all students with an emphasis on strategies to support English Learners into all professional development. Through the process of classroom walkthroughs, ongoing professional development and data analysis we continue to refine and improve our instruction and planning.

MUSD provides all teachers of English Learners ELD supplemental resources that accompany our adopted ELA curriculum *Wonders* (K-5) and *StydySync (*6-8). These ELD Materials vary based on the students ELD Proficiency Levels and ensure students are able to access and engage in content learning alongside non EL peers while receiving instruction to support language acquisition.

Powerful Teaching

The ELD/ELA Framework has identified "five themes" that can support teachers in developing curriculum that is both rigorous and structured through explicit language support. These five themes are:

• Meaning Making
• Language Development
• Effective Expression
• Content Knowledge
• Foundational Skills

In order to address these themes through meaningful and authentic learning experiences for students, we are committed to engage teachers and administrators in ongoing professional development and data analysis and in the process of classroom walkthroughs.

Citing Improving Adolescent Literacy: Effective Classroom and Intervention Practices (Kamill et al., 2008), the ELA/ELD Framework recommends these five research-based overarching recommendations for instruction:

● Provide direct and explicit instruction of strategies to increase comprehension
● Provide explicit vocabulary instruction
● Provide opportunities for extended discussion of text meaning and interpretation
● Increase motivation and engagement in literacy learning

- Make available intensive individualized interventions for struggling readers taught by qualified specialists.

In order to make the curriculum come alive, teachers in MUSD will use these recommendations and guiding principles in their lesson planning and teaching. Through the PLC process, collegial and student feedback, and guidance from district professional development, we attempt to constantly increase opportunities for rich, explicit learning for our students and to support teacher development.

In addition, our approach to classroom instruction for English Learners has been informed by research. In the 2016 study put forth by WestEd at The Center of Standards & Assessment Implementation entitled "HighLeverage Principles of Effective Instruction for English Learners," the authors, Rebecca Neri, Maritza Lozano, Sandy Chang and Joan Herman, identify the following four principles as key considerations to address EL students' needs:
- Understand and address the academic language demands of the lesson
- Build upon students' background knowledge
- Design and scaffold learning opportunities in every lesson that integrate listening, speaking, reading, and writing domains
- Provide opportunities for student participation through meaningful discourse and structured collaboration

***Specially Designed Academic Instruction in English (SDAIE)* Strategies**
Laurie Olsen in *Meeting the Needs of Long-Term English Learners* (National Education Association, 2014) lists successful components of effective school programs for English Learners. SDAIE strategies (as seen in Figure B) focus on active student engagement and an emphasis on academic language development.

SDAIE Strategies

Explicit attention to vocabulary development

(identify key academic vocabulary, provide context and linguistic cues, contractive analysis, primary language dictionaries and reference materials, vocabulary previews, student-developed word lists)

Explicitly teach (and have students practice) discourse patterns, language forms and key phrases related to the academic discipline and content

Language objectives for academic content lessons

Repetitions and practice are incorporated into the lesson. Information is repeated and reviewed frequently. Rephrasing, paraphrasing, amplifying concepts and presenting information in a variety of ways helps students access the content.

Emphasize collaborative learning and cooperating work

(dyads, small groups, activities that require collaboration to complete, construction of fluid groups that change)

Use graphic organizers, realia and visual cues regularly

(Venn diagrams, tables, T charts, story maps, outlines, study guides, matrices, webs, maps, videos, manipulatives, etc.)

Encourage students to draw upon their home language and English in working on academic tasks

Figure B: SDAIE Strategies for Student Success (adapted from Laurie Olsen)

The teaching strategies that are a focus in MUSD focus on differentiating and adapting the curriculum to best support students who are still in the process of developing English language mastery. Common trends employed in sheltered classes to support English Learners include but are not limited to:

• slowing down the pace of lessons and units to allow reteaching
• using more visuals and manipulatives
• making both language and content objectives explicit to students

- helping students unpack complex texts by looking closely at craft and language
- pre-teaching academic language
- providing opportunities for students to use academic English in context.

Student Learning Through Language Rich Engagement
Ultimately, the ideal classroom for an English Learner is an environment where students are engaged in genuine inquiry based on intellectual curiosity and problem solving. While students grapple with challenging curriculum and content, they interact with peers who speak a variety of languages and work together to acquire the academic language and skills essential to succeed. Within this language rich environment, the teacher acts as a coach to guide the students to explore and master the skills and habits that will increase their opportunities for post-secondary success in the 21st century.

Since 2019, the district has been focusing on Student-centered learning with an emphasis on student talk and discourse. The underlying principle is that authentic language provides meaningful opportunities for students to practice and build understanding of content and language. When students are given scaffolds (such as sentence starters, word banks, etc) it provides the basis for deeper understanding of content in a variety of subject matter.

In the classroom, this takes the form of frequently working in small groups, collaborating with partners, sharing out to the whole class, looking up content to make meaning individually, using media, videos, and current printed texts. Providing students with these varied opportunities to both see academic language being used authentically and to practice using it helps move them toward becoming broadly literate.

Teaching and Learning for Long-term English Learners (LTELs)
Long-term English Learners, or LTELS, require additional consideration in regards to academic support and motivation in the classroom. Through numerous research and case studies, the following areas have been revealed as ways to focus instruction and program development to support the success of Long-term English Learners:
- A focus on oral language
- A focus on student engagement
- A focus on academic language
- Access to rigorous programs
- Program consistency

Educators in California recognize that while fluent in social/conversational English, LTELs may face considerable challenges to success in school, especially since the amount and complexity of the academic texts and tasks students encounter rapidly increase as they move through the secondary grades. Special care should be taken when designing instruction for LTELs, and instruction should accelerate the simultaneous development of academic English through Designated ELD and content knowledge through Integrated ELD in motivating and engaging ways to ensure that LTELs meet the goals outlined for all students.

In MUSD, while our programs are still progressing towards success in all of these areas of focus, our dedication to our LTEL students through PLCs is constantly moving us closer to our goals. We recognize that not all

students are succeeding at the levels we want them to, and this is the basis for our professional growth model (see Chapter 3).

Do You Know the Difference?

Designated ELD Classes - Dedicated time in an English Learner student's school day in which explicit instruction unique for Language Learners is provided with the goal of English language acquisition.

Integrated ELD or Sheltered Classes - A core content subject class such as math, English language arts, history, or science, that is made up mostly of non-English Learners. English Learners are placed within the class with the express purpose of providing teachers who are knowledgeable of and receive professional development in English Language Development standards and strategies to differentiate and support English Language Learners access the Common Core/Next Generation Science Standards in their subject area while simultaneously developing language acquisition.

SDAIE Strategies - Specially Designed Academic Instruction in English. This term refers to the specific strategies that teachers can use in any classroom setting to support language learning, acquisition, and mastery of the English language. This includes Sheltered and Mainstream classrooms in which English Learners are present

CA Ed Code Pertaining to this Chapter

EL 18: ELD
• 18.0 As part of the core program provided through general funds, all identified ELs must receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program. (20 U.S.C. §§ 1703 [f], 6825 [c][1][A]; EC §§ 300, 305, 306, 310; 5 CCR § 11302[a]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

EL 19: Access to the Core Subject Matter
• 19.0 Academic instruction for ELs must be designed and implemented to ensure that ELs meet the district's content and performance standards for their respective grade levels within a reasonable amount of time.
• 19.1 Each LEA must have a means to assist ELs to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet.
• 19.2 Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f], 6825 [c][1][B]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

CHAPTER 3 – STAFF AND PROFESSIONAL DEVELOPMENT

We believe that the adult learning environment should mirror the learning that is taking place in our classrooms. It motivates and celebrates teachers' efforts, respects their knowledge and capabilities, makes connections between their learning and their classrooms, and challenges their intellect. As students grapple with concepts, persist through difficulties, and set their own goals for learning, so too do their teachers and leaders.

Ensuring that our students experience high-quality literacy and ELD instruction and achieve the standards requires specific and sustained attention to implementing evidence-based practices from current educational research as appropriate for our schools and community. To meet these expectations we strive to create a safe, nurturing, yet rigorous environment to support teachers and leaders in their continuous growth and development. To foster a community of adult learners who are committed to improving the education of our English Learners, including both certificated and classified personnel, the district offers a variety of formal and informal learning opportunities.

> **This chapter addresses questions such as:**
> - What does professional learning look like in MUSD for teachers of ELs?
> - What research-based instructional strategies ensure high levels of learning by all students?
> - What kind of professional learning is offered district-wide to grow teacher expertise?
> - In what ways do teachers learn to improve their practices in teaching/facilitating the learning of ELs?

This chapter is dedicated to addressing how teachers and other district staff are trained and work together to develop a successful learning environment for EL students. It is divided into 4 major sections. It begins with a short description of staffing and certification. The heart of the chapter outlines the forces and philosophies that drive how and why we engage in extensive professional development. The chapter then describes the PD that takes place at the district level. Finally, the reader will learn how individual sites and cross-school PLCs work toward actualising what they learned in district PD by choosing specific targets for the needs of their students from year to year.

3.1 - Staffing and Authorization

All teachers who provide specialized instruction must have the appropriate authorization or be in active training to acquire authorization. Typically teachers receive training dedicated to supporting English Learners through their teacher credentialing program or by completing an equivalent authorization. While all teachers in MUSD are currently authorized to teach English Learners, their qualification to provide high quality instruction hinges on continued training and professional growth. Therefore, the district expends a considerable amount of time and resources toward ongoing training and opportunities for teachers and support staff to collaborate and learn in meaningful and authentic contexts.

Each year as school sites create their master schedules and teacher placement of English Learner for the following year, administration works with the site Special Programs Director to review placement criteria and identify staff members who will provide Designated and Integrated ELD instruction. In these classes, they can provide the most robust learning opportunities in a setting that takes English Learner needs into account. All

other teachers, not assigned to Designated or Integrated ELD courses, will work to provide individual instruction, support, and accommodations for English learners in their classes as needed.

3.2 - Professional Learning to Support English Learners

Both external and internal factors influence how we allocate time and resources toward professional development and collaboration. We attempt to build meaningful and engaging curriculum by using both research-based and state recommended guides such as the Framework, while simultaneously taking into account the needs of our ever-changing student population.

The ELD/ELA Framework states that for teachers to develop "motivating, engaging, integrated, respectful, and intellectually challenging curriculum for students, they too should participate in a learning culture that has these same qualities" (Framework, 970). The following graphic (Figure B), called the "Circles of Implementation" by the Framework, is designed as a big picture guide to implementation of both ELD and Common Core Standards. It identifies the overarching goals/outcomes of ELD instruction (orange), the context in which instruction occurs (white), key themes of the standards (blue circles), and places the standards themselves at the center, as they guide year-end expectations for student performance and mastery.

Figure B. Circles of Implementation from Framework

District Professional Development

Our own teachers have identified essential skills that overlap with those identified in the California Framework as depicted in the outer circles of this graphic. While moving toward implementation of these goals, teachers reflected on what their students need, informed by their current classroom experiences. This type of teacher feedback informs the content of our professional development. What follows are a few testimonials from our teachers that reflect what they believe we should do to support students in a variety of areas

A way to improve on articulation is for all teachers to receive EL training at the same time or the same quality of training.

How is a highly effective Designated instruction and integrated instruction lesson run? How does it look? How does it sound?

We need training in effective strategies, to know how to best use my time and efforts to collaborate with my colleagues across disciplines and grade-levels.

We need to ...examine our teaching practices in relation to the data and research. We then need to agree on strategies so that our EL students have the cohesion they need to excel.

My focus this year will include collaborative conversations and more sentence frames to support my students. Please feel free to come in anytime and provide feedback regarding both integrated and designated instruction.

I would want our school to have designated time to PLC specifically for EL strategies, students and appropriate assessments.

In response to teacher feedback and English Learner performance data, MUSD is engaged in the development of our English Learner program. Teacher, principal, and district administrator professional development are areas of focus. Additionally, we will prioritize our professional development systems to ensure the District has the capacity to sustain a strong academic program equipped to promote the learning and achievement of English Learners.

In 2020-21, teachers of English Learner clusters in grades 3-5 as well as their site principals and District Educational Services administrators will participate in six days of District professional development through the Riverside County Office of Education. The learning will focus on high quality integrated and designated ELD and differentiating and supporting the needs of all learners to access and engage in rigorous content learning and English Language acquisition. Administrators will engage in additional planning and facilitated classroom walkthroughs.

District Educational Services administrators will support middle school administrators and EL CLuster teachers through ongoing professional development adapted from the 3-5 facilitated professional development. Similarly, Middle School Administrators will engage in additional planning and facilitated classroom walkthroughs.

Site-Specific Professional Development
All MUSD teachers will receive District professional development in the ELD standards and framework. Additionally the EL cluster teachers and administrators, though their learning and coaching, will assist in providing Site-Specific professional development presentations for school sites. All MUSD elementary teachers and middle school ELA teachers will participate in District and Site professional development in the use of assessment data to inform instruction and in the use of curriculum resources to support all students with a focus on English Learners. Subsequently, teachers will receive professional development in the ongoing use of EL focused Data analysis protocol to identify and respond to the needs of English Learners.

Do You Know the Difference?

District Professional Development - Professional Development at the District level brings together teachers, support staff, and administrators from all sites for various topics and areas of focus. These collaboration opportunities work toward aligning and advancing district goals for student success.

PLCs - Professional Learning Communities are a process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Site-Specific Professional Development - A form of professional development that can take various forms at individual sites to best serve a school's student population. This could include school wide initiatives to raise student success as well as small groups of teachers who collaborate on specific curriculum or strategies.

CA Ed Code Pertaining to this Chapter

EL 15: Teacher EL Authorization
• 15.0 Teachers assigned to provide ELD and instruction in subject matter courses for ELs must be appropriately authorized. (20 U.S.C. § 6826 [c]; EC §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

EL 16: Professional Development Specific to English Learner Program Implementation
• 16.0 Each LEA must provide professional development specific to the implementation of programs for ELs.
• 16.1 Each LEA must provide sufficient professional development to effectively implement the LEA's EL program. (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013.)
• 16.2 Professional development is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
    (a) Designed to improve the instruction and assessment of ELs (20 U.S.C. § 6825[c][2][A].)
    (b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs (20 U.S.C. § 6825[c][2][B].)
    (c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation (20 U.S.C. § 6825[c][2][C].)
    (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom (20 U.S.C. § 6825[c][2][D].)
• 6.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any state and have not attended school in any state for more than three full academic years. (20 U.S.C. § 6801.)

CHAPTER 4 – MONITORING STUDENT PROGRESS, RECLASSIFICATION, and PROGRAM EVALUATION

We believe that supporting our English Learners during their journey to success goes far beyond identification, assessment, and placement. Each learner comes to us with a unique blend of prior knowledge both academically and socially. For some students, the amount of previous education experience and home support that they come equipped with will help them navigate the education system smoothly, while for others the mere task of navigating school is a challenge. With this in mind, we strive to develop and improve programs at the district, school, and classroom level that hold staff and students accountable for progress toward reclassification, graduation, and post-secondary success.

The process of finding what works best for each individual student to succeed is not an easy one, but when all stakeholders are committed to constant monitoring and interventions for success, we lay the groundwork both to challenge our students with rigorous expectations and to support them if they struggle along the way. Through the process of monitoring data and engaging in candid conversation and inquiry, District Educational Services staff, site principals, and teacher teams will work to identify strategies and supports to meet the needs of the individual.

The Superintendent or designee shall report to the Board, at least annually, regarding the progress of English learners towards proficiency in English, the number and percentage of English learners reclassified as fluent English proficient, and the number and percentage of English learners who are or are at risk of being classified as long-term English learners. Additionally the achievement of English learners on standards-based tests in core curricular areas will be reported along with a comparison of current data with data from at least the previous year. The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

> This chapter addresses questions such as:
> • What happens at the district, school, and classroom level to monitor student progress?
> • What interventions are made available to students and their families when they struggle to make progress?
> • How are students assessed during their time as an English Learner to measure progress?
> • What are the steps a student must complete to be reclassified as Fluent English Proficient?
> • What indicators do we examine to evaluate the success of our programs?

This chapter will explain three important processes that ensure that all English Learners are being monitored and supported during their time in MUSD. The first section explains the monitoring processes that take place at the individual student level, including intervention strategies and systems that are in place to support students who do not make regular progress toward reclassification or graduation. The next section explains the criteria used to reclassify a student as fluent English proficient. Finally, this chapter goes into detail regarding how we evaluate the success of our programs in supporting students at the school and district level.

4.1 - Student Monitoring

The monitoring process is a collaborative conversation amongst student, family, classroom teacher, EL support staff, school, and district. Monitoring is based on careful record-keeping and assessment data as well as formative information gathered from classroom teachers who interact with each student on a daily basis. Taking into account academic progress of the student, school site teams and administration work with the Educational Services Staff to understand difficulties and to develop supports for student progress.

Teacher Consultation & Formative Assessments

Teachers in MUSD are strongly encouraged to regularly give formative assessments, both formal and informal, that allow them to monitor the progress of their students throughout the year. In both Designated and Integrated ELD courses, these can range from journal writes, which allow teachers to monitor writing skills, to informal observations of a student's speaking ability and collaboration with peers. Since teachers are in the forefront of supporting students, these sometimes anecdotal but frequent formative checks are extremely valuable in helping both administration and the Educational Services Staff inform next steps for student success.

Interventions Informed by Monitoring

 If a student is making inadequate progress, the site team employs the following interventions:
1. Elicit feedback from the student's teacher to attempt to identify if the student's struggle is linguistic, academic, and/or social/emotional.
2. Parents are contacted to bring them into the support cycle for their son or daughter and to gather information about the student's homework habits.
3. Site staff such as the Intervention Facilitator may be integrated into the grade level intervention time or academic time to provide additional support.
4. Student progress in response to support is monitored by the site team to determine if further intervention is needed or inquiry might be necessary.

SAT Teams/SST Teams

All MUSD School sites operate a Student Assistance Team (SAT) or Student Success Team (SST), which is a meeting structure, typically including the teacher(s), administrator, school counselor, and parent. The team functions as a problem-solving team that meets to review student strengths, concerns, possible causes, interventions and supports, and agreements form all members. All attempted interventions and actions are documented by the team. Issues that could trigger referrals include: lack of progress in school, earning grades of D, F, or Incomplete, truancy, social-emotional and behavioral issues, or some combination of challenges. Referrals typically come from teachers, although they also may come from parents or even students themselves. Expected outcomes from the SAT/SST process are: support to the student, classroom teacher, families, and school community. All parents are notified before a SAT/SST referral is made potentially to help address concerns as directly as possible, and a SAT/SST referral is the necessary conduit for all referrals or requests for special education or 504 support.

After School Tutorial/Homework Centers

All sites offer their own form of tutorial and/or after school homework center to support students who need academic assistance outside of the normal classroom hours. These vary by site ranging from central spaces manned by teachers in various subject areas to access and support with computer based language programs.

Long-term English Learners (LTELs)

For students who have been identified as Long-term English Learners, the same monitoring and intervention processes are applied as would be with newcomer English Learners. Research and data show however, that repetition and remediation in coursework does not result in success in language acquisition or motivation. For that reason, each of our school sites work with their site leadership and with district administration to determine best supports, interventions, and structures for LTELs. Recent data demonstrates that, about 25% of our English Learner population is made up of LTELs, but the percentages at each of our schools vary. This variation comes from the numerous socioeconomic backgrounds that our schools serve, resulting in a student population that comes to us with very different educational backgrounds. For some English Learners, academic success is a motivating factor for a family's move to the US, while for others, completing work at home and getting to school every day is a constant struggle.

Annual English Language Proficiency Assessment & Notification

All students designated as English Learners must be annually assessed for English language development and academic progress. Each year during the annual assessment window designated by the state of California, the MUSD EL Testing team or designated site testers will test all English Learner students using the ELPAC Summative Assessment. Students and families are informed of ELPAC testing dates through the Annual Parent Notification Letter and through District PeachJar announcements. Results from annual Language Proficiency Assessment are shared with parents through the Parent Portal..

Additional placement diagnostic tools may be used by each site to inform school site teams and teachers of student learning and English language acquisition. EL students entering from another district after the annual testing window may already have taken the ELPAC. The EL Data Assistant may request the assessment results from the student's previous district. If the previous district does not have the scores available, the Summative ELPAC must be administered to the student.

The Annual Notification Letter is sent to parents within the first 30 calendar days of school. This notification letter describes detailed scores on the state assessment, reclassification criteria, and planned placement/scheduling for the following year. This letter serves as a record for parents/guardians to help them track and monitor their progress toward reclassification.

ELL Profile Record

EL Program Assistant keeps LEP records that include:
• Home language survey form
• Initial assessment score sheet for new student
• Primary Language Proficiency Diagnostic form
• Notification of Proficiency Assessment form from each year
• Signed waiver form (if student withdrawal from EL program)

- Official state test results from each year
- Transcript/report cards from prior school
- Emails from teachers/counselor/parents about student

Additional Language Acquisition Monitoring Data

In collaboration with District grade level teacher representatives, the MUSD Educational Services Department has redesigned our District assessment system, our District criteria for site based grade level assessments, and our protocols for data analysis. Additionally, all of our curriculum, instruction, and assessment systems now ensure a focus on English Learners. District data as well as grade level and classroom formative data provide grade level Professional Learning Community (PLC) teams information to determine if the student's struggle is a result of English language development, content mastery, and/or engagement/effort. Collaborative review of ELL academic progress informs intervention and ELD groupings and skill focus. District English Language Department Personnel in Educational Services may also work with grade level PLC teams to assist in data analysis and response.

Beginning in 2020-21 school year, we will have a criterion referenced District Diagnostic assessment that will be administered in ELA and Math to all students in grades three through eight in the first weeks of the school year. The MUSD Mid Year Standards Aligned Assessment (MYSAA) will be administered in December.

4.2 - Reclassification

One purpose of monitoring is to ensure that students are making progress toward reclassification. Reclassification as Reclassified Fluent English Proficient (RFEP) is achieved when a student meets all of the criteria in the following table. These criteria are based on interim guidelines for the 2019 - 20 school year provided by CDE in a letter dated September 2, 2019.

Table 9. Reclassification Criteria

Required Criteria (California *Education Code* Section 313[f])	Menifee Union School District Criteria * = Alternate Assessment as ELPAC was not given 2019-20	
	Grades K-2	**Grades 3-8**
English Language Proficiency as measured by Summative ELPAC Assessment	Overall: 4	Overall: 4 *2020-21 District Mid-Year ELA Standards Aligned Assessment
Teacher Input	Teacher input to include the student's academic language use in the classroom	Teacher input to include the following: Analysis of student's verbal academic language use in the classroom and analysis of a writing sample describing academic language use in writing

Parental Opinion and Consultation	Signature Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process	Signature Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process
District-approved reading assessment and writing task for comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	K (End of year only)– Nearly Met on most recent District ELA benchmark assessment of --Reading -Writing -Language 1st (2nd semester only)–Nearly Met on most recent District ELA benchmark assessment of --Reading -Writing -Language 2nd – Nearly Met on most recent District ELA benchmark assessment of --Reading -Writing -Language	Quarter 3 ELA Standards Aligned Assessment and Writing Task

Following a student's redesignation as fluent English proficient, he or she will be monitored for 4 years to be sure that proper support and progress continue. MUSD continues to offer academic English Language Development in many core classes for students after they achieve redesignation. We report to the State on the academic achievement of all ELs for each of the four years after each student has achieved English language proficiency and no longer receives EL services.

Also, CDE is continuing the process of standardizing the reclassification criteria statewide. If the state Legislature enacts law to change the reclassification criteria, the law will go into effect on July 1, 2021 and full implementation is expected in 2022-2023. As such, MUSD will continue to monitor CDE guidelines to inform any necessary revisions to its own reclassification criteria.

Concerning Students also in Special Education

The following are guidelines for the reclassification of English Learners who are also in Special Education. Per state guidelines the following four reclassification criteria are to be used to reclassify all EL students:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to the ELD test pursuant to EC Section 60810 (i.e., the English Language Proficiency Assessments for California (ELPAC)).
2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
3. Parental opinion and consultation.

4. Student performance on a statewide assessment of basic skills in English.

4.3 - Program Evaluation

All educators responsible for the success of our English learners consistently evaluate both themselves and one another in order to ensure students are making progress toward academic success. This success is measured by progress toward grade level proficiency in content standards, 21st century skill mastery, and social emotional success. Because so many parameters can contribute to the success or struggles of an English Learner, we employ all of the following processes to evaluate the effectiveness of our current programs.

Federal/State Level

The CA School Accountability Dashboard

The California School Accountability Dashboard (www.caschooldashboard.org) is an online tool designed to help communities access important information about K-12 districts and schools. The Dashboard features reports on multiple measures of school success. The Dashboard is one step in a series of major shifts in public education, designed to raise the bar for student learning, transformed testing, and increased focus on equity. The state indicators are based on data that is collected consistently across the state from LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS). English Learner Progress is one of 6 state level indicators that are included in calculations of a school's performance level.

The English Learner Progress Indicator, or ELPI, applies to LEAs and schools that have 30 or more annual ELPAC test takers. Only student records that have both the current and prior ELPAC results are included. The score includes students who were reclassified the previous year. The ELPI is calculated using two data sources:
   • ELPAC Testing Scores
   • Reclassification Data

District Level

The CA School Accountability Dashboard progress indicators, provides important feedback about the success of our English Language Learner instructional program progress. District actionable data to inform our Using the five-by-five color grid for the ELPI to determine and monitor the performance level (color) for our EL student groups to inform decisions about course offerings and support programs across the district and within individual schools inclusive of the following:
   • Summative ELPAC scores (regularly obtained Feb 1-May 31; **2019-20 to be administered early 2020-21)
   • Reclassification (RFEP) Rates
   • CAASPP Scores for ELLs (** not available for 2019-20)

In addition to Dashboard data, District assessments in ELA and Math play a critical and actionable role in informing District initiated interventions, professional development, and other efforts both at the District and at the site level. These assessments include:
   ● Beginning of the Year Diagnostic Assessment in ELA and Math (3rd - 8th grade)
   ● Mid Year Standards-Aligned Assessment in ELA and Math (3rd - 8th grade)

School Site Level

Program Evaluation at the individual site level takes the form of goal planning for each site's school plan. From year to year, these school plans are carefully updated using data and demographics trends. Each site shifts their focus from year to year to evaluate the success of previous year's goals and to determine areas where more improvement can be made to best serve students. In particular, school plans describe their efforts in serving student sub-groups, including English Learners. In addition to the assessments listed above, grade level teams and school site Instructional Leadership Teams are informed instructional needs and school progress through the following assessments:

- Curriculum Unit Assessments (TK - 8)
- Quarter 1 and Quarter 3 ELA and Math Standards aligned assessments (3rd - 8th)
- Student Progress Monitoring Handbook (K-2)

Development of the SPSA

Because the needs of students and families differ from school to school, services and programs at each school must also differ. The Single Plan for Student Achievement (SPSA) is a site plan created by a school team including the principal, teachers, parents, community partners, and students. The SPSA is a tool for sites to prioritize particular programs and strategies that will best serve their students, families, and community. It lays out each school's plan for becoming an equitable educational institution and achieving the school's goals.

The Single Plan for Student Achievement (SPSA) is an opportunity for a school to:

- Participate in an inclusive and collaborative planning and support process within the school community
- Develop priorities for the school with input from families and the community
- Build ongoing collaborative relationship in service of students and families
- Showcase publicly the exciting work each school is doing to ensure equity

In addition, each school's SPSA documents:

- Supports for targeted student groups identified in the District Local Control Accountability Plan (LCAP)
- Programs and practices funded through Federal allocations

Program evaluation at the State, District, and Site levels allows us to identify gaps in our support structures and curriculum and to adjust our pedagogy and PD accordingly. When new testing guidelines, state mandates, or enrollment trends occur, we are able to provide support for students, tailor PD for staff, and inform scheduling, staffing, and hiring decisions on a yearly basis.

Do You Know the Difference?

Monitoring - Refers to the actions taken by district staff, school staff, and classroom teachers to track and record student progress. Monitoring is done for both the purpose of reclassification and to inform student placement and support.

Reclassification - Reclassification, or RFEP, refers to the process of designating a student's English Language status as "Fluent English Proficient". This happens when all criteria for reclassification, as determined by the state of CA, have been met

Intervention - Refers to actions or strategies that district staff, school staff, and classroom teachers take to provide assistance to students who may be struggling to make progress. Each school site has its own specific opportunities available to assist students. This term can also refer to summer school recommendations, etc made by counselors or teachers.

Program Evaluation - An overview of what state, district, school, and individual staff are doing to make sure that programs in place are supporting students toward success during and after high school.

CA Ed Code Pertaining to this Chapter

EL 06: EL Identification and Assessment
• 6.0 Each LEA must properly identify and assess all students who have a home language other than English. (EC §§ 313, 60810.)
• 6.1 A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home. (5 CCR §§ 11510[k], 11511[a].)
• 6.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions. (5 CCR §§ 11307[a], 11511.)
• 6.3 Each LEA must annually assess the English language proficiency and academic progress of each EL. (EC §§ 313, 60810; 5 CCR § 11306.)
• 6.4 All currently enrolled ELs must be assessed for English language proficiency by administering the current English Language Proficiency Assessments for California (ELPAC) during the annual assessment window. (EC §§ 313, 60810; 5 CCR § 11511[b].)
• 6.5 Each EL on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student's IEP or Section 504 Plan. (5 CCR § 11516.5.)
• 6.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any state and have not attended school in any state for more than three full academic years. (20 U.S.C. § 6801.)

EL 09: EL Program Inclusion in Development of the SPSA (Schoolwide)
• 9.0 The EL program must be included in the development of the SPSA.
• 9.1 An approved SPSA must contain: o An analysis of academic performance and language development data to determine EL student and program needs. (EC § 64001[f].) o School goals to meet the identified academic and language proficiency needs of ELs. (EC § 64001[f].) o Activities to reach school goals to improve the academic performance of EL students. (EC § 64001[f].) o The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ELs and those at risk of not meeting state academic content standards. (EC § 64001[f].) o Expenditures of Economic Impact Aid-Limited English Proficient (EIA-LEP) carryover allocated to the school through the Consolidated Application and Reporting System (CARS). (EC § 64001[g].)
• 9.2 The local governing board must review and approve the SPSA annually and whenever there are material changes

to the plan. (EC §§ 64000[a], 64001[g].)

• 9.3 The SPSA must be consistent with the district local plan. (20 U.S.C. § 6823[b][3][G], [4]; EC § 64001[h].)

• 9.4 LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the schools are included in SPSAs, administered in accordance with the LEA Plan submitted to the California Department of Education (CDE), and adhere to all applicable statutes and regulations. (EC § 64001[d].)

EL 13: Evaluation of EL Program Effectiveness

• 13.0 A program evaluation must be provided by each LEA and must be used to determine: o Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students

      o The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards

      o Whether to eliminate specific EL activities proven to be ineffective (d) The degree to which, within a reasonable amount of time:

            ･ELs are attaining English language proficiency comparable to that of average native speakers of English in the district Page 77 of 120

            ･EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English (20 U.S.C. §§ 1703[f], 6841[b],[c]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989,1009-1011.)

EL 14: Reclassification

• 14.0 Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:

      o Assessment of English language proficiency. (EC § 313[f][1]; 5 CCR § 11303[a].)

      o Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC § 313[f][2]; 5 CCR § 11303[b].)

      o Opportunities for parent opinion, consultation, and involvement during the reclassification process. (EC § 313[f][3]; 5 CCR § 11303[c].)

      o Comparison of student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (EC § 313[f][4]; 5 CCR §§ 11302, 11303[d].)

• 14.1 Each LEA must maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

      o Language and academic performance assessments o Participants in the reclassification process

      o Decision regarding reclassification (5 CCR § 11305.)

• 14.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304.)

Chapter 5 Parent and Community Engagement

Parents/Guardians are their children's first and most influential support systems. Continued parent involvement in their child's education contributes greatly to student growth and a healthy multicultural school environment. Our programs strive to build upon the cultural and linguistic assets that our students and their families bring to the community. Parents, staff, students, and community members all participate in developing, implementing, and evaluating programs to support English Learners.

> This chapter addresses questions such as:
> • What is ELAC?
> • What is DELAC?
> • In what ways can parents become more involved in their student's education?

5.1 - English Learner Advisory Council (ELAC)

An ELAC is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. In MUSD, each school's ELAC is uniquely made up of the parents and other stakeholders that choose to participate in the success of English Learner students. We strive to increase that participation, even at sites where involvement is high.

ELAC Goals & Purposes
- To provide advice to the Principal and staff about the school's program for English Learners.
- To provide advice to the School Site Council regarding how best to support a school's EL population.
- To help parents share and discuss difficulties that they or their children may face
- To foster discussion among parents about cultural competencies (e.g. Differences within the American school system), stress, curriculum, and study habits

ELAC Formation & Membership

All parents of English Learners are informed about and encouraged to attend ELAC meetings. ELAC can be promoted and advertised at events such as:
- Back to School Night
- Principal outreach
- PTSA/PTO, Principal's Coffee, or other school meetings

ELAC Membership & Positions

The ELAC committee's composition must include sufficient numbers of EL parents to reflect the percentage of English learners at the school, determined by students classified as EL at the start of each school year.

The ELAC shall contain the following members:
- Parents of English Learners
- Staff members (e.g. EL Coordinator, ELD Teachers, Sheltered Teachers)
- Principal
- Other Support Staff who can serve the EL Community (e.g. Community Liaison)

Each ELAC must elect an EL parent member to attend the DELAC.

ELAC Meetings must be open to the public and allow for public input.

ELAC Roles & Responsibilities

The District Educational Services Department coordinates the required topics and recommended calendar with school site Principals to assist with the planning for ELAC meetings. The site principal attends ELAC meetings and works with the committee to lead meetings. The Principal solicits input from the committee regarding agendas and content. ELAC members will receive training on:

- Schoolwide needs assessment
- Ways to make parents aware of the importance of regular school attendance.
- Opportunities for Parent Involvement
- Other topics as desired/available

Each ELAC covers the following training areas during the school year, including but not limited to:

- EL Program Overview (Testing, Placement, Support)
- Attendance & School Norms
- Reclassification & Monitoring
- Accessing School Resources/Communication
- Community & Social Events
- Provide advice to Principal and/or School Site Council for planning decisions
- Decide upon and provide names of DELAC representatives to DELAC
- DELAC representatives will report topics and information to ELAC
- School staff ensures that translation and interpretation services are provided

The following suggested meeting dates and required ELAC content are provided to school principals.

English Language Advisory Council (ELAC)
2019–20 Meeting Dates/Required Topics

Date	Topics
Sept/Oct	**Action Items** 1. Purpose and Introduction 2. Introductions and ELAC Elections 3. Introduce SPSA-ELAC Input 4. English Learner Program Input 5. Parent Notification of Initial Program Placement 6. School Needs Assessment Results 18-19 7. Family Engagement Opportunities 8. What do they want to do?/learn?/book study?/guest presenters? Counselor?/other?
Nov/Dec	**Action Items** 1. Approve previous meeting Minutes

	2. English Learner Data and Programs 3. ELPAC Information 4. Importance of School Regular Attendance 5. What is Title III 6. Family Engagement Opportunities 7. Translation and Interpretation Services
Late Jan Early Feb	**Action Items** 1. Approve previous meeting Minutes 2. Reclassification Process 3. School Needs Assessment 4. LCAP Opportunities
March/Early April	**Action Items** 1. Approve previous meeting Minutes 2. LCAP Data and Input

ELAC Required Training Topics:
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. Ways to make parents aware of the importance of regular school attendance

ELAC Documentation
A designated school site member will keep records of ELAC meetings including:

- Minutes and agendas to be recorded and posted in a standardized district format
- Meeting sign-in sheets/participant attendance to be made available upon request
- Date of ELAC meetings are determined and publicized via mediums such as school website, phone calls, teacher announcements, and online communication tools in advance of each meeting (at least 72 hours prior recommended)
- Documentation to be maintained for at least 3 years

5.2 - District English Learner Advisory Council (DELAC)

DELAC Goals & Purposes

A DELAC is the district-level English Learner Advisory Committee composed of parents, staff, and community members designated to advise district officials on English learner programs and services. DELAC is facilitated by district leadership but attended and supported by EL Coordinators, Administrators, and Programs Assistants from all school sites with 21 or more English Learners.

DELAC will advise the governing board on the following annual tasks:
- Assessing district wide needs for English Learners on a school-by-school basis.

- Establish and modify district programs, goals, and objectives for programs and services for English Learners as needed.
- Review and comment on the written notifications used and sent home to parents and guardians, including waivers.
- Review and comment on district redesignation procedures

DELAC Formation & Membership
- Parent members of the DELAC will serve for at least one school year. Members will be elected or re-elected each Fall. DELAC membership must include two EL parent representatives from each school.
- Individual school site DELAC representatives are selected each year at the first ELAC meeting of that year.

DELAC membership must be made up of at least 51% parents of English Learners not employed by the district. The DELAC shall contain the following members:
- District Administrator
- Site ELAC Representative(s)

Note: A school employee may not act as the site ELAC representative for DELAC.

DELAC Roles & Responsibilities
- Representatives will be responsible for attending all DELAC meetings and to present the information received at the school-level ELAC meetings.
- Bring conversations or issues from ELAC meetings to DELAC meetings.
- DELAC members provide input and feedback to the district administrator with planning and organizing meetings (e.g. childcare, translation, refreshments, and agendas)
- A designated note taker will take notes and record minutes. These records will be posted in a timely manner.

DELAC Annual Recommendations to the Board of Education:
- Development of a district master plan
- A district-wide needs assessment on school-by-school basis
- District program, goals, and objectives for ELs
- Plan to ensure compliance of teacher and instructional aide requirements of Reclassification procedures.
- Written notifications to parents and guardians.
- Develop of Local Control and Accountability Plan (LCAP)
- District Administrator works with DELAC membership to ensure that translation and interpretation services are provided.
- Appropriate training to assist members in carrying out their advisory responsibilities. Additional training topics may include:
  - High School/College requirements and planning
  - EL instructional strategies and curriculum in alignment with CCSS/ELD Standards
  - Current standardized assessments required for English Learners

DELAC Required Training Topics:
1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of district programs, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.

5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California Education Code Section 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

DELAC Required Topics and Meeting Calendar

Menifee Union School District
DELAC Calendar
Minimum State Requirements 2019-20

1st DELAC meeting November 29th	2nd DELAC meeting January 24th	3rd DELAC meeting April 9th	4th DELAC meeting May 23rd
1. **DELAC Introduction and Elections** ● Purpose ● Elections ● Functions & Responsibilities ● Booklet	1. **Review and comment on the district's reclassification procedures.**	1. **Review and comment on development of the Local Control and Accountability Plan (LCAP)**	1. **Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.**
2. **Introduce Master Plan gather input**	2. **Review and comment on development of the Local Control and Accountability Plan (LCAP)**	2. **Review District EL Data**	2. **Schools Needs Assessment** Parents assist in the development of the school wide needs assessment by giving advice.
3. **Review and comment on development of the Local Control and Accountability Plan (LCAP)**	3. **Importance of regular school attendance** Parents advice on ways to make parents aware of the importance of regular school attendance	3. **Parent Surveys**	3. **Review and comment on development of the Local Control and Accountability Plan (LCAP)**
4. **Review and comment on the written notifications required to be sent to parents and guardians** ● English/ Spanish	4. **What is Title I & III**	4. **Parent Involvement Opportunities/Other Topics** Parents advice on parent involvement	4. **LCAP and parent survey results**
5. **District-wide Needs Assessment** Review results from last year. Parent input receive for changes	5. **Parent Involvement Policy Input**		5. **Parent Involvement Opportunities/Other Topics** Parents advice on parent involvement
6. **Parent Involvement Opportunities/Other Topics** Parents advice in parent involvement. Survey ELAC	6. **Parent Involvement Opportunities/Other Topics** Parents advice on parent involvement		6. ConApp Input

Do You Know the Difference?

ELAC - English Learner Advisory Committee. A committee of parents and staff that advises the principal and school staff on programs and services for English Learners.

DELAC - District English Learner Advisory Committee. An advisory committee that advises the district's governing board on programs and services for English Learners.

CA Ed Code Pertaining to this Chapter

EL 04: English Learner Advisory Committee (ELAC)
• 4.0 A school site with 21 or more English Learners (ELs) must have a functioning ELAC that meets the following requirements:
    o Parent members are elected by parents or guardians of ELs (Title 5, California Code of Regulations (5 CCR) section (§) 11308[b].)
    o Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body (California Education Code (EC) § 52176[b].)
    o The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance (5 CCR § 11308[c][2]; EC § 52176[c].)
    o The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA) (EC sections (§§) 52176[c], 64001[a].)
    o The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities (5 CCR § 11308[d].)
• 4.1 A school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "b", above. (EC § 52176[b]; 5 CCR § 11308[d].)
• 4.2 Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district. (5 CCR § 11308[b].)

EL 05: DELAC
• Each local educational agency (LEA) with more than 50 English learners (ELs) must have a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents of ELs and not employed by the district. (EC) § 52176[a].)
• 5.1 The DELAC shall advise the school district governing board on all of the following tasks:
    o (a) Development of a district master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSA (5 CCR) § 11308[c][1].)

Chapter 6 - Funding

In MUSD, we allocate resources to actualise our own beliefs and goals alongside those of the state of California. We believe that we have an obligation to ensure that all students succeed. We hold our staff and students to high standards of excellence & equity, and strive to fulfill these high expectations by varying the allocation of resources to serve all students, including English Learners, at all times.

> This chapter addresses questions such as:
> - •How does MUSD obtain funding for its educational programs?
> - • What money is used to specifically support English Learners?
> - • How is MUSD currently using its resources to support English Learners?

This chapter will describe where funds come from and how they are used by MUSD. Funding for English Learners comes from two main sources, general and Title III funding. This chapter will first explain what each type of funding is, its source, and how it can be used according to federal and state guidelines. After providing an overview of the different types of funding, this chapter will give readers a glimpse into how these funds have been used to specifically support our ELs. For more detailed information and budgetary notes, readers may access our Local Control and Accountability Plan (LCAP) through the MUSD home page.

6.1 - Sources of Funding

General

Under 5CCR 15494, most California school districts will be allocated state funds based on enrollment and the number of students in targeted populations (English Learners, Low-Income and Foster Youth) they serve. The vast majority of "Actions and Services" (whether for all students or targeted subgroups) described in the LCAP are budgeted under the District's General Fund, which comprises the following sources:

Other "Actions and Services" will be budgeted from:
   ● Federal Title I Part A, Title II, Title III Limited English Proficient (LEP)

How we Use Funds for English Learners
   ● Curriculum supplemental resources to support strategies for ELs
   ● Co-curricular resources offered in students primary language
   ● Computer based resources provided to ELs for practice with Language acquisition
   ● District-wide ELL Professional Development
   ● Site Specific Professional Development and/or release time for planning
   ● Allocations of funds to school sites (per ELs) for use in carrying out site based activities/services for ELs

EL student funds must be used to increase the English proficiency of EL students by providing language instruction educational programs and access to challenging State academic standards. These programs must also provide effective professional development to teachers, principals, other administrators, and other school or community-based organizational personnel.

Title III specifies required **professional development** activities and states specifically that these activities must be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

Professional Development Activities must be designed to:
- Improve the instruction and assessment of EL students
- Enhance the ability of teachers to understand and implement curricula, assessment practices and measures, and instructional strategies for ELL students
- Effectively increase students' English language proficiency

The law also specifies that professional development shall not include activities, such as one-day or short-term workshops and conferences, unless they are a part of a comprehensive professional development plan that is based on an assessment of the needs of the teacher, the supervisor, and the students.

Professional Development to Support English Learners
- On-going facilitation of Professional Development for teachers
- On-going facilitation of Designated and Integrated ELD Curriculum Development & Planning

Private School Consultation & Participation
Local educational agencies (LEAs) that receive a Title III Limited English Proficient (LEP) student program subgrant are required to serve EL students enrolled in private schools whenever the administration of a particular private school requests to participate in the program.
- Private schools should identify those pupils being considered for participation in the Title III program and administer a Home Language Survey using the same version as used by the local educational agency (LEA). In addition, an approved language assessment selected by the LEA as a result of consultation with the private school officials should be administered. The LEA is responsible for the oversight and costs of initial identification.
- After consultation between the LEA and the private school, an approved language assessment should be selected and administered. The LEA is responsible for the oversight and costs of Page 91 of 120 initial identification.
- LEAs may not allocate Title III funds directly to private schools but instead must provide services and products to EL students enrolled in the private schools.
- The LEA must develop a Memorandum of Understanding (MOU) with each private school that requests to participate in Title III. The MOU, should at a minimum, include a description of the services and/or products to be provided, the estimated costs, and the dates of provision.

The costs of the products and/or services provided to private schools should be proportionate to the number of EL students enrolled in the private school and should be equitable when compared to the Title III services provided to public school students.

Do You Know the Difference?

> **General Funds** - The General Fund is typically the largest and most active of the funds for a school district. It is where most of the district's discretionary dollars reside. MUSD receives its general funds largely through local property and parcel taxes.

Title III Funds - Title III funds are federal funds used specifically for state language instruction educational programs, designed to assist EL students' achievement goals.

CA Ed Code Pertaining to this Chapter

EL 08: Implementation, Monitoring, & Revision of Title III Plan
• 8.0 Each LEA and consortia must annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year.
• 8.1 The LEA receiving Title III funds must use these funds:
o To increase the English language proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:
o English language proficiency; and
o Student academic achievement (20 U.S.C. § 6825[c][1][A-B].);
o To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
o Designed to improve the instruction and assessment of ELs;
o Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
o Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
o Of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. § 6825[c][2][A-D].)
o To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:
o Shall include parent, family, and community engagement activities; and
o May include strategies that serve to coordinate and align related programs. (20 U.S.C. § 6825[c][3][AB].)

• 8.2 Authorized subgrantee activities may use funds by undertaking one or more of the following activities:
o Upgrading effective EL instructional strategies (20 U.S.C. § 6825[d][1].)
o Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures. (20 U.S.C. § 6825[d][2].)
o Providing to ELs:
o Tutorials and academic education
o Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators (20 U.S.C. § 6825[d][3].)
o Effective preschool, elementary, or secondary language instruction programs coordinated with other relevant programs and services. (20 U.S.C. § 6825[d][4].)
o Improving the English language proficiency and academic achievement of ELs. (20 U.S.C. § 6825[d][5].)
o (f)Providing community participation programs, family literacy services, and parent and family outreach, and training activities to ELs and their families to:
o Improve the English language skills of ELs; and o Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children (20 U.S.C. § 6825[d][6][A][B].)

o Improving the instruction of ELs, which may include ELs with a disability, by providing:
o The acquisition or development of educational technology or instructional materials (20 U.S.C. § 6825[d][7][A].)
o Access to, and participation in, electronic networks for materials, training, and communication (20 U.S.C. § 6825[d][7][B].)
o Incorporation of resources into curricula and programs (20 U.S.C. § 6825[d][7][C].)
o Early college high school or dual concurrent enrollment programs for ELs to achieve success in postsecondary education. (20 U.S.C. § 6825[d][8].)

EL 10: Title III and EIA-LEP Inventory
• 10.0 For all categorical programs, each LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than $500 per unit that is purchased with EIA-LEP and Title III funds. The record must describe the acquisition by:
o Type (b) Model (c) Serial number (d) Funding source (e) Acquisition date (f) Cost
o (g) Location (h) Current condition (i) Transfer, replacement, or disposition of obsolete or unusable equipment
• 10.1 Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records. (EC § 35168; 5 CCR § 3946; 2 CFR § 200.313 [d].)

EL 11: Supplement, Not Supplant with Title III & EIA-LEP
• 11.0 General fund resources must be used to provide services and programs for ELs, including English language development (ELD) and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.
• 11.1 Each LEA must use EIA-LEP carryover funds only to supplement, not supplant federal, state and local public funds. (20 U.S.C. § 6825[g]; EC § 54025[c]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)
• 11.2 For LEAs with EIA-LEP carryover, an LEA must utilize no less than 85 percent of those apportionments at school sites for direct services to students. (EC §§ 63000[d], 63001.)
• 11.3 Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds. (20 U.S.C. § 6825[g]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)
• 11.4 The use of Title III funds must meet the following requirements: o An LEA utilizes no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the administration of this program for a fiscal year. (20 U.S.C. § 6825[b].)o An LEA assesses for reasonable Title III EL and immigrant alignment with the federal supplement, not supplant requirement. (20 U.S.C. § 6825[g]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.) EL 12: Time Accounting Requirements (Title I and Title III)
• 12.0 Each LEA must properly assess charges for direct or indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee. (20 U.S.C. § 6825[b]; 2 CFR § 211.430[a].)
• 12.1 Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used. (2 CFR § 200.430.)
• 12.2 Employees funded solely under Title III must complete a semiannual certification of such employment. (EC § 52853[a][7]; 2 CFR §§ 200.61-62, 200.302, 200.430[a][i].)

GLOSSARY OF ACRONYMS & COMMONLY USED TERMS

ALP: Academic Language Production. ALP refers to the specific vocabulary, syntax, grammar, style, and functions that are used in formal educational settings. These language habits are often not picked up automatically by English Learners, but rather must be explicitly taught for success in secondary and post-secondary education.

BTSA: Beginning Teacher Support and Assessment. The purpose of BTSA as set forth in the California Ed Code, Section 44279.2 (b) is to "provide an effective transition into the teaching career for first-year and second-year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers."

CABE: California Association for Bilingual Education. This organization supports and provides professional development opportunities for teachers and administrators of English Learners and Bilingual students.

CAA: The California Alternate Assessments (CAAs) for English language arts/literacy (ELA), mathematics, and science are part of the California Assessment of Student Performance and Progress system. The goals of the CAAs are to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary options. The CAAs for ELA and mathematics are aligned with alternate achievement standards—called the Core Content Connectors (CCCs)—and linked to the Common Core State Standards (CCSS). Any student identified for alternate testing takes the alternate versions of all tests.

(IEP) Individualized education program teams "shall determine when a child with a significant cognitive disability shall participate in an alternate assessment aligned with the alternate academic achievement standards." (Title 1, Part A, Subpart 1, Sec. 1111(b)(2)(D)(ii)(I)—Every Student Succeeds Act, 2015)

CAASPP: California Assessment of Student Performance and Progress. Administered through the testing formats Smarter Balanced (Math & English) CAST (Science).

CA School Dashboard: The Dashboard is a website that shows how local educational agencies and schools are performing on the indicators included in California's school accountability system. The Dashboard is the next step in a series of major shifts in California K-12 schools, changes that have raised the bar for student learning, transformed testing and placed the focus on equity for all students. The Dashboard provides information that schools can use to improve. The Dashboard is made up of easy-to-use reports that show local educational agency or school performance on six state indicators and four local indicators. Users can search to see the reports for any local educational agency or school.

CDE: California Department of Education. The CDE is the state agency that regulates and monitors public schools in California.

CELDT: California English Language Development Test. A state test is required to be given to students, whose Home Language Survey (HLS) indicates a language other than English, when the student first enrolls in a California school. The test identifies the English proficiency level of the tested students. Those identified as English learners are tested annually each fall until they are reclassified to Fluent English Proficiency (RFEP). Common Core State Standards

(CCSS): Adopted in 2013, The Common Core State Standards for English Language Arts & Literacy in

History/Social Studies, Science, and Technical Subjects ("the standards") represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

(DELAC): District English Learner Advisory Committee. An advisory committee that advises the districts governing board on programs and services for English learners. Designated ELD Instruction: Specialized instruction for ELs at a targeted time based on English Language proficiency levels and language learning needs. Teachers use the CA ELD Standards as focal standards in ways that build into and from content instruction.

(EL/ELL): English learner or English Language Learner. Also known as LEP (Limited English Proficient). Used in many state documents. Equivalent to ELL. An English learner is a student who has been assessed with ELPAC and has not developed fluent proficiency in English.

(ELA): English Language Arts (subject area).

EL Authorization: There are currently 3 different ways to attain certification for the teaching of English Learners through the California Commission on Teacher Credentialing: Cross Cultural, Language, and Academic Development Certificate/English Learner Authorization (CLAD), Bilingual Authorization, & Certificate of Completion of Staff Development (CCSD). For more information please consult: https://www.ctc.ca.gov/credentials/req-added-auth

(ELAC): English Learner Advisory Committee. A committee of parents and staff that advises the principal and school staff on programs and services for English learners.

(ELD) (Designated & Integrated): English Language Development. A broad term encompassing all aspects of English language development for English learners. It includes speaking and listening as well as reading and writing at developmentally appropriate language levels. See Designated and Integrated instruction for more information on the distinction between the two.

(ELM): English Language Mainstream is a program designed for English Learners with "reasonable proficiency" in English (per ELPAC as entry criterion; the level of designated ELD completed and recommendation by the ELD Department as additional criteria for returning students) to continue the development of English by receiving appropriate ELD and core content instruction in English. Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program. Mainstreamed English Learners require careful monitoring and attention to their progress towards reclassification.

(EO): English Only student. An EO is a student with no home language other than English.

(ELPAC): The English Language Proficiency Assessments for California is a state test required to be given to students whose Home Language Survey (HLS) indicates a language other than English, when the student first enrolls in a California school. The test identifies the English proficiency level of the tested students. Those identified as English learners are tested annually each Spring until they are reclassified as Fluent English Proficiency (RFEP). The Initial Assessment was administered beginning July 1, 2018. The Summative Assessment is given every year in the Spring.

(ESL): English as a Second Language. Typically refers to courses for learning the English language for those who are not fluent in English.

(FEP): Fluent English Proficient. Students with a home language other than English, whose oral and written English skills approximate those of native English speakers as measured by ELPAC and/or other criteria. FPM: Federal Program Monitoring. Federal and state laws require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local educational agencies (LEAs). LEAs are responsible for creating and maintaining programs which meet minimum fiscal and programmatic requirements.

(GMRT): Gates-MacGinitie Reading Tests - A tool that may be used as a diagnostic measurement to help the teacher/school determine the student's progress, developmental skill levels, and what students need in terms of instruction.

(GRADE Test): Group Reading Assessment and Diagnostic Evaluation - An additional tool that may be used as a diagnostic measurement to help the teacher/school determine the student's progress, developmental skill levels, and what students need in terms of instruction.

(HLS): Home Language Survey - A uniform census process and tool identified by the CDE. This survey asks parents four (4) questions about a child's language(s). The HLS is given to parents for every child enrolled in a California public school.

(IEP): Individualized Educational Plan. Developed for students in Special Education. It identifies and coordinates the programs and services to be given to a child identified in need of a Special Education program.

(IFEP): Initially Fluent English Proficient. A child classified as IFEP met the criteria for fluent English proficiency upon initial language assessment using the ELPAC. Integrated ELD Instruction: Content instruction with integrated ELD support throughout the school day. All teachers with ELs in their classrooms use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards.

(L1): The language that has been identified as the student's primary or home language.

(L2): The second language the student acquires. Usually refers to English.

(LCAP): Local Control and Accountability Plan.

(LCFF): Local Control Funding Formula. LEA: Local Education Agency. Usually refers to a school district, but may also refer to a County Office of Education, or an independent charter school.

(LEP): Limited English Proficient. Used in federal legislation to refer to English learners. LTEL: Long-term English learner. EL students who have been in the U.S. for a long time (usually 6 or more years) but who have not become proficient in English.

Newcomer: Refers to any foreign-born students and their families who have recently arrived in the United States (US Dept of Education).

Appendix

Sample   **Home Language**

Survey   **(English)**

This is a preview of the pre-registration form. This will not save any data.

Select Language

English   ▼

1-8 Preregistration Forms 2017-18 (Page 4 of 7)

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(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a students 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 students English proficiency is assessed.

Which language did your child learn when he/she first began to talk?

First Language ✱   [▼]

Which language does your child most frequently speak at home?

Home Language ✱   [▼]

Which language do you (the parents or guardians) most frequently use when speaking with your child?

Parent to Child Language ✱   [▼]

Which language/dialect is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Adult Language ✱   [▼]

Please enter todays date below.

Home Language Survey Date ✱   [📅]

US Entry Date ✱   [📅]

https://menifee.illuminateed.com/live/?custom_form_id=28&page=Admin_PreRegistration_PreviewForm&page_id=106   1/2

11/6/2017   Preview Pre-registration Form | Illuminate Education

In which language do you wish to receive written communications from the school?

Correspondence Language ✱   [▼]

Page: 1   2   3   4   5   6   7

[Save & Next Page]   [View Summary/Print]

Sample Home Language Survey (Spanish)

This is a preview of the pre-registration form. This will not save any data.

Select Language

Spanish   ▼

1-8 Preregistration Forms 2017-18 (Pagina 4 de 7)

Encuesta sobre el idioma

La California *Código de Educación* contiene requisitos legales que las escuelas directos para evaluar el dominio del idioma inglés de los estudiantes. El proceso comienza con la determinación de la lengua (s) que se habla en el hogar de cada estudiante. Las respuestas a la encuesta del idioma en el hogar ayudarán a determinar si un dominio de los estudiantes en inglés debe ser probado. Esta información es esencial para que la escuela para proveer programas y servicios educativos adecuados.

Como padres o tutores, se solicita su cooperación en el cumplimiento de estos requisitos. Por favor, responda a cada una de las cuatro preguntas que figuran a continuación con la mayor precisión posible. Para cada pregunta, escriba el nombre (s) de la lengua (s) que se aplican en el espacio proporcionado. Por favor, no deje ninguna pregunta sin respuesta. Si se comete un error de completar esta encuesta lengua materna, es posible que requesst corrección antes de que sus estudiantes se evalúa dominio del inglés.

¿Qué idioma aprendió su hijo cuando empezó a hablar?

Primer idioma ✱ [▼]

¿Qué idioma habla su hijo en casa con más frecuencia?

Idioma materno ✱ [▼]

¿Qué idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?

Padres de Lenguaje
Infantil ✱ [▼]

¿Qué idioma se habla con más frecuencia entre los adultos en el hogar (padres, tutores, abuelos o cualquier otro adulto)?

Idioma de adulto ✱ [▼]

Por favor ingrese la fecha de hoy abajo.

Fecha de la encuesta
en el idioma materno ✱ [   ] 🗓

Fecha de ingreso a
EE.UU. ✱ [   ] 🗓

¿En qué idioma desea recibir comunicaciones escritas de la escuela?

Idioma para
correspondencia ✱ [▼]

Pagina: 1   2   3   4   5   6   7

[Save & Next Page]   [View Summary/Print]

Initial Assessment Letter (English)

MENIFEE
Union School District
Inquiry • Heart • Discovery

29775 Haun Rd., Menifee, CA 92586 | (951) 672-1851 | www.menifeeusd.org

English Language Proficiency Assessments for California

Initial ELPAC, 2020-21

Parent and Guardian Notification Letter

Date:

School: Student ID#:

Grade:
                                                                       D.O.B:

Dear Parent/Guardian of:

You indicated that your child's primary or home language is not English when registering your child for school. 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.

Based on the home language survey results, **your child will be assessed with the Initial ELPAC.**

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 the language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help 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 ELPAC Parent Resources then click on ELPAC Starting Smarter.

You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at https://www.elpac.org/resources/practicetests/.

If you have any questions about your child taking the ELPAC, please contact Julie Hong at 951-672-1851 or at jhong@menifeeusd.org.

Sincerely,

Julie Hong, Director of Continuous Improvement and Accountability
Menifee Union School District

ELD 301

Evaluaciones de Dominio del Idioma Inglés Para California

ELPAC Inicial, 2020-21

Carta de Notificación al Padre y Tutor

Fecha:

Escuela: Número de Identificación:

Grado: Fecha de Nacimiento:

Estimado Padre/ Tutor de:

Usted indicó que el idioma primario o del hogar de su hijo no es inglés al momento de inscribir a su hijo en la escuela. En las escuelas públicas de California, todos los estudiantes que ingresan a la escuela por primera vez serán evaluados con las Evaluaciones Iniciales de Competencia del Idioma Inglés para California, o "ELPAC Inicial", si su idioma materno no es el inglés.

El ELPAC inicial es la prueba utilizada 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 obtener el apoyo que necesitan para tener éxito en todas las materias escolares.

Basados en los resultados de la encuesta del idioma del hogar, **se evaluará a su hijo con el ELPAC inicial.** Usted es una parte importante de la educación de su hijo. Para ayudar a su hijo a prepararse para el examen, puede:

- Leerle a su hijo, o pedirle que le lea a usted de manera regular.
- Usar imágenes y pedirle a su hijo que le diga lo que ve o lo que está sucediendo en cada imagen.
- Proporcionarle a su hijo oportunidades para usar el lenguaje fuera de la escuela.
- Hablar con el maestro de su hijo sobre las habilidades de escuchar, hablar, leer y escritura de su hijo para ayudarlo a apoyar su progreso.

Para obtener más información sobre el ELPAC, vaya a la página web del Departamento de Educación de California a Información sobre la Prueba de ELPAC o a la Guía de Padres para Entender el ELPAC en https://www.elpac.org/resources/parent-resources/

También puede ver ejemplos de preguntas de prueba en las pruebas de práctica de ELPAC, que se pueden encontrar en el sitio web de ELPAC en ELPAC Practice and Training Tests

Si tiene alguna pregunta acerca de la evaluación de su hijo en ELPAC, comuníquese con Julie Hong llamando al 951-672-1851 o jhong@menifeeusd.org.

Atentamente,

Julie Hong, Director of Continuous Improvement and Accountability
Menifee Union School District

Sample Initial Placement Letter (English)

29775 Haun Rd., Menifee, CA 92586 | (951) 672-1851 | www.menifeeusd.org

MENIFEE UNION SCHOOL DISTRICT

PARENT NOTIFICATION OF INITIAL PROGRAM PLACEMENT
Federal Title I or Title III and State Requirements

Date:

School: Grade: Student ID #:

Date of Birth:

To the parent(s)/guardian(s) of:

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires 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 from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi]).

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

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance Level
Overall Score:	
Oral (Listening and Speaking)	
Written (Reading and Writing)	

Based on the results of the English language proficiency assessment, your child has been identified as an
_____ student.

☐ **Individualized Education Program (IEP) on file and available**
See IEP for a description of how your child's program placement will contribute to meeting the objectives of the IEP. (20 U.S.C. Section 6312[e][3][A][vii])

Academic Achievement Results

Your child's academic achievement is evaluated through the state SBAC (Smarter Balance) test, and the end of the Units of Study Assessments.

Language Acquisition Program

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option your child will be placed in a classroom that uses mostly English for instruction. (See the description below.). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

Description of Program and Goals for English Learners

A description of the language acquisition program provided in the Menifee Union School District is listed below:

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.

English Language Mainstream (ELM): Students who score at reasonable fluency in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

Alternative Program (ALT)
Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition programs" refers to educational programs designed to ensure English acquisition as rapidly and effectively as possible and provide instruction to students on the state-adopted academic standards, including ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC § 306[c], EC § 310[a].). Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. (EC § 310[a].)

If your child is an English Learner who is enrolled in grades 6-12, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the California English Language Development Test (CELDT), English Language Proficiency Assessment for California (ELPAC) or any successor test, and scores far below basic or below basic on the English language arts test of the California Standards Tests or any successor test, he or she

is identified as a Long-Term English Learner (LTEL).

If your child is an English learner who is enrolled in grades 5-11 in the United States for four years, scores at the intermediate level or below on the CELDT, ELPAC or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts test of the California Standards Tests, or any successor test, he or she is identified as an English Learner at risk of becoming an LTEL. If that is the case, you will see either the LTEL box marked or the English Learner at risk of becoming and LTEL box marked in future notifications.

☐ **Student is a Long-Term English Learner**

☐ **Student is an English Learner at risk of becoming a Long-Term English Learner**

20 U.S.C. Section 313.2[2]. The manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners is core instruction with differentiated instruction and targeted interventions.

20 U.S.C. Section 313.2[3]. The manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards is with standards-based differentiated instruction and targeted interventions.

NOTE: At any time during the school year you may have your child moved into the English Language Mainstream Program. Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302) until the student is reclassified. (EC 310[1].) After guidelines regarding Proposition 58 are published by the state we will be holding parent input meetings.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. **If interested in a different program from those listed above,** please contact your site principal to ask about the process.

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

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

Required Criteria (California *Education Code* Section 313[f])	Menifee Union School District Criteria	
	Grades K-2	Grades 3-8
English Language Proficiency as measured by Summative ELPAC Assessment	Overall: 4	Overall: 4 *2020-21 District Mid-Year ELA Standards Aligned Assessment
Teacher Input	Teacher input to include the student's academic language use in the classroom	Teacher input to include the following: Analysis of student's verbal academic language use in the classroom and analysis of a writing sample describing academic language use in writing
Parental Opinion and Consultation	Signature Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process	Signature Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process
District-approved reading assessment and writing task for comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	K (End of year only)– Nearly Met on most recent District ELA benchmark assessment of -Reading -Writing -Language 1st (2nd semester only)–Nearly Met on most recent District ELA benchmark assessment of -Reading -Writing -Language 2nd – Nearly Met on most recent District ELA benchmark assessment of -Reading -Writing -Language	Quarter 3 ELA Standards Aligned Assessment and Writing Task

ELD-308

4

Sample Initial Placement Letter (Spanish)

29775 Haun Rd., Menifee, CA 92586 | (951) 672-1851 | www.menifeeusd.org

MENIFEE UNION SCHOOL DISTRICT
NOTIFICACIÓN A LOS PADRES DE LA ASIGNACIÓN INICIAL DE PROGRAMA
Requisitos federales del Título I o Título III y el estado

Fecha:

Escuela: Grado: Número de Identificación:

Fecha de nacimiento:

A los padres/tutores de:

Estimados padres o tutores: Cuando inscribió a su hijo en nuestra escuela, indicó un idioma aparte del inglés en la encuesta de la lengua materna. La ley nos requiere evaluar a su hijo y notificarle de su nivel del dominio del inglés. Estamos obligados a informarle de las opciones de programas de adquisición de lenguaje disponibles para que usted pueda escoger la mejor para su hijo. Este aviso también explica los criterios para la salida del programa para aprendices del inglés. (20 Código de los Estados Unidos [U.S.C.]* sección 6312[e][3][A][ii]).

Resultados de la evaluación del idioma
(20 U.S.C sección 6312[e][3][A][ii])

Ámbitos Compuestos	Evaluación del dominio del inglés (ELPAC)* Nivel de rendimiento de la evaluación inicial
Puntaje total	
Lenguaje Oral (Habilidades de comprensión y expresión oral)	
Lenguaje Escrito (Lectura y escritura)	

Basado en los resultados de la evaluación del dominio del inglés, se ha identificado a su hijo como

_____

☐ **Programa de Educación Individualizado (IEP) archivado**

Vea el IEP para una descripción de la manera en que la asignación de programa de su hijo contribuirá al cumplimiento de sus objetivos. (20 U.S.C. Sección 6312[e][3][A][vii]

ELD-308 SP   1

Resultados de Aprovechamiento Académico

El aprovechamiento académico de su hijo (a) se evalúa por medio del examen estatal SBAC (Smarter Balance) y las evaluaciones al final de las Unidades de Estudio.

Programas de adquisición de lenguaje

Estamos obligados a ofrecer la opción del programa de **Inmersión Estructurada en Inglés (SEI)***. Si escoge esta opción, su hijo será asignado a un aula donde principalmente la instrucción se proporciona en inglés. (Vea la descripción más adelante).

Los programas de adquisición de lenguaje son programas educativos diseñados para asegurar que la adquisición del inglés se logre lo más rápido y eficazmente posible y proporcionan instrucción para estudiantes de inglés basadas en los estándares de la disciplina académica adoptadas por el estado, incluso los estándares para el Desarrollo del Inglés (20 U.S.C. Sección 6312[e][3][A][iii],[v]); *EC* Sección 306[c]).

Descripción de los programas y metas para estudiantes de inglés

A continuación el Distrito Escolar Unión de Menifee muestra una descripción del programa de adquisición de lenguaje que ofrece.

Programa de Inmersión Estructurada en Inglés (SEI): Un programa de adquisición de lenguaje para estudiantes del inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece una clases de desarrollo del idioma inglés (ELD por sus siglas en inglés) y acceso a la disciplina académica apropiada para su nivel de grado.

Lenguaje de Inglés Integrado (ELM): Los estudiantes que obtienen como resultado una fluidez satisfactoria en inglés son asignados al programa ELM. Maestros autorizados les enseñan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La instrucción se basa en los estándares de contenido del grado y del ELD. Los estudiantes reciben toda la instrucción adicional que sea necesaria para ser reclasificados como estudiantes con dominio fluido del inglés. (20 U.S.C. Sección 306[c][2]).

Programa Alternativo (ALT)
Los padres o tutores legales de los estudiantes matriculados en la escuela pueden elegir el programa de adquisición de idiomas que mejor se adapte a sus hijos. Los "programas de adquisición del idioma" se refieren a programas educativos diseñados para garantizar la adquisición del inglés de la manera más rápida y efectiva posible y proporcionar instrucción a los estudiantes sobre los estándares académicos adoptados por el estado, incluidos los estándares ELD. Los programas de adquisición del idioma deben ser basado en investigación y deben conducir a la competencia a nivel de grado y al logro académico tanto en inglés como en otro idioma. (CE § 306 [c], CE § 310 [a].). Las escuelas en las que los padres o tutores legales de 30 estudiantes o más por escuela, o los padres o tutores legales de 20 estudiantes o más en cualquier grado soliciten un programa de adquisición de idiomas diseñado para proporcionar instrucción de idiomas deben estar obligados a ofrecer un programa en la medida de lo posible . (CE § 310 [a].)

Si su hijo (a) es un estudiante de inglés quien está inscrito en los grados 6-12, ha estado inscrito en escuelas en los Estados Unidos por más de seis años, ha permanecido en el mismo nivel de dominio del idioma inglés por

dos o más años consecutivos como está determinado por la Prueba de desarrollo del idioma inglés (CELDT), La Prueba de dominio del idioma inglés de California (ELPAC) o alguna otra prueba que la reemplace, y su puntuación está muy por debajo del puntaje básico o debajo del puntaje básico en las pruebas de los estándares de California de Artes del lenguaje inglés o alguna otra prueba que la reemplace, él o ella será identificado como estudiante de inglés a largo plazo (LTEL).

Si su hijo (a) es un estudiante de inglés quien está inscrito en los grados 5-11 en los Estados Unidos por cuatro años, saca un puntaje por debajo de intermedio o intermedio en la prueba CELDT, ELPAC o alguna otra prueba que la reemplace, y saca un puntaje en el cuarto año de por debajo del nivel básico o muy por debajo del nivel básico en las pruebas de los estándares de California de Artes del lenguaje inglés o alguna otra prueba que la reemplace, él o ella es identificado como un estudiante de inglés en riesgo de convertirse en un LTEL. Si ese es el caso, verá que la caja de Estudiante de inglés a largo plazo o de Estudiante de inglés en riesgo de convertirse en estudiante de inglés a largo plazo estará marcada en notificaciones futuras.

☐ **El alumno es un estudiante de inglés a largo plazo**

☐ **El alumno es un estudiante de inglés en riesgo de convertirse en estudiante de inglés a largo plazo**

20 U.S.C. Sección 313.2[2]. La manera en la cual la instrucción del programa de desarrollo del idioma inglés cumplirá con las fortalezas educativas y las necesidades de los estudiantes de inglés a largo plazo o estudiantes de inglés en riesgo de convertirse en estudiantes de inglés a largo plazo es por medio de una instrucción básica con instrucción diferenciada e intervención dirigida.

20 U.S.C. Sección 313.2[3]. La manera en la cual la instrucción del programa de desarrollo del idioma inglés ayudará a estudiantes de inglés a largo plazo y a estudiantes de inglés en riesgo de convertirse en estudiantes de inglés a largo plazo a desarrollar el dominio del idioma inglés y a cumplir con estándares académicos apropiados para su edad es por medio de una instrucción diferenciada basada en estándares e intervención dirigida.

NOTA: En cualquier momento durante el año escolar, su hijo puede ser asignado al programa de clases en inglés regulares. Los padres de estudiantes de inglés tienen derecho a rechazar u optar por que sus hijos no participen en el programa de adquisición de lenguaje del distrito escolar o en algún servicio específico para estudiantes de inglés dentro de un programa de adquisición de lenguaje (20 U.S.C Sección 6312[e][3][A][viii]). Sin embargo, las LEA siguen obligadas a proporcionar instrucción significativa hasta que el estudiante sea reclasificado, informar a los padres cuando no se observe progreso, y ofrecerles programas y servicios para que los consideren en ese momento (Código 5 de Reglamentos de California Sección 11302 EC 310[1]). Después que las guías sobre el proyecto de ley 58 sean publicadas por el estado llevaremos a cabo reuniones con padres para facilitar la información. Los padres pueden facilitar información sobre programas de adquisición de idioma durante el desarrollo del Plan de Responsabilidad de Control Local. **Si está interesado en un programa de los mencionados arriba** por favor comuníquese con el director de su escuela para informarse del proceso.

Criterio de Reclasificación (la salida del programa)
(20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición del lenguaje es asegurarse que los estudiantes logren el dominio del inglés lo más rápido y eficazmente posible y que cumplan con las medidas de logro académico estatal. El criterio de Reclasificación del distrito se describe a continuación.

Criterios requeridos (*Código Educativo* de California [*EC*]* sección 313[f])	Criterio de Menifee Union School District	
	Grados K-2	Grados 3-8
Evaluación del dominio del inglés medido por Las Pruebas Continuas ELPAC	Total: 4	Total: 4 *Evaluación del distrito alineada con los estándares de lenguaje a mediados del año 2020-21.
Evaluación del maestro	La contribución del maestro incluye el uso de lenguaje académico en el salón de clase.	La contribución del maestro incluye lo siguiente: Un análisis del uso del lenguaje verbal académico en el salón de clase y un análisis de un ejemplo escrito describiendo el uso del lenguaje académico en escritura.
Consulta y opinión de los padres	Firma Proporcionar una notificación a los padres y tutores de los derechos y animarlos a que participen en el proceso de reclasificación.	Firma Proporcionar una notificación a los padres y tutores de los derechos y animarlos a que participen en el proceso de reclasificación.
Evaluación de lectura y la función de escritura aprobada por el distrito para la comparación del desempeño del estudiante en habilidades básicas con un rango empíricamente establecido del desempeño en habilidades básicas de estudiantes que dominan el inglés de la misma edad	K (Fin de año solamente)– Casi cumplido en la mayoría de las evaluaciones recientes de lenguaje de punto de referencia del distrito en: -Lectura -Escritura -Lenguaje 1° (Solo 2do semestre)– Casi cumplido en la mayoría de las evaluaciones recientes de lenguaje de punto de referencia del distrito en: -Lectura -Escritura -Lenguaje 2° - Casi cumplido en la mayoría de las evaluaciones recientes de lenguaje de punto de referencia del distrito en: -Lectura -Escritura -Lenguaje	Evaluación alineada con los estándares de lenguaje del 3er trimestre y la función de escritura.

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MENIFEE UNION SCHOOL DISTRICT
Annual Parent Notification of Program Placement Letter
Federal Title I or Title III and State Requirements

Date:
School:
Student SSID#:
Grade:
To the parent(s)/guardian(s) of: Date of Birth:

Dear Parent(s) or Guardian(s): In order to make the best decision for your child's placement we have contacted the previous school district and/or consulted the California Longitudinal Pupil Achievement Data System. The law requires that we provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 *United States Code* sections 7012 and 6312[g][1][A]; California *Education Code*, Section 48985; and Title 5 of the *California Code of Regulations*, Section 11309[a][b][1]).

According to the results of the most recent English Language Proficiency Assessment of California (ELPAC) your child's overall English proficiency level is: _____

Based on this information, your child will continue as:

☐ English learner (EL) with less than reasonable fluency in English and is assigned to the **Structured English Immersion Program.**

☐ English learner (EL) with reasonable fluency in English and is assigned to the **English Mainstream Program.**

If your child is an English Learner who is enrolled in grades 6-12, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the California English Language Development Test (CELDT), English Language Proficiency Assessment for California (ELPAC) or any successor test, and scores far below basic or below basic on the English language arts test of the California Standards Tests or any successor test, he or she is identified as a Long-Term English Learner (LTEL).

If your child is an English learner who is enrolled in grades 5-11 in the United States for four years, scores at the intermediate level or below on the CELDT, ELPAC or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts test of the California Standards Tests, or any successor test, he or she is identified as an English Learner at risk of becoming an LTEL. If that is the case, on page 2, you will see either the LTEL box marked or the English Learner at

risk of becoming an LTEL box marked.

□ **Student is a Long-Term English Learner**

□ **Student is an English Learner at risk of becoming a Long-Term English Learner**

20 U.S.C. Section 313.2[2]. The manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners is core instruction with differentiation instruction and targeted intervention

20 U.S.C. Section 313.2[3]. The manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards is with standards-based differentiation instruction and targeted intervention.

Only if applicable: □ **Individualized Education Program (IEP) on file and available**
See IEP for a description of how your child's program placement will contribute to meeting the objectives of the IEP. (20 U.S.C. Section 6312[e][3][A][vii]).

Academic Achievement Results
Your child's academic achievement is evaluated through the state SBAC (Smarter Balance) test, and the end of the Units of Study Assessments.

Language Acquisition Programs
We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option your child will be placed in a classroom that uses mostly English for instruction. (See the description below). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

Description of Program and Goals for English Learners
A description of the language acquisition program provided in the Menifee Union School District are 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.

English Language Mainstream (ELM): Students who score at reasonable fluency in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level

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content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

Alternative Program (ALT)

Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition programs" refers to educational programs designed to ensure English acquisition as rapidly and effectively as possible and provide instruction to students on the state-adopted academic standards, including ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC § 306[c], EC § 310[a].). Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. (EC § 310[a].)

NOTE: At any time during the school year you may have your child moved into the English Language Mainstream Program. Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302 EC 310[1].) After guidelines regarding Proposition 58 are published by the state we will be holding parent input meetings.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. **If interested in a different program from those listed above**, please contact your site principal to ask about the process.

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

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

Required Criteria (California *Education Code* Section 313[f])	Menifee Union School District Criteria	
	Grades K-2	Grades 3-8
English Language Proficiency as measured by Summative ELPAC Assessment	Overall: 4	Overall: 4 *2020-21 District Mid-Year ELA Standards Aligned Assessment
Teacher Input	Teacher input to include the student's academic language use in the classroom	Teacher input to include the following: Analysis of student's verbal academic language use in the classroom and analysis of a writing sample describing academic language use in writing
Parental Opinion and Consultation	Signature Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process	Signature Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process
District-approved reading assessment and writing task for comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	K (End of year only)– Nearly Met on most recent District ELA benchmark assessment of -Reading -Writing -Language 1st (2nd semester only)–Nearly Met on most recent District ELA benchmark assessment of -Reading -Writing -Language 2nd – Nearly Met on most recent District ELA benchmark assessment of -Reading -Writing -Language	Quarter 3 ELA Standards Aligned Assessment and Writing Task

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MENIFEE UNION SCHOOL DISTRICT

Notificación Anual a los Padres de Asignación de Programa

Requisitos Federales de Título I o Título III y Requisitos Estatales

Fecha:
Escuela:
de identificación del estudiante:
Grado: Fecha de nacimiento:

A los padres / tutores de:

Estimado(s) Padre(s) o Tutor(es): Su hijo continúa siendo identificado como un estudiante de inglés. Cada año, se requiere evaluar a su hijo y notificarle sobre el nivel de dominio del inglés de su hijo. Al mismo tiempo debemos dar una descripción de las opciones de programas de adquisición del lenguaje para que usted elija el que mejor se adapte a su hijo. Esta carta también contiene el criterio para que un estudiante pueda salir del programa para estudiantes de inglés. (20 United States Code [U.S.C] Sección 6312[e][3][A][i],[vi]).

De acuerdo con los resultados más recientes de la prueba para medir el desarrollo de inglés de (CELDT) o la prueba de suficiencia en el idioma inglés de California (ELPAC) el nivel de dominio de inglés de su hijo es: _____

Basado en esta información la designación de su hijo seguirá siendo:

☐ Estudiante de inglés (EL por sus siglas en inglés), con una **fluidez en inglés menos que satisfactoria,** asignado al **Programa de Inmersión Estructurada en Inglés** (Structured English Immersion Program).

☐ Estudiante de inglés (EL por sus siglas en inglés), con una **fluidez en inglés satisfactoria,** asignado al **Programa del Lenguaje Inglés Integrado** (English Language Mainstream Program).

Si su hijo (a) es un estudiante de inglés quien está inscrito en los grados 6-12, ha estado inscrito en escuelas en los Estados Unidos por más de seis años, ha permanecido en el mismo nivel de dominio del idioma inglés por dos o más años consecutivos como está determinado por la Prueba de desarrollo del idioma inglés (CELDT), La Prueba de dominio del idioma inglés de California (ELPAC) o alguna otra prueba que la reemplace, y su puntuación está muy por debajo del puntaje básico o debajo del puntaje básico en las pruebas de los estándares de California de Artes del lenguaje inglés o alguna otra prueba que la reemplace, él o ella será identificado como estudiante de inglés a largo plazo (LTEL).

Si su hijo (a) es un estudiante de inglés quien está inscrito en los grados 5-11 en los Estados Unidos por cuatro años, saca un puntaje por debajo de intermedio o intermedio en la prueba CELDT, ELPAC o alguna otra prueba que la reemplace, y saca un puntaje en el cuarto año de por debajo del nivel básico o muy por debajo del nivel básico en las pruebas de los estándares de California de Artes del lenguaje inglés o alguna otra prueba que la reemplace, él o ella

es identificado como un estudiante de inglés en riesgo de convertirse en un LTEL. Si ese es el caso, verá que la caja de Estudiante de inglés a largo plazo o de Estudiante de inglés en riesgo de convertirse en estudiante de inglés a largo plazo estará marcada a continuación.

☐ El alumno es un estudiante de inglés a largo plazo

☐ El alumno es un estudiante de inglés en riesgo de convertirse en estudiante de inglés a largo plazo

20 U.S.C. Sección 313.2[2]. La manera en la cual la instrucción del programa de desarrollo del idioma inglés cumplirá con las fortalezas educativas y las necesidades de los estudiantes de inglés a largo plazo o estudiantes de inglés en riesgo de convertirse en estudiantes de inglés a largo plazo es por medio de una instrucción básica con instrucción diferenciada e intervención dirigida.

20 U.S.C. Sección 313.2[3]. La manera en la cual la instrucción del programa de desarrollo del idioma inglés ayudará a estudiantes de inglés a largo plazo y a estudiantes de inglés en riesgo de convertirse en estudiantes de inglés a largo plazo a desarrollar el dominio del idioma inglés y a cumplir con estándares académicos apropiados para su edad es por medio de una instrucción diferenciada basada en estándares e intervención dirigida.

Solo si corresponde:: ☐ Programa de Educación Individualizado (IEP) archivado
Vea el IEP para una descripción de la manera en que la asignación de programa de su hijo contribuirá al cumplimiento de sus objetivos. (20 U.S.C. Sección 6312[e][3][A][vii]

Resultados de Aprovechamiento Académico

El aprovechamiento académico de su hijo (a) se evalúa por medio del examen estatal SBAC (Smarter Balance) y las evaluaciones al final de las Unidades de Estudio.

Programas de adquisición de lenguaje

Estamos obligados a ofrecer la opción del programa de Inmersión Estructurada en Inglés (SEI). Si escoge esta opción, su hijo será asignado a un aula donde principalmente la instrucción se proporciona en inglés. (Vea la descripción a continuación). Los programas de adquisición de lenguaje son programas educativos diseñados para garantizar que la adquisición del inglés se logre lo más rápido y eficazmente posible y proporcionan instrucción para estudiantes de inglés basadas en los estándares de la disciplina académica adoptadas por el estado, incluyendo los estándares para el Desarrollo del Inglés (20 U.S.C. Sección 6312[e][3][A][iii],[v]); *EC* Sección 306[c]).

Descripción de los programas y metas para estudiantes de inglés

A continuación el Distrito Escolar Unión de Menifee muestra una descripción del programa de adquisición de lenguaje que ofrece.

Programa de Inmersión Estructurada en Inglés (SEI): Un programa de adquisición de lenguaje para estudiantes del inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece una clases de desarrollo del idioma inglés (ELD por sus siglas en inglés) y acceso a la disciplina académica apropiada para su nivel de grado.

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2

Lenguaje de Inglés Integrado (ELM): Los estudiantes que obtienen como resultado una fluidez satisfactoria en inglés son asignados al programa ELM. Maestros autorizados les enseñan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La instrucción se basa en los estándares de contenido del grado y del ELD. Los estudiantes reciben toda la instrucción adicional que sea necesaria para ser reclasificados como estudiantes con dominio fluido del inglés. (20 U.S.C. Sección 306[c][2]).

Programa Alternativo (ALT)

Los padres o tutores legales de los estudiantes matriculados en la escuela pueden elegir el programa de adquisición de idiomas que mejor se adapte a sus hijos. Los "programas de adquisición del idioma" se refieren a programas educativos diseñados para garantizar la adquisición del inglés de la manera más rápida y efectiva posible y proporcionar instrucción a los estudiantes sobre los estándares académicos adoptados por el estado, incluidos los estándares ELD. Los programas de adquisición del idioma deben ser basado en investigación y deben conducir a la competencia a nivel de grado y al logro académico tanto en inglés como en otro idioma. (CE § 306 [c], CE § 310 [a].). Las escuelas en las que los padres o tutores legales de 30 estudiantes o más por escuela, o los padres o tutores legales de 20 estudiantes o más en cualquier grado soliciten un programa de adquisición de idiomas diseñado para proporcionar instrucción de idiomas deben estar obligados a ofrecer un programa en la medida de lo posible . (CE § 310 [a].)

NOTA: En cualquier momento durante el año escolar, su hijo puede ser asignado al programa de clases en inglés regulares. Los padres de estudiantes de inglés tienen derecho a rechazar u optar por que sus hijos no participen en el programa de adquisición de lenguaje del distrito escolar o en algún servicio específico para estudiantes de inglés dentro de un programa de adquisición de lenguaje (20 U.S.C Sección 6312[e][3][A][viii]). Sin embargo, las LEA siguen obligadas a proporcionar instrucción significativa hasta que el estudiante sea reclasificado, informar a los padres cuando no se observe progreso, y ofrecerles programas y servicios para que los consideren en ese momento (Código 5 de Reglamentos de California Sección 11302 EC 310[1]). Después que las guías sobre el proyecto de ley 58 sean publicadas por el estado llevaremos a cabo reuniones con padres para facilitar la información. Los padres pueden facilitar información sobre programas de adquisición de idioma durante el desarrollo del Plan de Responsabilidad de Control Local. **Si está interesado en un programa de los mencionados arriba** por favor comuníquese con el director de su escuela para informarse del proceso.

Criterio de Reclasificación (la salida del programa)
(20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición del lenguaje es asegurarse que los estudiantes logren el dominio del inglés lo más rápido y eficazmente posible y que cumplan con las medidas de logro académico estatal. El criterio de Reclasificación del distrito se describe a continuación.

Criterios requeridos (Código Educativo de California [EC]* sección 313[f])	Criterio de Menifee Union School District	
	Grados K-2	Grados 3-8
Evaluación del dominio del inglés medido por Las Pruebas Continuas ELPAC	Total: 4	Total: 4 *Evaluación del distrito alineada con los estándares de lenguaje a mediados del año 2020-21.
Evaluación del maestro	La contribución del maestro incluye el uso de lenguaje académico en el salón de clase.	La contribución del maestro incluye lo siguiente: Un análisis del uso del lenguaje verbal académico en el salón de clase y un análisis de un ejemplo escrito describiendo el uso del lenguaje académico en escritura.
Consulta y opinión de los padres	Firma Proporcionar una notificación a los padres y tutores de los derechos y animarlos a que participen en el proceso de reclasificación.	Firma Proporcionar una notificación a los padres y tutores de los derechos y animarlos a que participen en el proceso de reclasificación.
Evaluación de lectura y la función de escritura aprobada por el distrito para la comparación del desempeño del estudiante en habilidades básicas con un rango empíricamente establecido del desempeño en habilidades básicas de estudiantes que dominan el inglés de la misma edad	K (Fin de año solamente)– Casi cumplido en la mayoría de las evaluaciones recientes de lenguaje de punto de referencia del distrito en: -Lectura -Escritura -Lenguaje 1° (Solo 2do semestre)– Casi cumplido en la mayoría de las evaluaciones recientes de lenguaje de punto de referencia del distrito en: -Lectura -Escritura -Lenguaje 2° - Casi cumplido en la mayoría de las evaluaciones recientes de lenguaje de punto de referencia del distrito en: -Lectura -Escritura -Lenguaje	Evaluación alineada con los estándares de lenguaje del 3er trimestre y la función de escritura.

MENIFEE UNION SCHOOL DISTRICT
Assessment and Accountability
29775 Haun Road, Menifee, CA 92586
(951) 672-1851

EL Program - Reclassification Consultation

Date:

Parent/Guardian Name (please print):

RE:

School Site:

Your child has met the Menifee Union School District's Reclassification criteria and is being considered for reclassification. After the student is reclassified, he/she will no longer be receiving English Language Development (ELD) support. Student's that are reclassified will be monitored by their teacher and school site administration for 4 years after reclassification to ensure that he/she continues to meet the RFEP criteria for academic success.

By signing this document, you acknowledge that you have been notified and have been given an opportunity for parent opinion and consultation during this reclassification process as described in the California Department of Education, Education Code 313[f][3]; 5 CCR 11303[c].

If you have questions regarding reclassification, please feel free to speak with your site administrator or your child's teacher. Please sign and return this letter to your child's teacher.

Thank you,

_____   _____
Parent/Guardian Signature   Date

MENIFEE UNION SCHOOL DISTRICT
Assessment and Accountability
29775 Haun Road, Menifee, CA 92586
(951) 672-1851

Programa EL – Consulta de Reclasificación

Fecha:

Nombre del Padre/Tutor (por favor escriba en letra de molde):

RE:

Escuela:

Su hijo (a) ha cumplido con el criterio de reclasificación del Menifee Union School District y está siendo considerado para ser reclasificado (RFEP). Después de que el estudiante es reclasificado, él/ella no recibirá apoyo para el Desarrollo del Lenguaje Inglés (ELD). Los estudiantes que son reclasificados serán supervisados por sus maestros y por la administración de la escuela durante 4 años después de su reclasificación para asegurarse que él/ella continúa cumpliendo con el criterio de RFEP para tener éxito académico.

Al firmar este documento, usted confirma que ha sido notificado y que se le ha dado la oportunidad de opinar como padre y hacer consultas durante el proceso de reclasificación como está descrito en el Código Educativo 313[f][3]; 5 CCR 11303[c] del Departamento de Educación de California.

Si usted tiene preguntas relacionadas a la reclasificación, por favor contacte al administrador de su escuela o al maestro de su hijo(a) con toda confianza. Por favor firme y devuelva esta carta a el maestro/a de su hijo/a.

Gracias,

_____   _____
Firma del Padre/ Tutor   Fecha

Form F: 4-Year RFEP Student Monitoring Form

Menifee Union School District
Assessment and Accountability Team
Grades 6-8
Form F
4-Year RFEP Student Monitoring Form

Attention: Student data is taken from an electronic data file formatted specifically for student monitoring. Each intervention and comment was added by the students' teacher and or school site administrator. Please refer to Electronic Signatures below.
Site Admin: Please ensure this form is placed in the student's CUM file.

RFEP Student Demographics			
Student name:	ID:	Grade:	Site:
Teacher:			RFEP Date:
Monitoring Data Details			

Interventions, Language Support and Goals
Does the student meet SBAC criteria for the year 2018/2019? What interventions will be put in place to ensure the student's academic success?

Teacher's e-signature:

Teacher's name: Date: School year: 2020/2021

Sample Recommendation for Reclassification Form A

Menifee Union School District
INPUT FOR STUDENT RECLASSIFICATION
Limited English to Fluent English Proficient

Student's Full Name:

DOB:

Student ID#:   Grade:

MUSD School Site:	
School Year: 2020/2021	
LEP Date_____US School Entry: _____	
Years in EL Program: _____	
Date of Reclassification: _____	
RFEP Denied (Date) _____ (Check one reason below)	
Reason: ☐ ELPAC ☐ SBAC ☐End of Unit Assessments not met	

LOCAL ASSESSMENT MEASURES
Overall ELPAC Level: 4

BASIC SKILLS ASSESSMENT DATA

Benchmark Assessment Used:

Kinder	Score	Met or Nearly Met
Reading		
Writing		
Language		

Benchmark Assessment Used:

2nd Grade	Score	Met or Nearly Met
Reading		
Writing		
Language		

Benchmark Assessment Used:

1st Grade	Score	Met or Nearly Met
Reading		
Writing		
Language		

2020-21 District Mid-Year ELA

Standards Aligned Assessment

3rd – 8th	Score	Met or Nearly Met
Q3 EL Assessment		
Writing Task		

Teacher's Signature:	Principal's Signature:
Teacher's Name:	Principal's Name:
Date Signed:	Date Signed:

Please do not write below this line

For District Use Only:

Site:	Date Notified Site Admin:	SPED __ Form A __Form B__ 501__ Cert__
Date Parent Notified/Form C:	Proof of eligibility attached_____	RFEP Processed by:
Reclassification Denied: Yes No	Reclassification Denied by:	Denial–Proof Attached _____ Scanned___

Form A Revised 06/25/2020

Menifee Union School District's Reclassification Criteria

ELPAC - English Language Proficiency Assessments of CA
School Year: **2020-2021**

Grades K-2

English Language Proficiency as measured by Summative ELPAC assessment: Overall: 4

Basic skills

K (End of year only) – Nearly met on most recent District ELA benchmark assessment of
- o Reading
- o Writing
- o Language

1st (2nd semester only) – Nearly met on most recent District ELA benchmark assessment of
- o Reading
- o Writing
- o Language

2nd – Nearly met on most recent District ELA benchmark assessment of
- o Reading
- o Writing
- o Language

Teacher Input
Teacher input to include the student's academic language use in the classroom

Parental opinion and consultation
- Signature
- Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.

Grades 3-8

English Language Proficiency as measured by Summative ELPAC assessment : Overall: 4

Basic Skills
- o 2020-21 District Mid-Year ELA Standards Aligned Assessment
- o Writing Task

Teacher Input

Teacher input to include the following: Analysis of student's verbal academic language use in the classroom and analysis of a writing sample describing academic language use in writing.

Parental opinion and consultation
- Signature
- Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.

Sample Recommendation for Reclassification Form B

MENIFEE UNION SCHOOL DISTRICT
Assessment and Accountability
29775 Haun Road, Menifee, CA 92586
(951) 672-1851

TEACHER INPUT FOR RECLASSIFICATION

Teacher Input on English Language Proficiency/Academic Performance

Student: ID #:   Grade:

School: Teacher: _____   Date: _____

*Collaborative	Check all that apply
Student expresses increasingly complex feelings, needs, ideas, and opinions in a variety of settings.	
Student responds to questions using extended, more elaborated discourse.	
Student initiates and sustains dialogue on a variety of grade-level academic and social topics.	
Student participates fully in collaborative conversations in all content areas at grade level with occasional support as necessary.	
Student participates fully in both academic and non-academic settings requiring English.	
*Interpretive	
Student comprehends concrete and many abstract topics.	
Student reads increasingly complex text at grade level.	
Student reads technical text supported by pictures or graphics.	
Student reads with limited comprehension difficulty, a variety of grade-level and technical texts, in all content areas.	
*Productive	
Student produces, initiates, and sustains interactions with increasing awareness of tailoring language to specific purposes and audiences.	
Student writes and expresses ideas to meet increasingly complex academic demands for specific purposes and audiences.	
Student writes and expresses ideas to meet a variety of social needs and academic demands for specific purposes and audiences.	

Print Teacher Name_____

Teacher's Signature _____   Date: _____

Form B Revised 6/06/2019

Form C - Notification of Redesignation

MENIFEE UNION SCHOOL DISTRICT
DISTRITO ESCOLAR MENIFEE
Assessment and Accountability
Servicios para los Estudiantes de inglés

Parent/guardian Notification of Redesignation
Aviso de Reclasificación de Estudiantes de inglés

Student Name: *Nombre del estudiante*	DOB: *Fecha de nacimiento*
Current Site: *Escuela*	Current Grade: *Grado*
Current Teacher(s) : *Maestro(s)*	Student ID #:
RFEP Date: *Fecha de reclasificación*	Home Language: *Idioma natal*

Dear Parents/Guardians,

Your child has been participating in the English Language Development (ELD) Program of the Menifee Union School District. He/she has now met the school district's criteria to be redesignated as a Fluent English Proficient (R-FEP) student. Based on these criteria, the school staff believes that your child has the English language skills necessary to succeed in school without the support of the ELD Program.

If you would like more information regarding the redesignation process, please call me, Ricki Drake at (951) 672-1851 ext. 49402
****

Estimados padres/tutores,

Su hijo ha estado participando en el programa de desarrollo del idioma de inglés *(ELD)* de Menifee Union School District. Su hijo ha cumplido con los requisitos del distrito para ser reclasificado con dominio del idioma inglés *(R-FEP.)* Basado en estos requisitos, el personal escolar cree que su hijo tiene las habilidades necesarias en inglés para tener éxito en la escuela sin la ayuda del programa de *ELD*.

Si desean más información en cuanto al proceso de reclasificación, favor de llamar al (951) 672-1851 x 49402 a Ricki Drake

Sincerely/Atentamente,

English Learner Services

ALTERNATE
English Language Proficiency Assessments for California

WHAT IS THE ALTERNATE ELPAC?

The Alternate English Language Proficiency Assessments for California (ELPAC) is the test that is used to measure how well students in kindergarten (K) through grade twelve (including students through 21 years of age) understand English when it is not their primary language. This test is designed for students with the most significant cognitive disabilities who are English learners (Summative), and potential English learners (Initial), who have been identified as having a language other than English. Furthermore, their individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

WHY IS THE ALTERNATE ELPAC GIVEN?

The Alternate ELPAC was developed to ensure that all students are able to participate in an assessment that is an accurate measure of a student's English language proficiency (ELP). The Initial Alternate ELPAC will provide information to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP) and the Summative Alternate ELPAC will provide information on an EL student's annual progress toward ELP and support decisions for students to be reclassified as fluent English proficient (RFEP).

WHO TAKES THE ALTERNATE ELPAC?

The Initial Alternate ELPAC will be administered to all eligible students in kindergarten through twelve, ages three through twenty-one, whose primary language is a language other than English and are determined eligible for alternate assessments by an IEP team. LEAs are required to administer the Summative Alternate ELPAC annually to eligible students identified as ELs until they are RFEP.

HOW IS THE ALTERNATE ELPAC GIVEN?

This is a computer-based assessment administered one-on-one by a trained test examiner who is familiar with the student and their needs. The student will interact with a test examiner who will collect and record responses, although some students may navigate the test independently, depending on their abilities. The Alternate ELPAC is untimed; test items will be administered to the student over the course of one or more testing sessions, as needed, for the student to complete the assessment.

WHEN IS THE ALTERNATE ELPAC GIVEN?

Students who are English learners and are eligible for an alternate assessment are given the Summative Alternate ELPAC every spring until they are reclassified as proficient in English.

For additional information visit the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/.

July 2020

Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC)

QUÉ

Las Pruebas de Suficiencia en el Idioma Inglés de California (English Language Proficiency Assessments for California, o ELPAC) son la nueva evaluación utilizada en California para determinar la proficiencia en inglés de aquellos estudiantes cuya lengua materna no es el inglés.

Las ELPAC reemplazan la Prueba para Medir el Desarrollo del Inglés en California (California English Language Development Test, o CELDT) y están alineadas con los Estándares de Desarrollo del Inglés como Segundo Idioma de California de 2012.

Las ELPAC evalúan cuatro áreas: Comprensión auditiva, expresión oral, lectura y escritura.

Las ELPAC se componen de dos evaluaciones separadas:

Evaluación inicial (IA)

La Evaluación inicial (Initial Assessment, o IA) se usa para identificar a un estudiante aprendiendo inglés como segundo idioma (English Learner, o EL) o que es proficiente en inglés. La IA se administra una sola vez durante la presencia del estudiante en el sistema de escuelas públicas de California, como resultado de la encuesta de lengua materna. La calificación local de la IA será la calificación oficial.

Evaluación sumativa (SA)

La Evaluación sumativa (Summative Assessment, o SA) de las ELPAC solo se administra a estudiantes identificados anteriormente como EL de acuerdo a los resultados de la IA, para medir qué tan bien progresan en cada uno de las cuatro áreas de inglés. Los resultados se usan como uno de cuatro criterios para determinar si el estudiante está listo para ser reclasificado como proficiente en inglés, para ayudar a establecer su asignación educativa y para reportar su desempeño.

QUIÉN

La IA se administra a estudiantes de K al 12° grado cuya lengua materna no es el inglés, para determinar su nivel de proficiencia en inglés.

La SA se administra solo a aquellos estudiantes del jardín de niños al 12° grado que han sido identificados como EL. Los estudiantes EL tomarán la SA todos los años hasta que se clasifiquen como proficientes en inglés.

Los estudiantes con discapacidades que no puedan tomar todas las pruebas ELPAC o una sección de las ELPAC con herramientas universales aceptadas, apoyos designados, o acomodaciones, tomarán una o más pruebas alternas, según se indique en su programa individualizado de educación o plan de la Sección 504.

CÓMO

La ELPAC es una prueba que se toma con lápiz y papel en siete grados o gamas de grados: K, 1, 2, 3–5, 6–8, 9–10 y 11–12.

En jardín de niños y 1° grado, cada área se administra en forma individual.

De 2° a 12° grado, la prueba se administra en grupos, excepto la prueba de expresión oral, que se administra en forma individual.

El tiempo para tomar la prueba varía según el grado, el área y el estudiante individual. Una vez que las ELPAC se pongan en funcionamiento, se publicarán los tiempos de prueba estimados.

POR QUÉ

Es importante identificar a los estudiantes que necesitan ayuda con el inglés para que puedan recibir el apoyo necesario para tener éxito en la escuela y poder acceder a todo el currículo académico.

CUÁNDO

La IA se administra a 30 días de la inscripción inicial del estudiante en una escuela pública de California.

La SA se administra en cualquier momento, durante el periodo de administración.

2017–18
SA: 1° de febrero al 31 de mayo

2018–19
IA: 1° de julio al 30 de junio
SA: 1° de febrero al 31 de mayo

2019–20
IA: 1° de julio al 30 de junio
SA: 1° de febrero al 31 de mayo

Para obtener información adicional, llame a su Coordinador Escolar o visite la página web de las ELPAC del CDE en http://www.cde.ca.gov/ta/tg/ep/ o las páginas web de las ELPAC en http://www.elpac.org/.

Julio de 2017

The Alternate English Language Proficiency Assessments for California (ELPAC)

The Alternate ELPAC is designed for students in kindergarten (K) through grade twelve (including students through 21 years of age) with the most significant cognitive disabilities. These students are also English learners (Summative) or potential English learners (Initial), who have been identified as having a language other than English. Furthermore, their individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

Initial Alternate ELPAC

WHO	WHAT
Students take the Initial Alternate ELPAC if they have a primary language other than English, have never been previously classified as English learners, and are eligible for an alternate assessment.	The Initial Alternate ELPAC is used to identify a student as either an English learner who needs support to learn English, or as proficient in English. It is specifically for students who are eligible for an alternate assessment.

WHEN	WHY
Students are given the Initial Alternate ELPAC within 30 days of when they enroll at school.	Identifying students who need help learning English is important so students can get the support they need to measure what they know and can do to be successful in school.

Summative Alternate ELPAC

WHO	WHAT	WHEN
Students who are identified as English learners and are eligible for an alternate assessment.	The Summative Alternate ELPAC measures the skills of English learners and will help tell the school or district if the student is ready to be reclassified as proficient in English.	Students who are English learners are given the Summative Alternate ELPAC every spring, between February and May until they are reclassified as proficient in English.

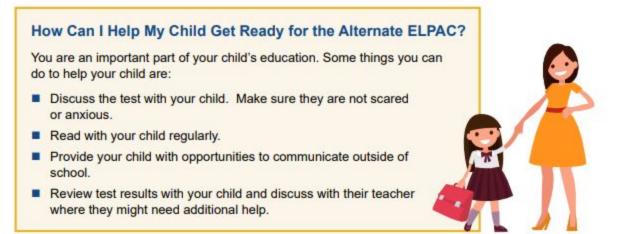| HOW	WHY
The Summative Alternate ELPAC is an untimed computer-based assessment administered one-on-one by a test examiner who is familiar with the student and their needs.	Students who are identified as English learners will take the Summative Alternate ELPAC to measure their progress in learning English.

California Department of Education • July 2020

The Alternate ELPAC tests a student's Receptive (Reading and Listening) and Expressive (Speaking and Writing) skills.

However, students can respond in their preferred mode of communication for all test questions. Some examples of communication modes are: verbal, one-word responses, or non-verbal such as pointing, nodding, eye gaze, and using augmentative and alternative communication (AAC) devices.

What resources are available for students?

Students may use instructional or physical resources listed in their active IEP (for example, amplification, magnification, and a scribe).

How Can I Help My Child Get Ready for the Alternate ELPAC?

You are an important part of your child's education. Some things you can do to help your child are:

- Discuss the test with your child. Make sure they are not scared or anxious.
- Read with your child regularly.
- Provide your child with opportunities to communicate outside of school.
- Review test results with your child and discuss with their teacher where they might need additional help.

The Alternate ELPAC is aligned to the to the 2012 California English Language Development (ELD) Standards via the ELD connectors within the Alternate ELPAC Test Blueprints. These standards and connectors can be found at https://www.cde.ca.gov/ta/tg/ep/documents/altelpacblueprint.pdf.

Training tests will be made available in September and practice tests in November on the ELPAC web page at http://elpac.org/resources/online-practice-and-training-test/.

Additional Information

More information about the Alternate ELPAC can be found on the California Department of Education Alternate ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/alternateelpac.asp.

For more information about your child's scores, contact your child's teacher or the school office.

ELPAC
English Language Proficiency
Assessments for California

California Department of Education • July 2020

Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC)

Las Pruebas de Suficiencia en el Idioma Inglés de California (English Language Proficiency Assessments for California, ELPAC) se usan para medir qué tan bien comprenden inglés los estudiantes de jardín de niños al 12º grado cuando su lengua materna no es el inglés. Las pruebas ELPAC reemplazan las Pruebas para Medir el Desarrollo del Inglés en California (California English Language Development Test o CELDT). La información de las ELPAC ayudará al maestro de su hijo a determinar en qué áreas le tiene que proporcionar apoyo.

Las ELPAC tienen dos partes:

	Evaluación inicial	Evaluación sumativa
Quién	Los estudiantes tomarán la Evaluación inicial (Initial Assessment) si: • la lengua materna del estudiante no es el inglés • el estudiante no ha tomado las pruebas de CELDT o ELPAC anteriormente; y • el estudiante no ha sido clasificado como aprendiendo inglés anteriormente.	La Evaluación sumativa (Summative Assessment) se administra a estudiantes aprendiendo inglés como segundo idioma en la Evaluación inicial.
Qué	La Evaluación inicial se usa para identificar a un estudiante ya sea como aprendiendo inglés como segundo idioma —o sea que necesita apoyo para aprender inglés— o proficiente en inglés.	La Evaluación sumativa se usa para medir las destrezas de los estudiantes aprendiendo inglés como segundo idioma. Los resultados serán utilizados por la escuela o el distrito para saber si se puede reclasificar al estudiante como proficiente en inglés.
Cuándo	Los estudiantes tomarán la Evaluación inicial en un plazo de 30 días de haberse inscrito en la escuela.	Los estudiantes clasificados como estudiantes aprendiendo inglés como segundo idioma tomarán la Evaluación sumativa todas las primaveras, entre febrero y mayo, hasta que se los reclasifique como proficientes en inglés.
Por qué	Es importante identificar a los estudiantes que necesitan ayuda para aprender inglés para que puedan recibir el apoyo necesario para tener éxito en la escuela y acceder al plan de estudios completo. Los estudiantes que están aprendiendo inglés como segundo idioma tomarán la Evaluación sumativa de las ELPAC todos los años para medir su progreso en el aprendizaje del inglés.	

California Department of Education • Junio de 2017 – Spanish

Las pruebas ELPAC miden cuatro áreas distintas:

Comprensión auditiva   **Expresión oral**   **Lectura**   **Escritura**

¿Los estudiantes con discapacidades tienen que tomar las ELPAC?

Sí. Las ELPAC han sido diseñadas para que todos los estudiantes, incluso aquellos con necesidades especiales, puedan participar en la prueba y demostrar lo que saben y puede hacer. En consecuencia, las pruebas incluyen recursos de accesibilidad para abordar barreras de acceso visual, auditivo y físico, permitiendo a virtualmente todos los estudiantes demostrar lo que saben y pueden hacer.

¿Cómo puedo ayudar a mi hijo a prepararse para las ELPAC?

Usted es una parte importante de la educación de su hijo. Algunas cosas que puede hacer para ayudar a su hijo son:

- Leerle a su hijo, o pedirle a su hijo que le lea a usted en inglés todos los días.
- Use figuras y pídale a su hijo que le diga en inglés lo que ve en la figura o lo que está ocurriendo en la figura.
- Pregúntele al maestro de su hijo en qué áreas del aprendizaje de inglés (comprensión auditiva, expresión oral, lectura, escritura) necesita ayuda adicional.
- Hable con su hijo sobre la prueba. Trate de que se sienta cómodo y comprenda la importancia de tomar la prueba.

Las ELPAC están alineadas con los Estándares académicos del desarrollo del inglés como segundo idioma de California. Puede encontrar estos estándares en:
http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf.

Para más información:

Puede encontrar más información sobre las ELPAC en la página web de ELPAC del Departamento de Educación de California (California Department of Education) en http://www.cde.ca.gov/ta/tg/ep/ o en la página web de ELPAC de Educational Testing Services: http://www.elpac.org/.

Puede encontrar más información sobre el puntaje obtenido por su hijo en las pruebas ELPAC comunicándose con el maestro y/o la oficina escolar de su hijo.

ELPAC
English Language Proficiency
Assessments for California

ELPAC

Domain Information Sheet

SPEAKING DOMAIN

Purpose

These task types allow students to show their abilities in speaking in English. All task types have a primary and secondary alignment to the 2012 English Language Development standards.

Administration

Administered individually to all grade levels

Task Types and Descriptions

TALK ABOUT A SCENE

Grades K*–12:
The student is presented with an illustration of a familiar scene. The test examiner first asks three who, what, when type questions about the scene. The test examiner then administers three items intended to generate longer responses.

SPEECH FUNCTIONS

Grades 2–12:
The student states what they would say in a situation described by the test examiner.

PRESENT AND DISCUSS INFORMATION

Grades 6–12:
The student views a graph, chart, or image that provides information. The student is prompted to read the information and then asked to respond to two prompts. The first prompt asks for a summary of the information in the graph, chart, or image. The second prompt asks for the students to state whether a claim is supported or unsupported based on the information in the graph or chart.

SUPPORT AN OPINION

Grades K–12:
The student listens to a presentation about two activities, events, materials, or objects, and is asked to give an opinion about why one is better than the other. At kindergarten and grades 1, 2, and 3–5, students view a picture of the choices for context and support.

RETELL A NARRATIVE

Grades K–5:
The student listens to a story that follows a series of pictures, and then the student uses the pictures to retell the story.

SUMMARIZE AN ACADEMIC PRESENTATION

Grades K–2:
The student listens to an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points of the presentation using the illustration(s) and key terms of the presentation, if provided.

Grades 3–12:
The student listens to a recording of an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points of the presentation using the illustration(s) and key terms of the presentation, if provided.

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

California Department of Education
July 2017

Hoja de información del área
ELPAC Sumativo

ELPAC

DOMINIO ORAL

Propósito

Estos tipos de tareas permiten a los estudiantes mostrar sus habilidades orales en inglés. Todos los tipos de tareas tienen una alineación principal y secundaria con los estándares de Desarrollo del Idioma Inglés de 2012.

Administración

Administrado individualmente para todos los niveles, desde el jardín de infantes* (K, por sus siglas en inglés) hasta 12º grado.

Tipos de tareas y descripciones

Hablar de una escena

Desde K hasta 12º grado:
Al alumno se le presenta una ilustración de una escena familiar. El examinador, en primer lugar, formula tres tipos de preguntas del tipo «quién, qué y cuándo» sobre la escena. Luego, administra tres elementos destinados a generar respuestas más extensas y el alumno responde.

Apoyar una opinión

Desde K hasta 12º grado:
El alumno escucha una presentación sobre dos actividades, eventos, materiales u objetos, y se le pide que dé una opinión acerca de por qué uno de ellos es mejor que el otro. Desde K hasta 5º grado, los alumnos ven una imagen de las opciones para establecer contexto y apoyo.

Funciones del habla

Desde 2º hasta 12º grado:
El alumno manifiesta lo que diría en una situación descrita por el examinador.

Volver a contar una historia

Desde K hasta 5º grado:
El alumno escucha una historia que sigue una serie de imágenes, y luego usa imágenes para volver a contar la historia.

Presentar y analizar información

Desde 6º hasta 12º grado:
El alumno observa un gráfico, cuadro o imagen que proporciona información. Se le pide que lea la información y responda a dos indicaciones. La primera indicación solicita un resumen de la información incluida en el gráfico, cuadro o imagen. La segunda indicación solicita que el alumno indique si se puede defender un argumento en función de la información incluida en el gráfico o cuadro.

Resumir una presentación académica

Desde K hasta 2º grado:
El alumno escucha una presentación académica mientras observa una o más fotos relacionadas. Se solicita que el alumno resuma los puntos principales utilizando las ilustraciones y los términos clave, si se proporcionan.

Desde 3º hasta 12º grado:
El alumno escucha una grabación de una presentación académica mientras observa una o más fotos relacionadas. Se solicita que el alumno resuma los puntos principales utilizando las ilustraciones y los términos clave, si se proporcionan.

* El jardín de infantes incluye el primer año de un programa de dos años de duración, que a menudo se conoce como "jardín de infantes de transición".

Departamento de Educación de California
junio de 2019

Summative ELPAC Domain Information Sheet: Speaking Domain

ELPAC Domain Information Sheet

READING DOMAIN

Purpose

These task types allow students to show their abilities in reading English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

Administration

Administered individually in kindergarten (K)* and grade 1

Administered in small groups of up to 10 students in grade 2

Administered in groups of up to 20 students in grades 3–12

Task Types and Descriptions

READ-ALONG WORD WITH SCAFFOLDING

Grade K:
With scaffolding from the test examiner, the student provides the individual letter names and the initial letter sound for a decodable word.

READ-ALONG STORY WITH SCAFFOLDING

Grades K–1:
The student listens and follows along as the test examiner reads aloud a literary text accompanied by three pictures for context and support.

READ-ALONG INFORMATION

Grades K–1:
The student listens and follows along as the test examiner reads aloud an informational text accompanied by three pictures for context and support.

READ AND CHOOSE A WORD

Grades 1–2:
The student reads three words and chooses the word that matches a picture.

READ AND CHOOSE A SENTENCE

Grades 1–12:
The student reads three or four sentences and chooses the sentence that best describes a picture.

READ A SHORT INFORMATIONAL PASSAGE

Grades 1–12:
The student reads a short informational text and answers multiple-choice questions related to the text.

READ A STUDENT ESSAY

Grades 3–12:
The student reads an informational essay presented as if written by a peer and answers a set of multiple-choice questions related to the essay.

READ A LITERARY PASSAGE

Grades 1–12:
The student reads a literary passage and answers multiple-choice questions concerning comprehension, language use, and word choice.

READ AN INFORMATIONAL PASSAGE

Grades 1–12:
The student reads an informational passage and answers multiple-choice questions concerning comprehension, language use, and word choice.

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

California Department of Education
July 2017

Hoja de información del área
ELPAC Sumativo

ELPAC

DOMINIO DE LECTURA

Propósito

Estos tipos de tareas permiten a los estudiantes mostrar sus habilidades de lectura en inglés. Todos los tipos de tareas tienen una alineación principal y secundaria con los estándares de Desarrollo del Idioma Inglés de California 2012.

Administración

Administrado individualmente en el jardín de infantes* (K, por sus siglas en inglés) al 2º grado.

Administrado en grupos de hasta 20 alumnos de 3º a 12º grado.

Tipos de tareas y descripciones

Lectura a lo largo de la palabra con andamiaje	Lectura a lo largo de la historia con andamiaje	Lectura a lo largo de la información
Grado K: Con la técnica de andamiaje utilizada por el examinador, el alumno proporciona los nombres de las letras individuales y el sonido de la letra inicial de una palabra decodificable y responde a preguntas de comprensión de opción múltiple.	**Grado K:** El alumno escucha y sigue una historia mientras el examinador lee en voz alta un texto literario acompañado por tres imágenes para establecer contexto y apoyo.	**Grado K:** El alumno escucha y sigue información mientras el examinador lee en voz alta un texto informativo acompañado por tres imágenes para establecer contexto y apoyo.
Leer y elegir una palabra	**Leer y elegir una oración**	**Leer un breve pasaje informativo**
1º grado: El alumno lee tres palabras y elige la palabra que coincide con una imagen.	**Desde 1º hasta 5º grado:** El alumno lee tres o cuatro oraciones, y elige la oración que mejor describe una imagen.	**Desde 1º hasta 12º grado:** El alumno lee un breve texto informativo y responde a preguntas de opción múltiple relacionadas con el texto.
Leer el ensayo de un alumno	**Leer un pasaje literario**	**Leer un pasaje informativo**
Desde 3º hasta 12º grado: El alumno lee un ensayo informativo presentado como si hubiera sido escrito por un compañero y responde a una serie de preguntas de opción múltiple relacionadas con el ensayo.	**Desde 1º hasta 12º grado:** El alumno lee un pasaje literario y responde a preguntas de opción múltiple sobre la comprensión, el uso del lenguaje y la elección de palabras.	**Desde 1º hasta 12º grado:** El alumno lee un pasaje informativo y responde a preguntas de opción múltiple sobre el pasaje.

* El jardín de infantes incluye el primer año de un programa de dos años de duración, que a menudo se conoce como "jardín de infantes de transición".

Departamento de Educación de California
octubre de 2019

Summative ELPAC Domain Information Sheet: Reading Domain

ELPAC

Domain Information Sheet

WRITING DOMAIN

Purpose

These task types allow students to show their abilities in writing in English. All task types have a primary and secondary alignment to the 2012 English Language Development standards.

Administration

Administered individually in kindergarten (K)* and grade 1

Administered in small groups of up to 10 students in grade 2

Administered in groups of up to 20 students in grades 3–12

Task Types and Descriptions

LABEL A PICTURE—WORD WITH SCAFFOLDING

Grades K–1:
The student writes labels for objects displayed in a picture.

WRITE AN INFORMATIONAL TEXT TOGETHER

Grades 1–2:
The student listens to a short informational passage and then collaborates with the test examiner to jointly compose a text about the passage.

WRITE ABOUT ACADEMIC INFORMATION

Grades 3–12:
The student interprets academic information from a graphic organizer created for a group project and answers two questions about it.

WRITE A STORY TOGETHER WITH SCAFFOLDING

Grades K–2:
The student collaborates with the Test Examiner to jointly compose a short literary text.

WRITE ABOUT AN EXPERIENCE

Grades 3–12:
The student is provided with a common topic, such as a memorable classroom activity or event and is prompted to write about the topic.

JUSTIFY AN OPINION

Grades 3–12:
The student is asked to write an essay providing his/her position and appropriate supporting reasons about a school related topic.

DESCRIBE A PICTURE

Grades 1–2:
The student looks at a picture and writes a brief description about what is happening.

Grades 3–12:
The student looks at a picture and is prompted to examine a paragraph written by a classmate about what is happening in the picture. The student is asked to expand, correct, and combine different sentences written by a classmate before completing the final task of writing a sentence explaining what the students will do next.

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

Hoja de información del área
ELPAC Sumativo

ELPAC

DOMINIO DE ESCRITURA

Propósito

Estos tipos de tareas permiten a los estudiantes mostrar sus habilidades de escritura en inglés. Todos los tipos de tareas tienen una alineación principal y secundaria con los estándares de Desarrollo del idioma inglés de California 2012.

Administración

Administrado individualmente en el jardín de infantes* (K, por sus siglas en inglés) y 1° grado.

Administrado en pequeños grupos de hasta 10 alumnos en 2° grado.

Administrado en grupos de hasta 20 alumnos de 3° a 12° grado.

Tipos de tareas y descripciones

Etiquetar una imagen— palabra con andamiaje	Escribir una historia en forma grupal con andamiaje	Describir una imagen
Grado K: El alumno escribe etiquetas para objetos que se muestran en una imagen.	**Desde K hasta 2° grado:** El alumno colabora con el examinador para redactar un breve texto literario en forma grupal.	**Desde 1° hasta 2° grado:** El alumno observa una imagen y escribe una breve descripción de lo que está sucediendo.
Escribir un texto informativo en forma grupal	**Escribir acerca de una experiencia**	**Desde 3° hasta 12° grado:** El alumno observa una imagen y se le pide que examine un párrafo escrito por un compañero de clase sobre lo que está sucediendo en la imagen. Se le pide al alumno que amplíe, corrija y combine diferentes oraciones escritas por un compañero de clase, antes de completar la tarea final de escribir una oración en la cual se explique qué harán los alumnos en el imagen a continuación.
Desde 1° hasta 2° grado: El alumno escucha un breve pasaje informativo y luego colabora con el examinador para redactar un texto sobre el pasaje en forma grupal.	**Desde 1° hasta 12° grado:** Al alumno se le proporciona un tema común, como una actividad o evento memorable en el aula, y se le pide que escriba acerca del tema.	
Escribir sobre información académica	**Justificar una opinión**	
Desde 3° hasta 12° grado: El alumno interpreta la información académica a partir de un organizador gráfico creado para un proyecto grupal y responde dos preguntas al respecto.	**Desde 3° hasta 12° grado:** Se le pide al alumno que escriba un ensayo en el cual pueda proporcionar su posición y las razones justificativas correspondientes sobre un tema relacionado con la escuela.	

* El jardín de infantes incluye el primer año de un programa de dos años de duración, que a menudo se conoce como "jardín de infantes de transición".

Departamento de Educación de California
octubre de 2019

Summative ELPAC Domain Information Sheet: Writing Domain

ELPAC

Domain Information Sheet

LISTENING DOMAIN

Purpose

These task types allow students to show their abilities in listening to English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

Administration

Administered individually in kindergarten (K)* and grade 1

Administered in small groups of up to 10 students in grade 2

Administered in groups of up to 20 students in grades 3–12

Task Types and Descriptions

LISTEN TO A SHORT EXCHANGE

Grades K–2:
Students hear a two-turn exchange between two speakers and then answer a question about the exchange.

Grades 3–12:
Students hear a recording of a two-turn exchange between two speakers and then answer a question about the exchange.

LISTEN TO A STORY

Grades K–2:
Students hear a story, which includes a conversation, and then answer three detailed questions about the story.

Grades 3–5:
Students hear a recording of a story, including a conversation, and then answer three detailed questions about the story.

LISTEN TO A CLASSROOM CONVERSATION

Grades 3–12:
Students hear a recording of a multiple-turn conversation between two speakers and then answer three questions about the conversation.

LISTEN TO AN ORAL PRESENTATION

Grades K–2:
Students hear an oral presentation on an academic topic, then answer three to four questions about it.

Grades 3–12:
Students hear a recording of an oral presentation on an academic topic, then answer three to four questions about it.

LISTEN TO A SPEAKER SUPPORT AN OPINION

Grades 6–12:
Students hear a recording of an extended conversation between two classmates. In the conversation, one classmate makes an argument in support of an opinion or academic topic. After listening to the conversation, students answer four questions.

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

Hoja de información del área
ELPAC Sumativo

ELPAC

DOMINIO AUDITIVO

Propósito

Estos tipos de tareas permiten a los estudiantes mostrar sus habilidades auditivas en inglés. Todos los tipos de tareas tienen una alineación principal y secundaria con los estándares de Desarrollo del idioma inglés de California 2012.

Administración

Administrado individualmente en el jardín de infantes* (K, por sus siglas en inglés) al 2º grado.

Administrado en grupos de hasta 20 alumnos de 3º a 12º grado.

Tipos de tareas y descripciones

Escuchar una conversación breve

Desde K hasta 2º grado: El alumno escucha una conversación de dos turnos entre dos oradores y luego responde a una pregunta sobre dicha conversación.

Desde 3º hasta 12º grado: El alumno escucha una grabación de una conversación de dos turnos entre dos oradores y luego responde a una pregunta sobre dicha conversación.

Escuchar una historia

Desde K hasta 2º grado: El alumno escucha una historia que incluye un diálogo luego responde a tres preguntas sobre la historia.

Desde 3º hasta 5º grado: El alumno escucha una grabación de una historia que incluye un diálogo luego responde a tres preguntas sobre la historia.

Escuchar una conversación en el aula

Desde 1º hasta 12º grado: El alumno escucha una grabación de una conversación de varios turnos entre dos oradores y luego responde a dos o tres preguntas sobre dicha conversación.

Escuchar una presentación oral

Desde K hasta 2º grado: El alumno escucha una presentación oral sobre un tema académico, luego responde a entre tres y cuatro preguntas al respecto.

Desde 3º hasta 12º grado: El alumno escucha una grabación de una presentación oral sobre un tema académico, luego responde a entre tres y cuatro preguntas al respecto.

Escuchar a un orador y apoyar una opinión

Desde 6º hasta 12º grado: El alumno escucha una grabación de una conversación prolongada entre dos compañeros de clase. En la conversación, un compañero de clase desarrolla un argumento a favor de una opinión o tema académico. Después de escuchar la conversación, el alumno responde a cuatro preguntas.

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Summative ELPAC Domain Information Sheet: Listening Domain