

Salida Union School District



English Language Acquisition Handbook
Meeting the Needs of the English Learner

Board Approved: May 16, 2023

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District Philosophy

The Salida Union School District Board of Education believes:

- That to achieve equal educational opportunity and academic success for all students, effective and appropriate learning opportunities must be offered to each student.
- That those students who are learning English as a second language acquire English differently from students who have spoken only English since birth.
- That in order to have equal access to mainstream instruction, students who are not fully proficient in English and classified as English Learners (EL) must receive designated and integrated English language development to access the core curriculum.
- That English Learners (EL) will progress in English and in their academic work by being taught in English with some support, as available, in their primary language from teachers and paraprofessionals.
- That these students must acquire listening, speaking, reading and writing skills in English comparable to the average mainstream student who is proficient in English.
- That the amount of time it takes individual students to become proficient in English will range from three to nine years depending on the student's age, primary language fluency and literacy level at entry, and individual characteristics and circumstances.

Purpose of EL Master Plan

The primary purpose of the Salida Union School District English Learner Master Plan is to provide a clear statement of English learner programs and services. The Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; parent notification and involvement; and the annual evaluation of English learner programs.

The district has established the following goals for English learners:

1. To develop as rapidly and effectively as possible the English listening, speaking, reading and writing skills English Learners need for success in the district's academic instructional programs.
2. To provide English Learners with maximum opportunity to learn California's rigorous challenging state academic standards so that they are on a path to be college and career ready.
3. To develop English learners' positive self-esteem, cross-cultural awareness, an appreciation of their own culture and language within an affirming, inclusive, and safe school climate.

Initial Identification of English Learners

Initial Identification of English Learners

The district has properly identified, assessed, and reported all pupils who have a primary language other than English.

Home Language Survey is on file for each student.

A Home Language Survey (HLS) is used at the time of initial enrollment to identify language used in the home and is on file for each pupil in the district, including migrant, special education, and continuation school enrollees. (See Attachment 1 and 2.) (EC 52164.1[a])

English proficiency assessments are conducted within 30 calendar days (all students with home languages other than English.)

Each pupil with a home language other than English on any of the four questions on the HLS has been assessed within 30 calendar days after they are first enrolled or 60 calendar days prior to instruction, but not before July 1. Pupils have been assessed in four domains in English: listening comprehension, speaking, reading and writing proficiency using the state-designed instrument. (EC 52164.1[b]; (5 CCR §§ 11510[k], 11511[a].)

To be completed within 30 days of initial enrollment:

1. A trained credentialed teacher or trained employee of the LEA will administer the Initial English Language Proficiency Assessments for California (ELPAC) in Listening, Speaking, Reading and Writing to students based on the Home Language Survey responses. The results are tabulated using the Local Scoring Tool (LST) to produce the official score and determine if the pupil is an English Learner (EL) or Initially Fluent English Proficient (IFEP).
2. All parents are notified in writing of their child's English language test results. (See Attachments 12 and 13.) At this time, parents may request a classification review prior to Summative ELPAC administration.
3. All of the results of the Initial Identification are added to the English Language Acquisition Folder and the tests will be filed in the pupil's cum folder. (See Attachment 8 and 9.)
4. For further clarification on enrollment process, see **Enrollment Process for New Students**.

ELPAC Initial Assessment & Performance Level Descriptors

The ELPAC Initial Assessment is the test used to determine if a student is an English learner or is fluent in English. This required test identifies students who need help learning English. Initial Assessments determine a student’s English proficiency level. Students new to California schools are tested within 30 days of their enrollment. Qualifying students at all grade levels are assessed in listening, speaking, reading and writing. Based on the overall score the student’s performance level for this assessment is generated. These performance level descriptors (PLDs), which apply across grades and grade spans, provide a general range of student performance on the Initial English Language Proficiency Assessments of California (ELPAC). The PLDs provide teachers guidance for instructional planning. The three levels are:

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

Classification Review Process

The district conducts a Classification Review Process if errors occurred during classification process. Corrections shall be made under the following circumstances:

1. Correction Process A

If a student has been classified “English Only” on the basis of the home language survey results and the following occurs:

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

The district collects and reviews evidence to determine whether the student should be administered the Initial ELPAC. (CCR, Title 5, §§ 11518.20(a))

2. Correction Process B

If the district administers the Initial or Summative ELPAC to a student who is not eligible to be assessed the district reviews and makes corrections. (CCR, Title 5, §§ 11518.20(b))

3. Correction Process C

If the parent/guardian or certificated employee of the LEA requests a review of the student’s classification on the basis of the results of the Initial ELPAC. This must occur before the first administration of the Summative ELPAC. (CCR, Title 5, §§ 11518.20(c))

After the review, if the student is classified as Initially Fluent English Proficient, the ELPAC administration process stops. If the student is classified as an English Learner, the Summative ELPAC is administered every spring until the student is reclassified as fluent English proficient (RFEP).

As a result of the Classification Review Process the district, notifies parents/guardians in writing of the results. Any corrections in classification are made to the district’s student information system and California Longitudinal Pupil Achievement Data System. (CALPADS)

Results of the review are filed in the pupil’s English Language Acquisition envelope and then placed into the pupil’s cum folder.

Consideration for Prior Education

English Learner Academic Classification

The diversity of the English Learner population makes it clear that this is not a homogenous group of students. English learners come into the district with varied degrees of prior education. Educators need to look at each pupil as an individual to determine academic needs. These classifications can assist in planning programs and services as long as it is understood that they are not necessarily mutually exclusive. Some pupils may fit into several classifications.

Classification	Key Characteristics	Program Implications
Well-educated Newcomer	<ul style="list-style-type: none"> • In U.S. several years or less • Multiple countries of origin • Little to no English language fluency • Schooling in native country interrupted, disjointed, inadequate, or no schooling at all • Little to no literacy in native language • Three or more years below grade level in Math • Slow acquisition of English, tendency to repeat language proficiency level • Tendency to struggle in academic content 	<ul style="list-style-type: none"> • Provision of primary language support in content courses when possible • Explicit, targeted instruction to help students meet grade level standards
Grade level Newcomer	<ul style="list-style-type: none"> • In U.S. 3 years or less • Multiple countries of origin • Little English language proficiency on arrival • Some well prepared in native language, on grade level, others are below • Steady progress through language proficiency levels • Academic achievement in terms of grades similar to rest of the school 	<ul style="list-style-type: none"> • Need for content-based literature-based ELD emphasizing academic English • Need to accelerate literacy across the content areas with consistency of approaches and strategies • Provision of primary language support in content courses when possible

<p>Under schooled</p>	<ul style="list-style-type: none"> • In U.S. 3 years or less • Multiple countries of origin • Little English language proficiency on arrival • Some well prepared in native language, on grade level, others are below • Steady progress through language proficiency levels • Academic achievement in terms of grades similar to rest of the school 	<ul style="list-style-type: none"> • Extended time for English language development • Extended time for acquisition of content subject matter • Summer programs/after school/other efforts to provide extra time in school • Attention to over-age issues, esteem of under schooled adolescents
<p>Long-Term English Learners (LTELs)</p>	<ul style="list-style-type: none"> • In U.S. 7+ years when entering high school • Multiple countries of origin • Usually orally fluent in English • Reading/writing below level of English peers • Bi-modal academically; some doing well, others not • Some have literacy in primary language, others not • Mismatch in student’s own perception of academic achievement (high) and actual grades or test scores (low) 	<ul style="list-style-type: none"> • Need for programs designed to accelerate literacy in English • Attention to authentic feedback to students on performance • Counseling crucial • Need to disaggregate data on long-term pupils – do not make assumptions based on label

Primary Language Assessment

Primary language assessments are no longer required or monitored by the state since the authority for them is no longer applicable. Although 20 United States Code USC 6312[g] is no longer applicable, the administration of a primary language assessment might be necessary under some circumstances—the student is receiving primary language instruction, the student has limited or no comprehensible language output at the time of the administration of Initial ELPAC, or the teacher or an IEP team requests a primary language assessment.

Annual Assessment of English Learners

Each English learner is annually assessed for English language development and academic progress. (5 CCR 11306)

At the opening of the testing window each school year (from the first of February through May 31st), staff at each school administers the Summative English Language Proficiency Assessment for California (ELPAC) to all returning English Learners who have not been reclassified fluent English Proficient (RFEP). (5 CCR 11511.1[b])

Pupils in grades 4 through 8 with an Overall Proficiency Level that is Moderately Developed or Well Developed and with scores of Moderately Developed or above in Oral Language & Written Language, should be considered for Reclassification.

Parents/guardians of English learners are notified annually of their child's English-language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (EC 52164.1[c]; 5 CCR 11511.5)

The ELPAC Web site at <http://www.elpac.org> has the following materials to help parents understand the score reports:

- Understanding the Summative Student Score Report—ELPAC, a video
- Guide to Understanding the ELPAC Student Score Report

Each English Learner 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 Summative ELPAC as specified in the student's IEP or Section 504 Plan. (5 CCR § 11516.5.) Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education program. For more information go to: [2018-19 California Student Assessment Accessibility ELPAC](#)

ELPAC Summative Performance Level Descriptors

All identified English Learners area assessed each spring with the ELPAC Summative Assessment. The results are used to determine an English learners’ progress in reading, writing, listening, and speaking. In addition, test results are provided to teachers at the beginning of each academic school year, and provide information to guide instructional planning. This information, along with results of the state’s academic assessments, help guide the district in determining the effectiveness of the district’s ELD instruction.

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

**ELPAC: Performance Level Descriptors & ELD Standards
Proficiency Levels Comparison**

ELPAC: Performance Level Descriptors & ELD Standards Proficiency Level Comparison							
ELPAC (Initial)	Novice	Intermediate English Learner				IFEP	
ELPAC (Summative)	Level 1	Level 2		Level 3		Level 4	
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging	

For more information about the ELD Standards visit:
<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

ELPAC: Students with Disabilities

(ELPAC Test Administration Manual, 2018)

Students may need special testing resources in order to complete one or more domains of the ELPAC, such as universal tools, designated supports, accommodation(s), or an alternate assessment. Accommodations or alternate assessments should be noted in a student’s individualized education program (IEP) or Section 504 plan. A change in the testing situation that is considered an accommodation or disability exemption must be marked on the demographics page of the Answer Book for each appropriate domain.

Accommodations

A resource used in the testing situation that is considered an accommodation must be marked on the demographics page of the Answer Book for each appropriate domain. Test examiners who are accessing resources for test administration should refer to [Matrix Four](#) (DOCX): Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California (ELPAC), which is found on the CDE Assessment Information Web page.

(<https://www.cde.ca.gov/ta/tg/ai/index.asp>)

[2018–19 Student Assessment Accessibility for the ELPAC graphic](#) (PDF)

LEAs must contact the CDE ELPAC team for approval prior to providing an unlisted resource not included in Matrix Four.

Alternate Assessments

IEP teams may determine that a student is unable to participate in one or more domains of the ELPAC, even with accommodations, due to short-or long-term disabilities. In this instance, the student may be tested with an alternate assessment per the student’s IEP. The alternate assessment must be aligned with the ELD Standards. To assist an IEP team in determining whether or student should use alternate assessments teams may use the Participation Criteria Checklist for Alternate Assessments. (See Attachment 14). If the answer to one or more of the criteria is “Disagree,” the team should consider administering the ELPAC with the use of any necessary test variations, accommodations and/or modifications.

If a student is given an alternate assessment, the district will return an ELPAC secure, scannable Answer Book for the student and mark the Alternate Assessment circle for each appropriate domain. Also, note that: Additional information is available in the ELPAC Information Guide on the ELPAC Resources section of the [CDE ELPAC Web page](#).

Reclassification Process

Salida Union School District has approved language for reclassification criteria and procedures (Board Approved March 12, 2019). These criteria and procedures shall be used to determine when English Learners have developed the English language skills necessary to succeed in English.

Reclassification

A pupil in grades K through 8 may be reclassified from English Learner (EL) to Fluent English Proficient (RFEP) when it can be established that the pupil has the English language skills to comprehend, speak, read, and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of pupils of the same age or grade whose primary language is English. Reclassification may occur at any time during the school year.

Each school shall establish a Reclassification Team which shall include; the site administrator, core curriculum teachers, and the parent. The team may also include: the district EL Program Coordinator, the site ELPAC coordinator, bilingual paraprofessionals, and academic counselors. The team will determine if the pupil has shown a pattern of continuous growth in English language proficiency and meets the following criteria:

1. Objective assessment of the pupil's English language proficiency (ELPAC Overall Performance Level that is Well Developed – Level 4).
2. Objective data on the pupil's academic performance:
 - Students scoring at a Performance Level of 3 or higher on the California Assessment of Student Performance and Progress (CAASPP) ELA assessment shall qualify for reclassification.
 - Students scoring at the mid-way scale score or higher of Performance Level 2 on the California Assessment of Student Performance and Progress (CAASPP) ELA assessment shall be considered for possible reclassification.
3. In grades K-8 students must be working at or above grade level standards in the classroom based on teacher observation and assessment. The classroom teacher recommendation is based on pupil's English language proficiency and curriculum mastery in the content areas.
 - In grades K-3 the District Benchmark score in ELA is within grade level range (i.e. i-Ready Reading Diagnostic, Benchmark Oral Reading Record).
 - In grades K-5, a student's overall achievement level is a rubric score of 2 or higher and in grades 6-8 a student's GPA 2.0 or higher.
4. Principal review and signature.
5. Parent signature indicating consultation and opinion during a Reclassification Team meeting.

Procedure:

1. The Reclassification process begins when the following occurs:
 - a. ELPAC Summative Assessment report indicates the pupil in grades K – 8 scored at Overall Performance Level (PL) 4 – Well Developed.
 - b. In grades K-5, a student’s overall achievement level is a rubric score of 2 or higher and in grades 6-8 a student’s GPA 2.0 or higher.
 - c. Teacher recommendation indicates that the pupil’s skills in English are comparable to those of native English speakers of the same age and grade level.

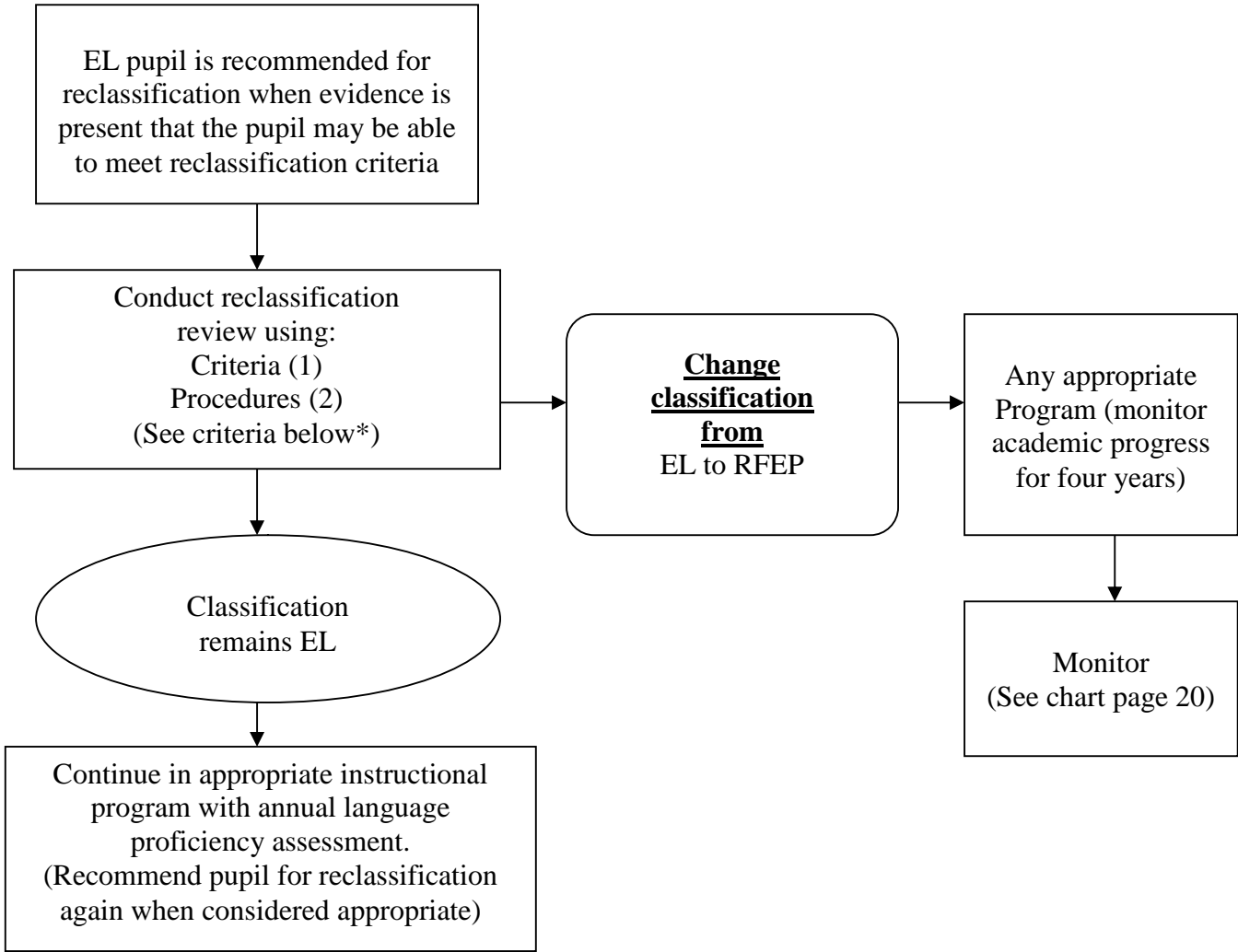
OR

- d. When a pupil has not met one or more of the Reclassification criteria, an alternate Reclassification review may be recommended by the teacher, parent(s), bilingual paraprofessional, administrator and/or designated EL Coordinator.
2. Upon notification that a Reclassification review is needed, the principal or designee:
 - a. Sets a meeting with and notifies the Reclassification Team, and the pupil when appropriate.
 - b. Prepares Parent Reclassification Letter and makes any further contact as necessary to ensure parent participation.
 - c. Collects all evidence supporting reclassification
3. Reclassification to Fluent English Proficient (RFEP) occurs when the pupil has met all reclassification criteria or the Reclassification Team has determined that the student has developed the English language skills necessary to succeed in English.
4. The EL Coordinator completes the Request for Reclassification form.

Dissemination of Reclassification results:

1. The Notification for Reclassification form is given or sent to the parent for signature and the original is returned to the student’s EL Acquisition Record. (Attachment 16 and 17)
2. Upon reclassification to FEP:
 - a. The EL Coordinator will prepare a list of newly reclassified students (RFEP).
 - b. Attendance Secretary will update the student information system and print an updated roster.
 - c. Educational Services will use current data to determine reclassification rate for each school.
3. Upon reclassification, pupils will be recognized by the SUSD board members at a public school board meeting

**SALIDA UNION SCHOOL DISTRICT
LANGUAGE RECLASSIFICATION**



***Criteria:**

(1) District criteria include: ELPAC Overall Proficiency Level that is Moderately Developed or Well Developed and with scores of Moderately Developed or above in Oral Language & Written Language, (teacher evaluation of the pupil’s academic progress which includes writing skills; state mandated assessment of reading, language arts, and mathematics; with parental consultation.)

(2) District procedures include a Reclassification Team; a provision for assessment, documentation, and record keeping for student follow-up; a provision for parent notification in advance of reclassification review and of the test results; and a reasonable effort to ensure parent participation in the process.

Monitoring Reclassified Students (RFEP)

Pupils reclassified to Fluent English Proficient (RFEP) will be monitored annually for four years (See Attachment 21) to assure their continued success at grade level or better in the core curriculum and in English. Educational Services and the school site will maintain evidence of appropriate reclassification and monitoring of English Learners using the district approved criteria, policy and procedures including, but not limited to:

1. A list of former EL students reclassified within the last 48 months.
2. Documentation of RFEP Progress on the California Dashboard for English Language Arts & Mathematics focusing on the Distance from Met. (Level 3)
3. Documentation and evidence of trimester review of an implemented follow-up procedure for former English Learners to ensure academic success, including Language Reclassification Follow-Up Form and any appropriate Intervention “Catch-Up” Plan, classroom based assessments in reading, writing, and grades.
4. Reclassification rates.
5. Academic achievement.

The District will report on the following and other analyses:

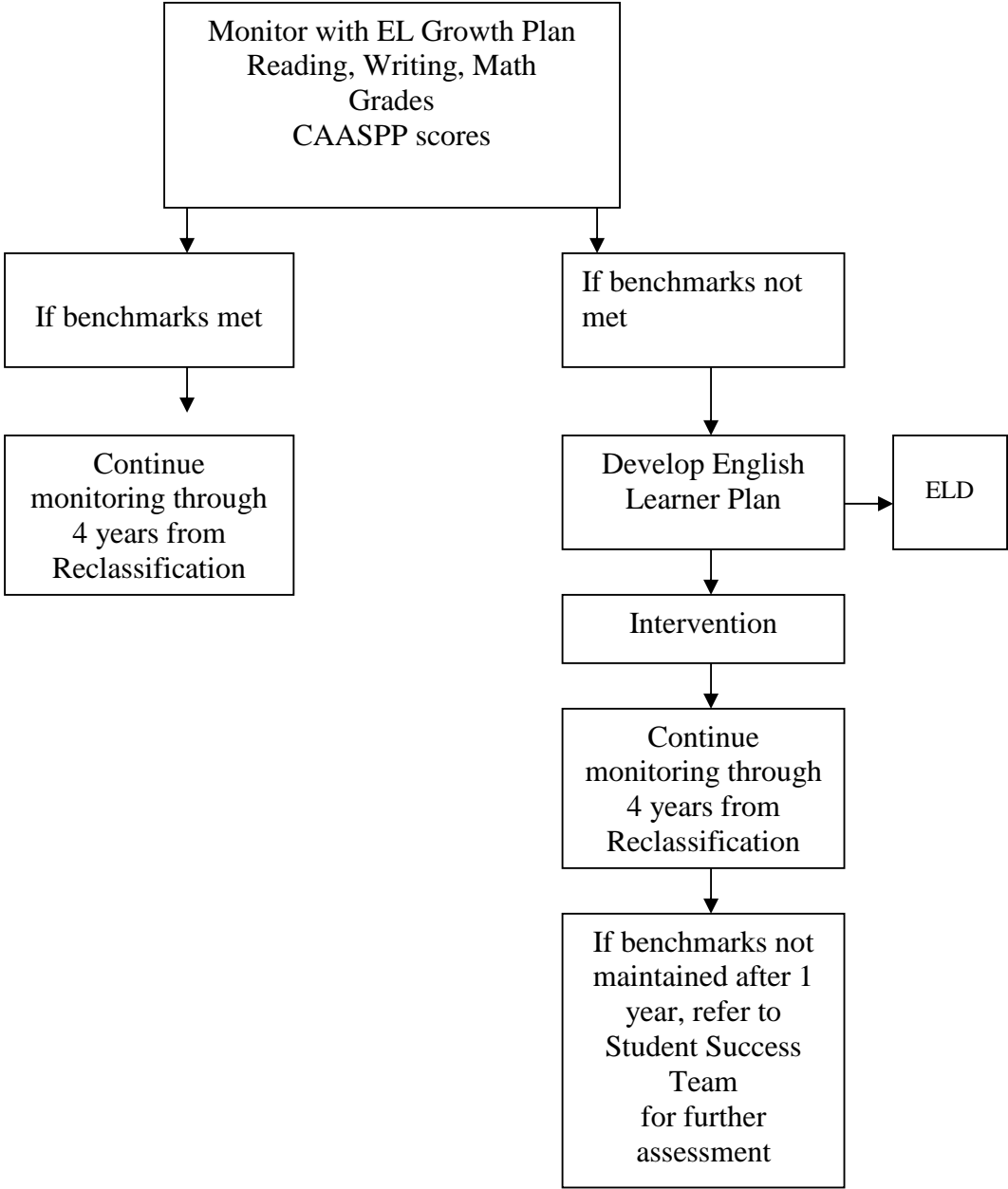
1. Data developed from pupil records:
 - An on-going comparison of reclassified pupils to native English-speaking peers in meeting district standards and achievement.
 - The percentage of pupils reclassified to RFEP each year.
 - The average number of months in the ELD program.
 - The average number of months in the ELD program based on Proficiency Level at entry, by grade, by home language, by program, by family statistics as available.
 - Year to year comparisons of reclassified pupils by percentage of pupils reclassified, by home language, by grade level, by program type, by length in program, by time since reclassification.
2. Reports will include:
 - Schedules for teachers and paraprofessionals.
 - Teachers qualified for Designated and Integrated ELD.
 - Number of qualified teachers available.
 - Educational Services will maintain and provide evidence to the DELAC of appropriate reclassification and monitoring for each site.
 - The DELAC will present the reclassification evidence to principals and Learning Directors.

- The Principal will present site information to the ELAC and teachers.
- The Site EL Coordinator will assist teachers with implementation of appropriate catch-up plans.

What to do if monitoring criteria are not met:

1. Appropriately place the pupil in district intervention programs.
2. The Student Success Team will develop an English Learner Plan (ELP) for intervention in Reading, Math, Language and/or Oral Proficiency including the possibility of providing ELD for remediation in order to catch the student up to grade level within one year.

**SALIDA UNION SCHOOL DISTRICT
MONITORING PROCEDURES**



Students with Special Needs

Referral to Student Success Team Guidelines

Guidelines to initiate Student Success Team process:

1. No growth in one school year maximum, or one trimester minimum. If at the end of one trimester the pupil has shown no growth on district classroom-based assessments, initiate a referral to the Student Success Team for a thorough review of the pupil's progress in all academic areas affected.
2. Two years behind grade level academically in reading, language, or mathematics as assessed by California state achievement testing.
3. If the pupil's ELPAC scores in any two domains (Listening/Speaking, Reading or Writing) have not progressed to the next proficiency level or shown significant progress from the previous year's skill area scaled score, the pupil should be referred to the Student Success Team to consider possible evaluation.

Placement of English Learners who Receive Special Education Services

English learners who qualify for special education services receive instruction in Structured English Immersion classrooms. Based on ELPAC results and classroom-based assessments, instruction focuses on developing English language proficiency while removing language barriers. Individualized Education Plan (IEP) goals are written to address grade span (K-2; 3-5; 6-8) deficits in the areas of listening, speaking, reading, and writing.

Assessing Students with Disabilities

Each English learner with disabilities is assessed for English language proficiency using accommodations, modifications, or alternate assessments for the ELPAC if specified in the pupil's IEP or 504 Plan. (5 CCR 11516)

Reclassification of English Learner Students in Special Education Programs

Under current state law, identified students who are English Learners (ELs) must participate in the annual administration of ELPAC until they are reclassified as RFEP. The Reclassification team makes the determination about reclassification. An EL with a disability may be reclassified when the student has acquired sufficient English skills to successfully access curriculum being delivered without English development support and are commensurate with English-speaking peers; they are then reclassified as fluent English speakers (RFEP).

Measuring Academic Progress of English Learners

Timeline for Reclassification of English Learners

The timeline presented below is based on the average period of time for an English Learner to achieve full English proficiency and grade-level academic performance comparable to that of the native-English speaking pupils is 5 – 8 years.

Proficiency Level Using ELPAC	Novice English Learner	Intermediate English Learner			Well Developed	RFEP
	Minimally Developed	Somewhat Developed	Moderately Developed			
Years Before RFEP	5 Years	4 Years	3 Years	2 Years	1 Year	

Defining Adequate Yearly Progress

Academic growth must parallel the English language development of each student. Although some pupils will exceed benchmarks, pupils who fail to meet benchmarks must enter into the sequential “catch-up” plan outlined elsewhere in this handbook. The district system of multiple measures provides the benchmarks for adequate yearly progress shown on the table below.

ELPAC Level	Novice English Learner	Intermediate English Learner			Well Developed	RFEP			
	Minimally Developed	Somewhat Developed	Moderately Developed						
Years in Program	1 – Year	2 – Year	3 – Year	4 – Year	5 – Year	6 – Year			
			1 – Year	2 – Year	3 – Year	4 – Year	5 – Year		
					1 – Year	2 – Year	3 – Year	4 – Year	
							1 – Year	2 – Year	3 – Year
							1 – Year	2 – Year	3 – Year
				1 – Year	2 – Year				
CAASPP Benchmark	Standard Not Met	Standard Nearly Met		Standard Met	Standard Met/Exceeded				

Annually, the district will evaluate English learner progress using the California School Dashboard. The Dashboard is an online tool that shows parents and communities how schools and districts are performing on academics and other measures of student success. The English Learner Progress Indicator measures how many students are making progress in learning English based on annual English Language Proficiency assessment and students who are reclassified.

You can access the California School Dashboard at <https://www.caschooldashboard.org>

Intervention (Catch-Up) Programs and Pupil Promotion/Retention

English Learners who are identified as making inadequate academic growth will be provided with appropriate intervention (catch-up) programs using the following procedure:

1. Parent -Teacher Conference

A Parent -Teacher Conference is to be conducted by the end of the first trimester to discuss the educational needs of the identified English Learner. An English Learner Plan is to be shared during this conference.

2. English Learner Plan – Student Success Team

At a Student Success Team meeting, the individual English Learner’s English and/or academic needs are to be examined. Based on the results of the needs assessment (including language and academic history), an English Learner Plan is to be developed specifying the intervention programs/services and personnel used to assist the individual pupil in meeting the goals. Such interventions may include additional in-class assistance, additional English language development during the school day, and extended–time programs/services offered during after school.

3. Intervention Program and Progress Monitoring

The identified English learner will be provided with the intervention programs/services as specified in the English Learner Plan (ELP). His/her progress is to be carefully monitored throughout the school year. Adjustments and modifications to the ELP are made when necessary. All records on the pupils’ progress are kept in the pupil’s cum files for monitoring purposes.

4. First Year Progress Monitoring and Program Evaluation

At the end of the first year’s intervention program, the pupil’s new Academic Goals are to be reviewed by the Principal and Site EL Program Coordinator and the classroom teacher to assess the pupil’s growth and the effectiveness of the program for the individual.

a. If the pupil continues to make inadequate academic growth, a Parent-Teacher conference is to be conducted with the participation of the Principal and EL Program Coordinator. A new ILP is to be developed based on the analysis of the pupil’s needs and the results of the evaluation of the previous intervention programs.

b. Group adequate academic growth data regarding the effectiveness of the various intervention programs for the different groups of English Learners.

5. Second Year Progress Monitoring and Program Evaluation

At the end of the second year’s intervention program, the student’s new academic growth data are to be reviewed by the Principal and District EL Program Coordinator along with the

classroom teacher to assess the student's growth and the effectiveness. If the student continues to make inadequate academic growth in the second year, he/she will be referred to the SST for a more comprehensive examination of his/her needs and program planning. Student's progress and program effectiveness will then be monitored through the SST process.

Pupil Promotion and Retention Policy

The district pupil promotion retention policy will apply to those students who fail to meet adequate yearly progress benchmarks, who fail to benefit from the sequential "catch-up"/intervention program, and who do not exhibit any learning disabilities as determined by the Student Success Team or IEP team. There is seamless interplay between the regular, intervention, and special education programs and pupil promotion/retention policy. Decisions regarding these special students cannot be defined by a chart, but only by a team of qualified and concerned educational professionals.

Program Effectiveness

Process and criteria to determine the effectiveness of the program(s) provided to English Learners

The district has established a process and criteria to determine the effectiveness of the programs(s) provided to the English Learners.

Evaluation Process

The evaluation process includes the following:

1. Documentation verifying that English Learners have been placed appropriately in programs. Evaluations will include: teaching practices, resources, and placement of personnel at each school in the district to ensure effective implementation of the district's program(s). Reports may also include analyses:
 - By type of program
 - By teacher
 - By credential/endorsement of qualified teachers

2. A way to demonstrate that the program(s) for English Learners produce, within a reasonable period of time, English language proficiency comparable to that of average native speakers of English in the district. In addition, academic results will be analyzed to indicate that English Learners have achieved and sustained parity of academic achievement with pupils who entered the district's school system already proficient in English. Reports may include analyses by:
 - Time in program based on proficiency level at entry
 - Home language and home language proficiency at entry
 - Program
 - Grade
 - EL enrollment/percentage EL per class
 - Teacher endorsement
 - Comparison of EL achievement on district standards and standardized tests to mainstream pupils

Program modification to ensure English Learner success

The district has an ongoing mechanism to improve program implementation and to modify the program, as needed, to ensure each English Learner's language and academic success.

Interpretation and implementation

Throughout the English Learner's transition from newcomer, through intensive ELD, to be reclassified to FEP, the content must be accessible at the pupil's level of English ability.

Instructional Services for English Learners

Instructional services for English Learners

The district provides services to English learners to ensure that they are acquiring English language proficiency and recouping any academic deficits, which may have been incurred in other areas of the core curriculum.

English Learners receive Designated English Language Development (ELD)

Each English learner receives Designated ELD during the regular school day when teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities in order to develop proficiency in English as rapidly as possible.

English Learners receive Integrated ELD

Each English learner will receive Integrated ELD instruction to make subject matter concepts comprehensible while promoting the pupils' English language development. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. For English learners to succeed pupils must master not only English vocabulary and grammar but also the way English is used in the core content classes. The content for English learners remains rigorous in Science, History-Social Science and mathematics while the teacher's instructional delivery scaffolds the learning so that grade level content is comprehensible.

Time for ELD

English Language Development is part of the school day for every English learner throughout the entire school year. The teaching of English within the program is based on the students' level of English Proficiency. The purpose of the ELD component is to teach second language learners to communicate with high levels of understanding in English. ELD also provides a foundation for literacy development reading and writing. It is a planned, specific, explicit component of the student's total educational program and is based on the student's level of English proficiency. An English Learner student must receive ELD instruction for the entire school year, until the student is reclassified.

EL students' access to the district's core curriculum

English learners must meet district content and performance standards for their respective grade levels in core curricular areas.

The district has chosen to ensure that English learners acquire English and learn grade level academic content simultaneously by implementing a program designed to instruct English learners at grade level in all areas of the curriculum.

Placement of English Learners and Program Description

Structured English Immersion (SEI) & Program Supports

Structured English Immersion is 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. English Learners with reasonable fluency in English are placed in Structured English Immersion (SEI) classrooms. Students receive Designated English Language Development (ELD) to develop language proficiency and Integrated ELD to access grade level academic subject matter content.

Additional support for second language pupils is provided daily. This ELD program provides continued instruction in English language development and acquisition of reading and writing skills to provide access to textbooks and materials that are designed for pupils who speak, understand, read and write English fluently. Pupils may receive additional support/tutoring in the core curriculum (reading/language arts, math, social studies/history, and science/health).

Newcomer English learners

Newcomers who have been in U.S. schools for one year or less receive Structured English Immersion (SEI) and program supports designed to make their transition easier. Programs supports are provided to give deeper and more intensive support in the early levels of language acquisition, carefully scaffolded content learning, important cultural knowledge and social emotional learning support as needed. Newcomer support is provided within classes at the elementary and middle school level. Instruction focuses on developing reasonable fluency and students are provided intensive supports for a period not normally intended to exceed one year.

English learners with reasonable fluency are defined as students who exit the Novice level on the Summative English Language Proficiency Assessments for California (ELPAC) and Expanding ELD Proficiency level. Upon exit from the Emerging ELD Proficiency level, students have basic English communication skills in social and academic contexts. Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Pupil progress toward reasonable fluency will be assessed and reviewed annually by use of the ELPAC and by classroom assessment completed each trimester. Pupils' progress will be continually monitored. After a period of one year, the pupil will fully participate in SEI instruction along with ELD until they reach Well Developed (Level 4) Overall Level on the ELPAC and meet all Reclassification criteria.

Pupils will be taught all aspects of English language skills (listening/speaking, reading, and writing), and will also be taught academic subjects using Integrated ELD instructional strategies for children who are learning English. Instruction is overwhelmingly (80%-85%) in English. Instructional materials are written in English. Some materials and instruction in the pupil's primary language may be used for support and clarification of concepts

Other Language Acquisition Programs

The California Education for a Global Economy (CA Ed.G.E.) Initiative, otherwise known as Proposition 58, took effect July 1, 2017, and the corresponding regulations took effect July 1, 2018. The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to participate in a global economy. (*EC* Section 300[n].)

At the current time the district does not offer an alternative primary language program (bilingual).

Language acquisition programs are educational programs designed for English learners to ensure English is acquired as rapidly and effectively as possible, that provides instruction to pupils on the academic content and English Language Development (ELD) standards, through Integrated and Designated ELD. (*EC* Section 306[c]; 5 *CCR* sections 11300[d] and 11309[c].)

Language acquisition programs may include, but are not limited to, all of the following:

- Dual-Language Immersion
- Transitional Bilingual
- Developmental Bilingual
- Structured English Immersion (SEI)

(*EC* Section 306[c][1], [2], [3].)

At the current time the district does not offer an alternative primary language program (bilingual). The Initial Identification Letter (See Attachments 10 -11) provides parents the opportunity to discuss different language acquisition programs from those provided by the district.

Whenever 30 or more pupils per school or 20 pupils or more of a given grade level at a school request a language acquisition program that is not offered in the district, the District will engage those English learner families in the development of the Local Control Accountability Plan (LCAP) planning process.

Professional Development to Ensure Implementation of Effective Programs

Staffing and Professional Development

Salida Union School District has ensured that all teachers are highly qualified. 100% of teachers employed by the district possess CLAD, BCLAD, SB1969, ELAM, ELAS, ELAE or its equivalent.

In Salida Union School District, on-going professional development is provided to all district staff (administrators, teachers, instructional aides) to ensure all educators are prepared to meet the needs of Salida's English language learners. Professional development includes, but is not limited to: effective teaching strategies and techniques, new textbook adoptions, and supplemental materials training.

Professional learning is aligned to instructional programs, approaches, and district goals. Opportunities for learning are focused on the following:

1. Ensuring the full implementation of the CA ELD standards (Listening, Speaking, Reading and Writing) which are then correlated to grade span (K - 2; 3 - 5; 6 - 8).
2. Ensuring an effective implementation and understanding of Designated and Integrated ELD.
3. Supporting staff in the understanding of the new English Language Proficiency Assessments for California. (ELPAC)
2. Supporting English learners' acquisition of English at every level of proficiency. (Emerging, Expanding and Bridging levels)
4. Ensuring classroom instruction is effective, engaging, and targeted to meet individual English learner needs in a supportive learning environment.

District professional learning communities, built on trust and respect, provide teachers on-going opportunities to refine teaching and instructional practices. Through grade level release time teachers review assessments, discuss the implementation of standards-aligned materials, and needs for improving instruction for English language learners. Through thoughtful planning focused on defined outcomes for student, learning teachers use evidence and analysis of students' strengths and struggles to guide their practice in support of student learning.

English Learner Advisory Committees

School Site English Learner Advisory Committee (ELAC) has been established

Whenever there are 21 or more English Learners at a school site, there is a functioning English Learner advisory committee (ELAC) that has met all of the following requirements:

1. Has had an election of members in which all parents of English Learners have had an opportunity to vote; (5 CCR 11308[b]; EC 62002.5)
2. Has a membership of EL parents in at least the same percentage as there are EL students at the school; (EC 62002.5, 52176[b])
3. The ELAC has advised the school site council (SSC) on the development of the Single Site Plan for Student Achievement (EC 64001[a])
4. The ELAC has advised the principal and staff on the school's program for English learners. (EC 52176[c], 62002.5)
5. The ELAC has assisted in the development of the schools:
 - Needs assessment
 - Census Day Information - English Language Acquisition Status
 - Count by Primary Language (CALPADS Fall 1 Report 2.8)
 - Census Comparison - Status Count (CALPADS Fall 1 Report 2.9)
 - Efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176[c])
6. Has had the opportunity to elect at least one member to the district EL advisory committee or has participated in a proportionate regional representation scheme when there are 31 or more parent advisory committees in the district; (5 CCR 11308[b])
7. Has received training materials and training, planned in full consultation with committee members, to assist parent members in carrying out their legal responsibilities (EC 35147[c]; 5 CCR 11308[d]):

District English Language Advisory committee (DELAC) has been established

Whenever there are 51 or more English Learners in the district, there is a functioning district EL advisory committee (DELAC) or subcommittee of an existing district committee that has met all of the following requirements:

1. Has had the opportunity to advise the governing board regarding:
 - a. Development of a master plan for English Learner education that takes into consideration the Single Plan for Student Achievement (5 CCR 11308[c] [1])

- b. A district-wide needs assessment on a school-by-school basis (5 CCR 11308[c][2])
 - c. District EL education goals and objectives (5 CCR 11308[c][3])
 - d. Administration of the language census (5 CCR 11308[c][5])
 - e. Review of and comments on the written notification required to be sent to parents and guardians (5 CCR 11308[c] [7])
 - f. Review of and comment on the school district's reclassification procedures (5 CCR 11308[c] [6])
 - g. Development of a plan to ensure compliance with any applicable teacher and instructional paraprofessional requirements (5 CCR 11308[c] [4])
2. Has a majority membership of parents of English Learners not employed by the district. In the event an existing committee is used for these purposes, the membership of parents of EL pupils shall be made up of at least the same percentage as that of the EL pupils in the district;
3. Has received training materials and training, developed in consultation with the committee, appropriate to assist parent members in carrying out their responsibilities (5 CCR 11308[d])
- Records indicating a functional DELAC when the district has 51 or more EL pupils;
 - A list of the members of the district English Learner Advisory Committee (DELAC) which notes the schools or regions they represent;
 - DELAC minutes and records that document that the DELAC was formed, members trained, and members have performed their legal responsibilities, annually, advising the local governing board;
 - Copies of materials used to train members to carry out the legal DELAC responsibilities;
 - Copies of parent notifications on meetings, membership opportunities, and training opportunities on DELAC responsibilities.

Adequate Base and Supplemental Resources for EL

Adequate base and supplemental resources for EL

The Salida Union School District will provide basic resources for English Learners. Title III and LCFF funds are used to provide direct services to students.

EL program adequately supported by general funds

The Salida Union School District will provide adequate basic general fund resources to provide each English Learner with learning opportunities in an appropriate program. The provision of such general fund resources is not contingent on the receipt of state or federal categorical funds.

Enrollment Process for New Students

1. Parent completes the Registration Packet or Online Registration for a new enrollee.
2. Attendance Secretary oversees the processing of the English Language forms. If **Home Language Survey** questions 1, 2, or 3 indicate a language other than English the student is required to participate in the **ELPAC Initial Assessment**. (See Attachment 1 or 2)
 - a. An **English Language Acquisition Envelope** (See Attachment 5 a, b) is begun with student's name, ID#, date of birth, date enrolled, and the original HLS is inserted into the ELA Envelope.
 - b. A new cumulative folder is started and an Assessment Progress label (See Attachment 4) is placed on the outside jacket of the cumulative record. The Home Language is written on the progress label.
 - c. If HLS indicates a language other than English or Spanish, the Attendance Secretary or a translator asks the parent the questions on the **Informal Survey of Primary Language Skills** (See Attachment 3) while the parent is registering the child. If this step is missed, the office staff knows that this form must be completed within 90 calendar days of the enrollment date of the pupil. The Informal Survey form is then filed in the pupil's new ELA Envelope.
 - d. The English Language Acquisition Envelope is given to the Learning Director/Assessment Team.
 - e. The Attendance Secretary enters Home Language into Aeries within 48 hours.
 - f. Prior to assessing the pupil with ELPAC, previous ELPAC scores can be found in Aeries once the SSID number has been added. The ELPAC assessment will be given only if a prior school has not assessed the pupil.
 - g. Upon confirming ELPAC scores in Aeries, or after scoring an initial ELPAC, the language proficiency field in Aeries will be changed from Unknown to Initially Fluent, English Learner, or Redesignated Fluent English as determined by the pupil's ELPAC scores by the Attendance Secretary.

Attachments

1. Home Language Survey (English)
2. Home Language Survey (Spanish)
3. Informal Survey of Native Language Skills
4. Assessment & Progress Labels for Cumulative Record
5. English Language Acquisition Record
6. Initial ELPAC Notification to Assess (English)
7. Initial ELPAC Notification to Assess (Spanish)
8. Initial Parent Notification Language Assessment Results & Program Placement (English)
9. Initial Parent Notification Language Assessment Results & Program Placement (Spanish)
10. ELPAC Summative Notification to Assess (English)
11. ELPAC Summative Notification to Assess (Spanish)
12. Parent Notification - English Language Proficiency Assessment Results and Program Placement
13. Parent Notification - Alternate EL Proficiency Assessment Results and Program Placement
14. Participation Criteria Checklist for Alternate Assessments
15. Reclassification Worksheets – Grades K-5/6-8
16. Reclassification Notification K-8 (English)
17. Reclassification Notification K-8 (Spanish)
18. Reclassification (RFEP) Monitoring K-5/6-8
19. Proposed Calendar for ELAC meetings
20. Definition of Terms



Salida Union School District

4801 Sisk Road • Salida, CA 95368
Phone: 209-545-0339 • Fax: 209-545-2682

HOME LANGUAGE SURVEY

(1) Name of Student _____
(Surname/Family Name) (First Given Name) (Second Given Name)

(2) Age of Student _____ Grade Level _____ Name of Teacher _____

Note: School district personnel should complete all of the information items above this line.

Directions to Parents and Guardians:

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

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

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

Please sign and date this form in the spaces provided below. Thank you for your cooperation.

(Signature of Parent or Guardian)

(Date)



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ENCUESTA SOBRE IDIOMA EN EL HOGAR – VERSIÓN EN ESPAÑOL

(1) Nombre del alumno _____
(Apellido) (Nombre) (Segundo Nombre)

(2) Edad del alumno _____ Grado _____ Nombre del maestro _____

Note: El personal del distrito escolar completará toda la información arriba de esta línea.

Indicaciones a los padres y tutores:

El Código de Educación de California contiene requisitos legales que guían a las escuelas a dar un examen de proficiencia en inglés a los estudiantes. El proceso comienza con determinar el idioma o idiomas que se hablan en el hogar de cada estudiante. Las respuestas a esta encuesta del idioma ayudarán al personal de la escuela saber si el estudiante debe tomar el examen. Esta información es esencial para que la escuela pueda proveer programas y servicios adecuados a los estudiantes.

Como padre o tutor, su cooperación es necesaria para cumplir con estos requisitos. Por favor responda a cada una de las cuatro preguntas siguientes de la forma más precisa posible. Para cada pregunta, escriba el nombre(s) del idioma(s) que corresponde en el espacio suministrado. Por favor, responda a todas las preguntas. Si contestó con error a las preguntas de esta encuesta de idioma, Ud. puede solicitar corrección de su respuesta antes de que la proficiencia de su estudiante sea evaluada.

1. ¿Cuándo su hijo(a) empezó a hablar, cuál fue el idioma que aprendió primero? _____
2. ¿Cuál idioma usa con más frecuencia su hijo(a) cuando conversa en la casa? _____
3. ¿Cuál idioma usan Uds. (padres o tutores) con más frecuencia cuando hablan con su hijo(a)? _____
4. ¿Cuál idioma usan con más frecuencia los adultos cuando hablan entre ellos en la casa? _____
(padres, tutores, abuelos, otros adultos)
5. Correspondencia enviada a casa es disponible en inglés ó español, ¿cuál prefiere? _____

Por favor firme y ponga la fecha en los espacios abajo. Gracias por su colaboración.

(Firma de Padre de Familia/Guardián)

(Fecha)



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INFORMAL SURVEY OF NATIVE LANGUAGE SKILLS

Name: _____ Grade: _____ Date: _____

School: _____ Home Language: _____

Administered by: _____

A school official is to complete this survey within 90 days of enrollment for each student whose home language is other than English or Spanish as determined by the *Home Language Survey*. These questions may be answered by the student (when appropriate), parent or other interpreter who speaks English and the student's home language.

1. Does the student **speak** the _____ language as well as other native speakers his/her age? Yes No
2. Does the student **read** the _____ language as well as other native speakers his/her age? Yes No
3. Does the student **write** the _____ language as well as other native speakers his/her age? Yes No
4. Has the student attended a formal school where _____ was the primary language of instruction? Yes No

If yes, please answer the following:

How many years? _____

What grades did he/she receive? High Average Low

Note: Place in **English Language Acquisition Record** envelope when completed.

Home Language Survey & ELPAC Progress

_____ Language(s) indicated

Novice Intermediate IFEP

<u>Level</u>	Date Assessed	Initials
Level 1	_____	_____
Level 2	_____	_____
Level 3	_____	_____
Level 4	_____	_____
RFEP	_____	_____

Home Language Survey & ELPAC Progress

_____ Language(s) indicated

Novice Intermediate IFEP

<u>Level</u>	Date Assessed	Initials
Level 1	_____	_____
Level 2	_____	_____
Level 3	_____	_____
Level 4	_____	_____
RFEP	_____	_____

Home Language Survey & ELPAC Progress

_____ Language(s) indicated

Novice Intermediate IFEP

<u>Level</u>	Date Assessed	Initials
Level 1	_____	_____
Level 2	_____	_____
Level 3	_____	_____
Level 4	_____	_____
RFEP	_____	_____

Home Language Survey & ELPAC Progress

_____ Language(s) indicated

Novice Intermediate IFEP

<u>Level</u>	Date Assessed	Initials
Level 1	_____	_____
Level 2	_____	_____
Level 3	_____	_____
Level 4	_____	_____
RFEP	_____	_____

Home Language Survey & ELPAC Progress

_____ Language(s) indicated

Novice Intermediate IFEP

<u>Level</u>	Date Assessed	Initials
Level 1	_____	_____
Level 2	_____	_____
Level 3	_____	_____
Level 4	_____	_____
RFEP	_____	_____

Home Language Survey & ELPAC Progress

_____ Language(s) indicated

Novice Intermediate IFEP

<u>Level</u>	Date Assessed	Initials
Level 1	_____	_____
Level 2	_____	_____
Level 3	_____	_____
Level 4	_____	_____
RFEP	_____	_____

Home Language Survey & ELPAC Progress

_____ Language(s) indicated

Novice Intermediate IFEP

<u>Level</u>	Date Assessed	Initials
Level 1	_____	_____
Level 2	_____	_____
Level 3	_____	_____
Level 4	_____	_____
RFEP	_____	_____

Home Language Survey & ELPAC Progress

_____ Language(s) indicated

Novice Intermediate IFEP

<u>Level</u>	Date Assessed	Initials
Level 1	_____	_____
Level 2	_____	_____
Level 3	_____	_____
Level 4	_____	_____
RFEP	_____	_____

Name: _____

Salida Union School District
Salida, California

English Language Acquisition Record

SPANISH PRIMARY LANGUAGE ASSESSMENT			
Pre LAS			
Total Score (4-year-olds)	Total Score (5, 6- year-olds)	Proficiency Level	Interpretation
0-56	0-61	1	Non-Spanish Speaker
57-66 67-76	62-71 72-81	2 3	Limited Spanish Speaker
77-86 87-100	82-91 92-100	4 5	Fluent Spanish Speaker
Pre-Literacy			
N/A	0-59	1	Low
N/A	60-79	2	Mid-level
N/A	80-100	3	High
Table for Grades 1-8			
LPI (RW/LAS-O)*		Category	
1/2 1/3		LSPa	
1/4 1/5		LSPb	
2/2 2/3		LSPc	
2/4 2/5		LSPd	
3/2 3/3		LSPe	
3/4 3/5		FSP	
<p>*LAS Reading/Writing Level combined with LAS Oral Level. The 1/1, 2/1, and 3/1 LPI are not included here because we do not recommend administering LAS R/W to students whose oral proficiency is lower than the equivalent of LAS Oral Level 2</p>			

Home Language Survey – Copy Enclosed

SSID (10-digit): _____

Local ID (6-digit): _____

Student: _____
(1) _____

Birthdate: _____
(2) _____

Date Enrolled: _____
(3) _____

(4) _____

ELPAC English Assessment (within 30 days of enrollment and annually thereafter)						
Year	Grade	Teacher	Date	Overall		English Language Classification
				Scale Score	ELPAC Level	

Primary Language Assessment (within 90 days)			Language Classification
Pre LAS 2000 K-1 (up to 6 years of Age)	Pre Literacy		
Date	Score	Score	

Primary Language Assessment (within 90 days)			Primary Language Classification
	LAS-O	LAS R/W	
Date	Total Score	Standardized Score	L/E Oral

Language Classification

English

- EL English Learner
- I-FEP Initially identified as Fluent
- R-FEP Reclassified as Fluent

Spanish

- LIE Limited in Spanish (Limitado en español)
- FIE Fluent in Spanish (Fluente en español)

Standardized Test Results CAASPP				
School Year	ELA Performance Level	ELA Scale Score	Math Performance Level	Math Scale Score

EL Identification Notice To Parents:

Date Sent/Called _____ Signature of caller _____ Copy of Notification

RFEP Notice To Parents:

Date Sent/Called _____ Signed Copy of Notification

RFEP Follow-up Copy: Year 1 _____ Year 2 _____ Year 3 _____ Year 4 _____



Salida Union School District

4801 Sisk Road, Salida, California 95368 • (209) 545-0339 • FAX (209) 545-2682

District Superintendent

Twila Tosh

Dear Parent/Guardian:

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 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 <https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp>.

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

If you have any questions about your child taking the ELPAC, please contact **[insert name of school contact]** at **[insert phone number and/or e-mail address]**.

Sincerely,

[Insert name of LEA superintendent or school principal]
[Superintendent/Principal]



Salida Union School District

Superintendente del Distrito
Twila Tosh

Estimado padre, madre o tutor:

Cuando inscribió a su hijo(a) en la escuela, usted indicó que el idioma nativo o lengua materna de su hijo(a) no es inglés. En las escuelas públicas de California, todos los estudiantes que ingresan en la escuela por primera vez serán evaluados con la Prueba de Suficiencia en el Idioma Inglés Inicial de California (*Initial English Language Proficiency Assessments for California*), o “ELPAC inicial”, si su lengua materna no es inglés.

La ELPAC inicial es la prueba utilizada para determinar si un estudiante está aprendiendo inglés o es proficiente en 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.

Con base en los resultados de la encuesta del idioma del hogar, **se evaluará a su hijo(a) con el ELPAC inicial.**

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

- Leerle a su hijo(a) o hacer que su hijo(a) le lean a usted de manera regular.
- Usar dibujos y pedirle a su hijo(a) que le diga lo que ve en o lo que está ocurriendo en cada dibujo.
- Proporcione a su hijo(a) oportunidades para usar el lenguaje fuera de la escuela.
- Hable con el maestro(a) de su hijo(a) sobre las habilidades de escucha, habla, lectura y escritura de su hijo(a) para ayudarlo a apoyar su progreso.

Para obtener más información sobre las ELPAC, visite la página web de las "Guías de padres para comprender" (*Parent Guides to Understanding*) del Departamento de Educación de California:

<https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

También puede ver preguntas de muestra en las pruebas de práctica, que se encuentran en el sitio web de las ELPAC: <https://www.elpac.org/resources/practicetests/>.

Si tiene alguna pregunta sobre las pruebas ELPAC que va a tomar su hijo(a), comuníquese con **[insert name of school contact]** al **[insert phone number and/or e-mail address]**.

Atentamente,

[Insert name of LEA superintendent or school principal]
[Superintendent/Principal]



Salida Union School District

4801 Sisk Road Salida, California 95368 • (209) 545-0339 • FAX (209) 545-2270

INITIAL PARENT NOTIFICATION

Language Assessment Results and Program Placement

Student Name: _____ School: _____ Date: _____

Student ID#: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

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

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

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

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

English Learner (EL)

Initial Fluent English Proficient (IFEP)

Check if applicable: **Individualized Education Program (IEP) on file**

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

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

The goal of language acquisition program 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 - (EC Section 313[f])	LEA Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level that is Well Developed – Level 4
Teacher Evaluation	Positive recommendation of regular classroom teachers(s)
Parental Opinion and Consultation	Parent/Guardian Opinion and consultation
Comparison of Performance in Basic Skills	Score of Instructional Level or Higher within grade level text range. (K - 1) Lexile Score within grade level text range. (2 - 3) CAASPP scaled score in English Language Arts meeting the District's minimum requirement for your child's grade level (Grades 4 - 8)

Language Acquisition Programs

We are required to provide a Structured English Immersion (SEI) program option. If you choose the option your child will be placed in a classroom that uses mostly English for instruction.

Choosing a Language Acquisition Program

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

Description of Program Options and goals for English Learners

A description of the language acquisition program provided at Salida Union School District is listed below.

Salida USD provides a 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 designated ELD and access to grade level academic subject matter content via integrated ELD. Parents/Guardian may choose a language acquisition program that best suits their child's needs.

Alternative language acquisition programs may include, but are not limited to the following:

- Dual Immersion
- Transitional Bilingual
- Developmental Bilingual

(EC Section 306 [c][1],[2],[3].)

At this current time, the district does not offer any alternative language program listed above.

If parents are interested in an alternative language program that is not provided by the district, please contact your child's school office to complete the request form. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C Section 6312 [e][3][A][viii][III]; EC Section 310[a])

Parents/Guardians may provide input regarding language acquisition programs during the District English Advisory Committee (DELAC) meetings and during the development of the Local Control Accountability Plan. (EC Section 52062).



Distrito Escolar de Salida Unión

4801 Sisk Road Salida, California 95368 • (209) 545-0339 • FAX (209) 545-2270

NOTIFICACIÓN INICIAL PARA LOS PADRES

Resultados de la evaluación del idioma y ubicación del programa

Estudiante: _____ Escuela: _____ Fecha: _____

Estudiante ID#: _____ Nacido/da el _____ Grado: _____ Idioma materno: _____

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. Las leyes estatales y federales nos requieren evaluar el nivel del dominio de inglés de su hijo y notificarle a usted de los resultados. Estamos obligados a informarle de las opciones de programas de adquisición de idiomas disponibles. De estas opciones usted puede escoger la mejor para su hijo (*Código de Educación de California [EC*] Sección 310*). Este aviso también contiene el criterio para salida del programa para aprendices de inglés (20 Código de los Estados Unidos [U.S.C.*] Sección 6312[e][3][A][i],[vi]).

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

Ámbitos Compuestos	Nivel de rendimiento de la evaluación inicial Evaluación del dominio del inglés (*ELPAC)
General	
Oral (Hablando y escuchando)	
Escrito (Lectura y Escritura)	

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

Aprendiz de Inglés (EL)

Nivel inicial de inglés fluido (IFEP)

Marque si es pertinente: Existe un **Programa de Educación Individualizado (IEP)***

Se adjunta una descripción de cómo el programa asignado a su hijo cumplirá con los objetivos del IEP. (20 U.S.C Sección 6312[e][3][A][vii])

Criterios para la reclasificación (la salida del programa) (20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición de lenguaje es que los estudiantes logren a dominar el inglés lo más antes posible y que cumplan con las medidas de logros académicos estatales. Los criterios para la reclasificación en este distrito son los siguientes

Criterios Requeridos - (EC Sección 313[f])	Los criterios de la agencia de educación local (LEA)*
Evaluación del dominio del inglés	Nivel de rendimiento general de ELPAC que está bien desarrollado - Nivel 4
Evaluación del maestro(a)	Recomendación positiva de los maestros de clase regulares
Consulta y opinión de los padres	Opinión y consulta de padres / tutores
Comparación del desempeño en habilidades básicas	Puntaje de nivel de instrucción o superior dentro del rango de texto del nivel de grado. (K - 1) Puntuación Lexile dentro del rango de texto del nivel de grado. (2-3)

	Puntaje escalado de CAASPP en artes del lenguaje inglés que cumple con el requisito mínimo del distrito para el nivel de grado de su hijo (Grados 4 - 8)
--	--

Programa 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.

Escoger un programa de adquisición de idiomas

Los padres o tutores pueden escoger el mejor programa de adquisición de idiomas para su hijo (EC Sección 310). Los programas de adquisición de idiomas son programas educativos diseñados para asegurar que la adquisición de inglés sea tan rápida y eficazmente como sea posible. Éstos proporcionan instrucción para aprendices de inglés basados en las normas de la disciplina académica adoptadas por el estado, incluso las normas del desarrollo de inglés (ELD*) (20 U.S.C. Sección 6312[e][3][A][iii],[v]; EC Sección 306[c]).

Descripción de las opciones de programas y las metas para aprendices del inglés

A continuación se detalla una descripción del programa de adquisición de idiomas proporcionado en el Distrito Escolar de Salida Unión.

Salida USD ofrece un Programa de Inmersión Estructurada en Inglés (SEI): un programa de adquisición del idioma para estudiantes de inglés en el que casi toda la instrucción en el aula se brinda en inglés, pero con un plan de estudios y una presentación diseñados para los alumnos que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece ELD designado y acceso a contenido de materias académicas de nivel de grado a través de ELD integrado. Los padres/tutores pueden elegir el programa de adquisición del idioma que mejor se adapte a las necesidades de su hijo.

Los programas alternativos de adquisición de idiomas pueden incluir, entre otros, los siguientes:

- Doble Inmersión
 - Bilingüe de Transición
 - Bilingüe del Desarrollo
- (Artículo 306 de la CE [c][1],[2],[3].)

En este momento, el distrito no ofrece ningún programa de idiomas alternativo mencionado anteriormente.

Si los padres están interesados en un programa de idioma alternativo que no ofrece el distrito, comuníquese con la oficina de la escuela de su hijo para completar el formulario de solicitud. Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición del idioma diseñado para brindar instrucción del idioma deberán ofrecer dicho programa en la medida de lo posible. (20 U.S.C Sección 6312 [e][3][A][viii][III]; EC Sección 310[a])

Los padres/tutores pueden brindar comentarios sobre los programas de adquisición del idioma durante las reuniones del Comité Asesor de Inglés del Distrito (DELAC) y durante el desarrollo del Plan de Responsabilidad de Control Local. (Sección 52062 del CE).



Salida Union School District

District Superintendent
Twila Tosh

Dear Parent/Guardian:

Identifying students who need help learning English is important so these students can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. The English Language Proficiency Assessments for California, or “ELPAC,” are the tests used to measure how well students understand English when it is not the language they speak at home. Information from the ELPAC tells your child’s teacher about the areas in which your child needs extra support.

This spring, your child will take the following test:

- ELPAC Summative Assessment

More About the ELPAC

Students in kindergarten through grade twelve, who are classified as English learners, will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading, and writing. Your child’s voice is being recorded as part of the Speaking test. A small percentage of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated.

To learn more about the ELPAC, please read the Parent Guide to Understanding the ELPAC, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp

The ELPAC practice tests are another good resource. They can be found on the ELPAC Web site at <https://www.elpac.org>, where parents and students can see the kinds of questions that will be on the test.

If you have any questions about your child taking the ELPAC, please contact [insert name of school contact] at [insert phone number and/or e-mail address].

Sincerely,

[Insert name of school principal]
[Principal]

Board of Trustees

Linda Brughelli
Nanci E. Fox
Dr. Gary Dew
Virginia Berry
Maria Magana

How can I help my child get ready for the ELPAC?

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

- Read to your child or have your child read to you on a regular basis.
- Use pictures and ask your child to tell you what he or she sees, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child’s teacher about his or her listening, speaking, reading and writing skills to help support your child’s progress.



Distrito Escolar Unión de Salida

Superintendente del Distrito
Twila Tosh

Estimado Padre/Tutor:

Identificar a los estudiantes que necesitan ayuda para aprender inglés es importante para que estos estudiantes puedan obtener el apoyo que necesitan para que les vaya bien en artes del lenguaje en inglés/alfabetización, matemáticas, ciencias y otras materias en la escuela. Las evaluaciones de dominio del idioma inglés para California, o "ELPAC", son las pruebas utilizadas para medir qué tan bien los estudiantes entienden inglés cuando no es el idioma que hablan en casa. La información de ELPAC le dice al maestro de su hijo sobre las áreas en las que su hijo necesita apoyo adicional.

Esta primavera, su hijo tomará el siguiente examen:

- Evaluación Sumativa ELPAC

Más Sobre el ELPAC

Los estudiantes desde kínder hasta el grado doce, que están clasificados como aprendices de inglés, tomarán la evaluación sumativa ELPAC cada año hasta que se reclasifiquen como competentes en inglés. Los estudiantes son evaluados en sus habilidades para escuchar, hablar, leer y escribir. La voz de su hijo se está grabando como parte de la prueba de expresión oral. Un pequeño porcentaje de las respuestas de los estudiantes se usará para validar la precisión de la calificación y no se usará para la identificación. Todas las respuestas grabadas serán destruidas después de validar los puntajes.

Para obtener más información sobre las ELPAC, lea Guía de Padres para Comprender las Pruebas ELPAC, que puede encontrar en la siguiente página web del CDE www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp

Otro recurso útil son las pruebas de práctica de las ELPAC. Las puede encontrar en el sitio web de ELPAC, <https://www.elpac.org>. Tanto los padres como los estudiantes pueden ver los tipos de preguntas que aparecen en las pruebas.

Si tiene alguna pregunta acerca de que su hijo tome el ELPAC, comuníquese con [inserte el nombre del contacto escolar] at [insertar número de teléfono y/o dirección de correo electrónico].

Sinceramente,

[Insertar nombre del director de la escuela]
[Director]

Junta Directiva
Linda Brughelli
Nanci E. Fox
Dr. Gary Dew
Virginia Berry
María Magana

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

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

- Léale a su hijo o haga que su hijo le lea regularmente.
- Use imágenes y pídale a su hijo que le diga qué ve o qué está sucediendo en cada imagen.
- Brinde a su hijo oportunidades para usar el lenguaje fuera de la escuela.
- Hable con el maestro de su hijo acerca de sus habilidades para escuchar, hablar, leer y escribir para ayudar a apoyar el progreso de su hijo.



PARENT NOTIFICATION

English Language Proficiency Assessment Results and Program Placement

Student Name: _____ School/Teacher: _____ Date: _____
 Student ID#: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

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

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

Composite	Scale Score	Performance Level
Overall		
Oral Language		
Written Language		

Domain	Performance Level
Listening	
Speaking	
Reading	
Writing	

Your child is participating in an Individualized Education Program (IEP), which is on file: Yes No
 A description of how your child's program placement will contribute to meeting the objectives of the IEP, if applicable, is identified in the current IEP (*20 U.S.C. Section 6312[e][3][A][vii]*).

Your student is identified as: (check if applicable)

- Long-Term English Learner (LTEL)
- English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk")

Long-Term English Learner (LTEL)

An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”)

An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year’s English language development test; and (4) has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

Meeting the Needs of LTELs and “At-Risk” English Learners

The district will provide explicit English language development instruction, with a focus on comprehension and complex vocabulary development needed to comprehend and produce academic language. Lessons in subject areas will be designed around carefully structured language objectives for integrating subject matter content, focusing on content-related reading and writing skills and carefully planned activities that encourage students to actively use language, with an emphasis on meaning making and engaging with the academic content.

Exit (Reclassification) Criteria

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

The goal of language acquisition program is for EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This Salida Union School District exit (reclassification) criteria are listed below.

Required Criteria - (EC Section 313[f])	LEA Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level that is Well Developed – Level 4
Teacher Evaluation	Positive recommendation of regular classroom teachers(s)
Parental Opinion and Consultation	Parent/Guardian Opinion and consultation
Comparison of Performance in Basic Skills	Score of Instructional Level or Higher within grade level text range. (K - 1) Lexile Score within grade level text range. (2 - 3) CAASPP scaled score in English Language Arts meeting the District’s minimum requirement for your child’s grade level (Grades 4 - 8)

Academic Achievement Results

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

Skill Area	Scale Score	Achievement Level
English Language Arts		
Mathematics		

Language Acquisition Programs

We are required to provide a Structured English Immersion (SEI) program option. If you choose the option your child will be placed in a classroom that uses mostly English for instruction.

Choosing a Language Acquisition Program

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

Description of Program Options and goals for English Learners

A description of the language acquisition program provided at Salida Union School District is listed below. Please select the program that best suits your child.

Salida USD provides a 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 designated ELD and access to grade level academic subject matter content via integrated ELD. Parents/Guardian may choose a language acquisition program that best suits their child's needs.

Alternative language acquisition programs may include, but are not limited to the following:

- Dual Immersion
- Transitional Bilingual
- Developmental Bilingual

(EC Section 306 [c][1],[2],[3].)

At this current time, the district does not offer any alternative language program listed above.

If parents are interested in an alternative language program that is not provided by the district, please contact your child's school office to complete the request form. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C Section 6312 [e][3][A][viii][III]; ECSection 310[a])

Parents/Guardians may provide input regarding language acquisition programs during the District English Advisory Committee (DELAC) meetings and during the development of the Local Control Accountability Plan. (EC Section 52062).



Distrito Escolar Unión de Salida

4801 Sisk Road Salida, California 95368 • (209) 545-0339 • FAX (209) 545-2270

NOTIFICACIÓN PARA LOS PADRES Resultados de la evaluación del idioma y colocación del programa

Escuela/ _____
Estudiante: _____ Maestro(a): _____ Fecha: _____
Estudiante ID#: _____ Nacido/da el: _____ Grado: _____ Idioma primario: _____

Estimados padres o tutores: Su hijo sigue siendo identificado como un aprendiz de inglés. Cada año, estamos obligados a evaluar a su hijo y notificarle el nivel de competencia de su hijo en inglés. Debemos informarle sobre las opciones disponibles del programa de adquisición de idiomas. De estas opciones, puede elegir la que mejor se adapte a su hijo (Código de Educación de California (EC) Sección 310). Esta carta también contiene los criterios para que un estudiante salga del estado de aprendiz de inglés (EL) (20 Código de los Estados Unidos [U.S.C.] Sección 6312 [e] [3] [A] [i], [vi]).

Resultados de la evaluación del lenguaje (20 U.S.C Sección 6312[e][3][A],[ii])

Compuesto	Puntuación escalada	Nivel de Desempeño
General		
Expresión oral		
Expresión escrito		

Dominio	Nivel de Desempeño
Compresión auditiva	
Expresión oral	
Lectura	
Escritura	

Su hijo está participando en un Programa de Educación Individualizado (IEP), que está archivado: Sí No

Una descripción de cómo la ubicación del programa de su hijo contribuirá a cumplir con los objetivos del IEP, si corresponde, se identifica en el IEP actual. (20 U.S.C Sección 6312[e][3][A][vii])

Su estudiante está identificado como: (marque si corresponde)

- Aprendiz de inglés a largo plazo (LTEL)
 Aprendiz de inglés "en riesgo" de convertirse en aprendiz de inglés a largo plazo ("en riesgo")

Aprendiz de inglés a largo plazo (LTEL)

Un estudiante aprendiz de inglés (EL) al que se aplica todo lo siguiente: (1) está inscrito en cualquiera de los grados 6 a 12, inclusive; y (2) ha estado matriculado en una escuela de EE. UU. durante seis años o más; y (3) ha permanecido en el mismo nivel de dominio del idioma inglés durante dos o más años anteriores consecutivos, o ha retrocedido a un nivel más bajo de dominio del idioma inglés, según lo determinado por la prueba de desarrollo del idioma inglés; y (4) para los estudiantes en los grados 6 a 9, inclusive, ha obtenido un puntaje en el nivel de "Estándar no cumplido" en la administración del año anterior del CAASPP-ELA. Para obtener más información, consulte el Código de Educación 313.1

Aprendiz de inglés "en riesgo" de convertirse en aprendiz de inglés a largo plazo ("en riesgo")

Un estudiante aprendiz de inglés (EL) al que se aplica todo lo siguiente: (1) está inscrito en los grados 3 a 12, inclusive; y (2) ha estado matriculado en una escuela de EE. UU. durante cuatro o cinco años; y (3) ha obtenido una puntuación de nivel intermedio o inferior en la prueba de desarrollo del idioma inglés del año anterior; y (4) ha obtenido una puntuación en el cuarto o quinto año en el nivel de "Estándar no cumplido" en la administración del año anterior del CAASPP-ELA. Para obtener más información, consulte el Código de Educación 313.1

Satisfacer las necesidades de los estudiantes de inglés LTEL y "en riesgo"

El distrito proporcionará instrucción explícita para el desarrollo del idioma inglés, con un enfoque en la comprensión y el desarrollo de vocabulario complejo necesario para comprender y producir el lenguaje académico. Las lecciones en las áreas temáticas se diseñarán en torno a objetivos lingüísticos cuidadosamente estructurados para integrar el contenido de la materia, centrándose en las habilidades de lectura y escritura relacionadas con el contenido y en actividades cuidadosamente planificadas que alienten a los estudiantes a usar el lenguaje de forma activa, con énfasis en la creación de significado y la participación académica. contenido.

Criterios de salida (reclasificación)

(20 U.S.C Sección 6312[e][3][A][vi])

El objetivo del programa de adquisición del lenguaje es que los estudiantes EL dominen el inglés lo más rápido posible y cumplan con las medidas estatales de rendimiento académico. Los criterios del Distrito Escolar Unión de Salida (reclasificación) se enumeran a continuación.

Criterios requeridos - (EC Sección 313[f])	Los criterios de la agencia de educación local (LEA)*
Evaluación del dominio del inglés	Nivel de rendimiento general de ELPAC que está bien desarrollado - Nivel 4
Evaluación del maestro(a)	Recomendación positiva de los maestros de clase regulares
Consulta y opinión de los padres	Opinión y consulta de padres / tutores
Comparación del desempeño en habilidades básicas	Puntaje de nivel de instrucción o superior dentro del rango de texto del nivel de grado. (K - 1) Puntuación Lexile dentro del rango de texto del nivel de grado. (2-3) Puntaje escalado de CAASPP en artes del lenguaje inglés que cumple con el requisito mínimo del distrito para el nivel de grado de su hijo (Grados 4 - 8)

Resultados de los logros académico

(20 U.S.C. sección 6312[e][3][A][ii])

Área de habilidad	Puntuación escalada	Nivel de logro
Artes de lenguaje inglés		
Matemáticas		

Programa de adquisición de lenguaje

Estamos obligados a proporcionar una opción de programa de inmersión estructurada en inglés (SEI). Si elige la opción, su hijo será ubicado en un salón de clases que usa principalmente inglés para instrucción.

Solicitar un programa de adquisición de lenguaje

Los padres o tutores pueden elegir el programa de adquisición del idioma que mejor se adapte a su hijo (EC Sección 310). Los programas de adquisición del idioma son programas educativos diseñados para garantizar que la adquisición del inglés se realice de la manera más rápida y efectiva posible. Brindan instrucción a los estudiantes de inglés según los estándares de contenido académico adoptados por el estado, incluidos los estándares de desarrollo del idioma inglés (ELD) (20 U.S.C. Sección 6312 [e][3][A][iii],[v]); Sección EC 306[c])

Descripción de las opciones de programas y las metas para aprendices del inglés

A continuación se detalla una descripción del programa de adquisición de idiomas que se brinda en el Distrito Escolar Unión de Salida. Seleccione el programa que mejor se adapte a su hijo(a).

Salida USD ofrece un Programa de Inmersión Estructurada en Inglés (SEI): un programa de adquisición del idioma para estudiantes de inglés en el que casi toda la instrucción en el aula se brinda en inglés, pero con un plan de estudios y una presentación diseñados para los alumnos que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece ELD designado y acceso a contenido de materias académicas de nivel de grado a través de ELD integrado. Los padres/tutores pueden elegir el programa de adquisición del idioma que mejor se adapte a las necesidades de su hijo.

Los programas alternativos de adquisición de idiomas pueden incluir, entre otros, los siguientes:

- Doble Inmersión
- Bilingüe de Transición
- Bilingüe del Desarrollo

(Artículo 306 de la CE [c][1],[2],[3].)

En este momento, el distrito no ofrece ningún programa de idiomas alternativo mencionado anteriormente.

Si los padres están interesados en un programa de idioma alternativo que no ofrece el distrito, comuníquese con la oficina de la escuela de su hijo para completar el formulario de solicitud. Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición del idioma diseñado para brindar instrucción del idioma deberán ofrecer dicho programa en la medida de lo posible. (20 U.S.C Sección 6312 [e][3][A][viii][III]; EC Sección 310[a])

Los padres/tutores pueden brindar comentarios sobre los programas de adquisición del idioma durante las reuniones del Comité Asesor de Inglés del Distrito (DELAC) y durante el desarrollo del Plan de Responsabilidad de Control Local. (Sección 52062 del CE).



PARENT NOTIFICATION

Alternate English Language Proficiency Assessment Results and Program Placement

Student Name: _____ School/Teacher: _____ Date: _____
 Student ID#: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

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

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

Results	Summative Alternate ELPAC Performance Level
Overall Status and Score	Status: Score:

A description of how your child’s program placement will contribute to meeting the objectives of the individualized education program (IEP) is identified in the current IEP (20 U.S.C. Section 6312[e][3][A][vii]). EL students with the most significant cognitive disabilities will take the Summative Alternate ELPAC every year until they are reclassified as fluent English proficient.

Your student is identified as: (check if applicable)

- Long-Term English Learner (LTEL)**
- English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”)**

Long-Term English Learner (LTEL)

An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”)

An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year’s English language development test; and (4) has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

Meeting the Needs of LTELs and “At-Risk” English Learners

The district will provide explicit English language development instruction, with a focus on comprehension and complex vocabulary development needed to comprehend and produce academic language. Lessons in subject areas will be designed around carefully structured language objectives for integrating subject matter content, focusing on content-related reading and writing skills and carefully planned activities that encourage students to actively use language, with an emphasis on meaning making and engaging with the academic content.

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

The goal of language acquisition programs is for EL students with the most significant cognitive disabilities to become proficient in English as rapidly as possible and to meet state alternate academic achievement measures. The Alternate ELPAC measures the 2012 California English Language Development (ELD) Standards via the ELD Connectors at <https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx>, which are reduced in depth, breadth, and complexity for the student population. More information on reclassification guidance and criteria is located in the ELPAC Information Guide at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfo21.docx>. The Salida Union School District exit (reclassification) criteria are listed below.

Required Criteria - (EC Section 313[f])	LEA Criteria
English Language Proficiency Assessment	Summative Alternate ELPAC Overall Performance Level 3
Teacher Evaluation	Positive recommendation of regular classroom teachers(s)
Parental Opinion and Consultation	Parent/Guardian Opinion and consultation
Comparison of Performance in Basic Skills	Score of Instructional Level or Higher within grade level text range. (K - 1) Lexile Score within grade level text range. (2 - 3) CAASPP scaled score in English Language Arts meeting the District’s minimum requirement for your child’s grade level (Grades 4 - 8)

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

Skill Area	California Alternate Assessments (CAAs) or Local Measures	Other Measure
English Language Arts		
Mathematics		

Language Acquisition Programs

We are required to provide a Structured English Immersion (SEI) program option. If you choose the option your child will be placed in a classroom that uses mostly English for instruction.

Choosing a Language Acquisition Program

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

Description of Program Options and goals for English Learners

A description of the language acquisition program provided at Salida Union School District is listed below. Please select the program that best suits your child.

Salida USD provides a 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 designated ELD and access to grade level academic subject matter content via integrated ELD. Parents/Guardian may choose a language acquisition program that best suits their child's needs.

Alternative language acquisition programs may include, but are not limited to the following:

- Dual Immersion
- Transitional Bilingual
- Developmental Bilingual

(EC Section 306 [c][1],[2],[3].)

At this current time, the district does not offer any alternative language program listed above.

If parents are interested in an alternative language program that is not provided by the district, please contact your child's school office to complete the request form. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C Section 6312 [e][3][A][viii][III]; ECSection 310[a])

Parents/Guardians may provide input regarding language acquisition programs during the District English Advisory Committee (DELAC) meetings and during the development of the Local Control Accountability Plan. (EC Section 52062).



Distrito Escolar Unión de Salida

4801 Sisk Road Salida, California 95368 • (209) 545-0339 • FAX (209) 545-2270

NOTIFICACIÓN PARA LOS PADRES

Resultados alternativos de la evaluación del idioma inglés y colocación en el programa

Escuela/ Estudiante: _____ Maestro(a): _____ Fecha: _____

Estudiante ID#: _____ Nacido/da el: _____ Grado: _____ Idioma primario: _____

Estimados padres o tutores: Su hijo sigue siendo identificado como un estudiante de inglés como segunda lengua (EL, por sus siglas en inglés). Cada año, debemos evaluar a su hijo y notificarle el nivel de dominio del idioma inglés de su hijo. Estamos obligados a informarle sobre las opciones de programas de adquisición de idiomas disponibles. De estas opciones, puede elegir la que mejor se adapte a su hijo (Código de Educación de California [EC] Sección 310). Esta carta también identifica los criterios para que un estudiante salga del estatus de EL (20 Código de los Estados Unidos [U.S.C.] Sección 6312[e][3][A][ii],[vi]).

Resultados de la evaluación del lenguaje

(20 U.S.C Sección 6312[e][3][A],[ii])

Resultados	ELPAC Alternativo Sumativo Nivel de Desempeño
Estado y Puntaje General	Estado: Score:

A description of how your child's program placement will contribute to meeting the objectives of the individualized education program (IEP) is identified in the current IEP (20 U.S.C. Section 6312[e][3][A][vii]). EL students with the most significant cognitive disabilities will take the Summative Alternate ELPAC every year until they are reclassified as fluent English proficient.

Su estudiante está identificado como: (marque si corresponde)

- Aprendiz de inglés a largo plazo (LTEL)
- Aprendiz de inglés "en riesgo" de convertirse en aprendiz de inglés a largo plazo ("en riesgo")

Aprendiz de inglés a largo plazo (LTEL)

Un estudiante aprendiz de inglés (EL) al que se aplica todo lo siguiente: (1) está inscrito en cualquiera de los grados 6 a 12, inclusive; y (2) ha estado matriculado en una escuela de EE. UU. durante seis años o más; y (3) ha permanecido en el mismo nivel de dominio del idioma inglés durante dos o más años anteriores consecutivos, o ha retrocedido a un nivel más bajo de dominio del idioma inglés, según lo determinado por la prueba de desarrollo del idioma inglés; y (4) para los estudiantes en los grados 6 a 9, inclusive, ha obtenido un puntaje en el nivel de "Estándar no cumplido" en la administración del año anterior del CAASPP-ELA. Para obtener más información, consulte el Código de Educación 313.1

Aprendiz de inglés "en riesgo" de convertirse en aprendiz de inglés a largo plazo ("en riesgo")

Un estudiante aprendiz de inglés (EL) al que se aplica todo lo siguiente: (1) está inscrito en los grados 3 a 12, inclusive; y (2) ha estado matriculado en una escuela de EE. UU. durante cuatro o cinco años; y (3) ha obtenido una puntuación de nivel intermedio o inferior en la prueba de desarrollo del idioma inglés del año anterior; y (4) ha obtenido una puntuación en el cuarto o quinto año en el nivel de "Estándar no cumplido" en la administración del año anterior del CAASPP-ELA. Para obtener más información, consulte el Código de Educación 313.1

Satisfacer las necesidades de los estudiantes de inglés LTEL y "en riesgo"

El distrito proporcionará instrucción explícita para el desarrollo del idioma inglés, con un enfoque en la comprensión y el desarrollo de vocabulario complejo necesario para comprender y producir el lenguaje académico. Las lecciones en las áreas temáticas se diseñarán en torno a objetivos lingüísticos cuidadosamente estructurados para integrar el contenido de la materia, centrándose en las habilidades de lectura y escritura relacionadas con el contenido y en actividades cuidadosamente planificadas que alienten a los estudiantes a usar el lenguaje de forma activa, con énfasis en la creación de significado y la participación académica. contenido.

Criterios de salida (reclasificación)

(20 U.S.C Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición del idioma es que los estudiantes EL con las discapacidades cognitivas más significativas dominen el inglés lo más rápido posible y cumplan con las medidas de desempeño académico alternativas del estado. El ELPAC alternativo mide los estándares de desarrollo del idioma inglés (ELD) de California de 2012 a través de los conectores ELD en <https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx> , que se reducen en profundidad, amplitud y complejidad para la población estudiantil. Puede encontrar más información sobre la guía y los criterios de reclasificación en la Guía de información de ELPAC en <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide21.docx> . Los criterios del Distrito Escolar Unión de Salida (reclasificación) se enumeran a continuación.

Criterios requeridos - (EC Sección 313[f])	Los criterios de la agencia de educación local (LEA)*
Evaluación del dominio del inglés	Nivel de rendimiento general 3 de ELPAC alternativo sumativo
Evaluación del maestro(a)	Recomendación positiva de los maestros de clase regulares
Consulta y opinión de los padres	Opinión y consulta de padres / tutores
Comparación del desempeño en habilidades básicas	Puntaje de nivel de instrucción o superior dentro del rango de texto del nivel de grado. (K - 1) Puntuación Lexile dentro del rango de texto del nivel de grado. (2-3) Puntaje escalado de CAASPP en artes del lenguaje inglés que cumple con el requisito mínimo del distrito para el nivel de grado de su hijo (Grados 4 - 8)

Resultados de los logros académico

(20 U.S.C. sección 6312[e][3][A][ii])

Área de habilidad	Evaluaciones Alternativas de California (CAA) o Medidas Locales	Otra Medida
Artes de lenguaje inglés		
Matemáticas		

Programa de adquisición de lenguaje

Estamos obligados a proporcionar una opción de programa de inmersión estructurada en inglés (SEI). Si elige la opción, su hijo será ubicado en un salón de clases que usa principalmente inglés para instrucción.

Solicitar un programa de adquisición de lenguaje

Los padres o tutores pueden elegir el programa de adquisición del idioma que mejor se adapte a su hijo (EC Sección 310). Los programas de adquisición del idioma son programas educativos diseñados para garantizar que la adquisición del inglés se realice de la manera más rápida y efectiva posible. Brindan instrucción a los estudiantes de inglés según los estándares de contenido académico adoptados por el estado, incluidos los estándares de desarrollo del idioma inglés (ELD) (20 U.S.C. Sección 6312 [e][3][A][iii],[v]); Sección EC 306[c])

Descripción de las opciones de programas y las metas para aprendices del inglés

A continuación se detalla una descripción del programa de adquisición de idiomas que se brinda en el Distrito Escolar Unión de Salida. Seleccione el programa que mejor se adapte a su hijo(a).

Salida USD ofrece un Programa de Inmersión Estructurada en Inglés (SEI): un programa de adquisición del idioma para estudiantes de inglés en el que casi toda la instrucción en el aula se brinda en inglés, pero con un plan de estudios y una presentación diseñados para los alumnos que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece ELD designado y acceso a contenido de materias académicas de nivel de grado a través de ELD integrado. Los padres/tutores pueden elegir el programa de adquisición del idioma que mejor se adapte a las necesidades de su hijo.

Los programas alternativos de adquisición de idiomas pueden incluir, entre otros, los siguientes:

- Doble Inmersión
- Bilingüe de Transición
- Bilingüe del Desarrollo

(Artículo 306 de la CE [c][1],[2],[3].)

En este momento, el distrito no ofrece ningún programa de idiomas alternativo mencionado anteriormente.

Si los padres están interesados en un programa de idioma alternativo que no ofrece el distrito, comuníquese con la oficina de la escuela de su hijo para completar el formulario de solicitud. Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición del idioma diseñado para brindar instrucción del idioma deberán ofrecer dicho programa en la medida de lo posible. (20 U.S.C Sección 6312 [e][3][A][viii][III]; EC Sección 310[a])

Los padres/tutores pueden brindar comentarios sobre los programas de adquisición del idioma durante las reuniones del Comité Asesor de Inglés del Distrito (DELAC) y durante el desarrollo del Plan de Responsabilidad de Control Local. (Sección 52062 del CE).



Salida Union School District

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Participation Criteria Checklist for Alternate Assessments

To assist an IEP team in determining whether or student should us alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “disagree,” the team should consider administering the CAASPP to the student with the use of any necessary test variations, accommodations, and or modifications.

Circle “Agree” or “Disagree” for each item:

Agree Disagree The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.

Agree Disagree The Student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as hi/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.

Agree Disagree The student cannot take the ELPAC even with test variations, accommodations, and/or modifications.

Agree Disagree The Decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.

Agree Disagree The decision to participate in and alternate assessment is not based on excessive or extended absences.

Agree Disagree The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.

Agree Disagree The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.

Agree Disagree The decision to participate in an alternate assessment is not based primarily on a specific categorical program.

Agree Disagree The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.



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RECLASSIFICATION WORKSHEET GRADES K - 5

Student: _____ **ID#:** _____
Grade: _____ **Teacher:** _____
Date of Recommendation: _____ **Recommended by:** _____

Evidence available at date of recommendation that student meets exit criteria
 (All criteria must be met prior to reclassification)

1. ELPAC Overall Performance Level that is Well Developed – Level 4:

ELPAC Overall Score	Oral Language Score (Listening and Speaking)	Written Language Score (Reading and Writing)
1=Minimally Developed 2=Somewhat Developed 3=Moderately Developed 4=Well Developed		

2. Comparison of Performance in ELA/Literacy Assessment:

Oral Reading Records (Grade K - 1)	iReady (Grade 1 - 3)	ELA CAASPP (Grade 4 - 8)

3. Current Achievement Level (3, 2, 1): _____ Trimester 1 2 3 _____ Date _____
 (Circle one)

English Language Arts	ELD	Math	Science	Social Science
3 = Standard Met		2 = Making Progress		1 = Standard Not Met

4. Teacher Recommendation

<input type="checkbox"/> Students understands and speaks conversational English without difficulty	<input type="checkbox"/> Student understands and speaks academic English without difficulty.
<input type="checkbox"/> Student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations.	<input type="checkbox"/> The student is making satisfactory progress in written English assignments. Errors do not interfere with the comprehension of student's writing.

5. Principal Review and Agreement

- Student has met all of the criteria necessary for reclassification.
 Student has not met all of the criteria necessary, and not recommended for reclassification at this time.

Signature

Date



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RECLASSIFICATION WORKSHEET GRADES 6 - 8

Student: _____ ID#: _____
 Grade: _____ Teacher: _____
 Date of Recommendation: _____ Recommended by: _____

Evidence available at date of recommendation that student meets exit criteria

(All criteria must be met prior to reclassification)

1. ELPAC Overall Performance Level that is Well Developed – Level 4:

ELPAC Overall Score	Oral Language Score (Listening and Speaking)	Written Language Score (Reading and Writing)
1=Minimally Developed 2=Somewhat Developed 3=Moderately Developed 4=Well Developed		

2. Comparison of Performance in ELA/Literacy Assessment:

ELA CAASPP (Grade 4 - 8)	

3. Current: Trimester 1 2 3 Date _____ GPA: _____
 (Circle one)

English Language Arts	ELD	Math	Science	Social Science

4. Teacher Recommendation

<input type="checkbox"/> Students understands and speaks conversational English without difficulty	<input type="checkbox"/> Student understands and speaks academic English without difficulty.
<input type="checkbox"/> Student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations.	<input type="checkbox"/> The student is making satisfactory progress in written English assignments. Errors do not interfere with the comprehension of student's writing.

5. Principal Review and Agreement

- Student has met all of the criteria necessary for reclassification.
 Student has not met all of the criteria necessary, and not recommended for reclassification at this time.

Signature

Date



Salida Union School District

4801 Sisk Road Salida, California 95368 • (209) 545-0339 • FAX (209) 545-2270

ENGLISH LANGUAGE LEARNER RECLASSIFICATION, GRADES K-8

School:

Teacher:

To Parents of:

Student ID:

Grade:

Your child was initially identified as an English Learner upon entrance into the Salida Union School District. Based on the guidelines outlined in the English Language Learner Programs Handbook, reclassification to fluent English Proficiency occurs when the following criteria have been met:

1. ELPAC Overall Performance Level that is Well Developed – Level 4.
2. Reading Assessment or CAASPP scaled score in English Language Arts meeting the District’s minimum requirement for your child’s grade level.
3. Achievement Level of 2 or higher (Elementary); GPA of “C” or higher (Middle School)
4. Positive recommendation of regular classroom teacher(s)

Your child has met the above criteria and now may be **reclassified as fluent English proficient**. Parental input is extremely important to complete the process.

_____ I have had the Opportunity to take part in the decision to reclassify my child as Fluent English Proficient (R-FEP).
Parent Initials

I agree with the findings of the language assessment team. My child will participate fully in mainstream English classes and will no longer receive services required for English learners. Reclassify my child fluent English proficient.

I do not agree with the findings of the language assessment team. Do not reclassify at this time. I would like to meet with the language assessment team to discuss the needs my child has in English language acquisition.

Parent/Guardian Signature

Date

Principal Signature/Designee

Date



Salida Union School District

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APRENDIZ DEL IDIOMA INGLES NOTIFICACION DE RECLASIFICACION, GRADOS K-8

Escuela:

Maestro(a):

Los padres de:

ID del estudiante:

Grado:

Su hijo(a) fue inicialmente identificado como un aprendiz de inglés al ingresar al Distrito Escolar Unión de Salida. Según las pautas descritas en el Manual de programas para estudiantes que aprenden inglés, la reclasificación a dominio fluido del inglés ocurre cuando se cumplen los siguientes criterios:

1. Nivel de rendimiento general de ELPAC que está bien desarrollado – Nivel 4
2. Evaluación de lectura o puntuación escalada CAASPP en artes del lenguaje inglés que cumple con el requisito mínimo del distrito para el nivel de grado de su hijo.
3. Nivel de logro de 2 o superior (primaria); GPA de “C” o superior (secundaria)
4. Recomendación positiva de los maestros de sus clases regulares

Su hijo(a) ha cumplido con el criterio antes mencionado y ahora puede ser **reclasificado como fluente en la proficiencia del inglés**. Opinión de los padres es de extrema importancia para completar el proceso.

_____ He tenido la oportunidad de participar en la decisión de reclasificar a mi hijo como fluído en el
Parent inglés (R-FEP).
Initials

Estoy de acuerdo con los resultados del equipo de asesoramiento de lenguaje. Mi hijo(a) participará completamente en el programa regular de clases en inglés, y no recibirá más servicios requeridos para los aprendices de Inglés. Reclasifiquen a mi hijo(a) como fluente en la proficiencia del inglés.

No estoy de acuerdo con los resultados del equipo de asesoramiento de lenguaje. No reclasifiquen a mi hijo(a) en este momento. Me gustaría reunirme con el equipo de asesoramiento de lenguaje para hablar sobre las necesidades de mi hijo(a) en la adquisición del idioma inglés.

Firma del Padre de Familia/Guardián

Fecha

Firma del Director/Designada

Fecha



Salida Union School District

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RECLASSIFIED (RFEP) MONITORING (GRADES K - 5)

In accordance with California regulations and federal laws, Salida USD is required to monitor for four years all students who have exited from English learner (EL) status because they have been reclassified to fluent English proficient (RFEP) status. (20 *United States Code* Section 6841(a)(4)(5); *California Code of Regulations*, Title 5, Section 11304.)

School: _____ Date: _____
 Student Name: _____ Student ID: _____
 Teacher: _____ Grade Level: _____
 Primary Language: _____ Reclassification Date: _____ Monitoring Year: _____

Academic Achievement Results:

Reading Level/Stage (Grade K - 1)		iReady Reading (Grades 2 - 3)	
Skill Area:	CAASPP (Grade 4 - 8)		Results
English Language Arts			
Mathematics			

Teacher Evaluation:

Current ELA Achievement Level: _____ Trimester 1 2 3 (Circle One)

Foundational Skills	Reading Literature	Informational Text	Writing & Language	Speaking & Listening

3 = Standard Met 2 = Making Progress 1 = Standard Not Met

Progress in Academic Language: (check)	Rarely	Sometimes	Often
Is the student able to engage in academic dialogue in class?			
Does the student consistently complete classwork?			
Does the student possess reading skills needed to participate in classroom activities?			
Does the student possess the writing skills needed to participate in classroom activities?			

Recommendation: (Select One)	
	Continue - This student is making adequate progress and should continue to be monitored as an RFEP until fully exited.
	Recommendation for Interventions - This student is not making adequate academic progress and needs additional support.

Principal Review and Agreement

Signature

Date



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4801 Sisk Road • Salida, CA 95368 • Phone: 209-545-0339

RECLASSIFIED (RFEP) MONITORING (GRADES 6 - 8)

In accordance with California regulations and federal laws, Salida USD is required to monitor for four years all students who have exited from English learner (EL) status because they have been reclassified to fluent English proficient (RFEP) status. (20 United States Code Section 6841(a)(4)(5); California Code of Regulations, Title 5, Section 11304.)

School: _____ Date: _____
 Student Name: _____ Student ID: _____
 Teacher: _____ Grade Level: _____
 Primary Language: _____ Reclassification Date: _____ Monitoring Year: _____

Academic Achievement Results:

Skill Area:	CAASPP (Grade 4 - 8)	Results
English Language Arts		
Mathematics		

Teacher Evaluation:

Current Grades: _____ Trimester 1 2 3 (Circle One) GPA: _____

English Language Arts	Math	Science	History Social Science

Progress in Academic Language: (check)	Rarely	Sometimes	Often
Is the student able to engage in academic dialogue in class?			
Does the student consistently complete classwork?			
Does the student possess reading skills needed to participate in classroom activities?			
Does the student possess the writing skills needed to participate in classroom activities?			

Recommendation: (Select One)	
<input type="checkbox"/>	Continue - This student is making adequate progress and should continue to be monitored as an RFEP until fully exited.
<input type="checkbox"/>	Recommendation for Interventions - This student is not making adequate academic progress and needs additional support.

Principal Review and Agreement

Signature

Date



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Proposed Calendar for ELAC Meetings

September	Election of members and new officers.
October	Review and plan yearly calendar and elect district representative(s). Training of legal responsibilities.*
November	Overview of services for English Learners (coordinate with School Site Council and other committees.)
January	Plan activities to make parents aware of the importance of regular school attendance.*
February	Conduct a comprehensive school needs assessment (coordinate with School Site Council and other committees.)*
March	Review and discuss the language census.
April	Review and revise the plan for English learners as described by the district (coordinate with School Site Council and other committees.)
May	Review and revise the site plan for English learners as described in the site plan (coordinate with School Site Council and other committees.)*

Note: All four ELAC legal responsibilities should be addressed during the school year.
*Denotes legal responsibilities.



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Definitions of Terms

CAASPP	California Assessment of Student Performance and Progress State Academic Test
DELAC	District English Language Advisory Committee
ELAC	English Language Advisory Committee
ELD	English Language Development – refers to a class or program
dELD	Designated ELD instruction that focuses on ELD standards to develop English language as skills rapidly as possible so English learners are proficient
iELD	Integrated ELD instruction to make subject matter more comprehensible
EL	English Learner – refers to a student needing an ELD program
ELPAC	English Language Proficiency Assessments for California
IEP	Individualize Learning Plan – written for students who have qualified for Special Education Services
IFEP	Refers to a student who has been initially designated Fluent English Proficient when entering school
ILP	Individualized Learning Plan
Initial ELPAC	Assessment that determines whether a child whose primary language is other Than English is an English learner
Newcomers	Children of immigrants from different countries (speak a variety of languages, and have different levels of literacy skills and educational backgrounds.) Programs are designed to make their transition easier.
RFEP	Refers to an English learner who has been redesignated to Fluent English Proficient
SOLOM	Test that assesses oral fluency (see Language Reclassification Monitoring form)
SEI	Structured English Immersion – a language acquisition program for English learners where nearly all classroom instruction is provided in English.