



ST. HELENA UNIFIED SCHOOL DISTRICT ENGLISH LANGUAGE LEARNERS SERVICES

MASTER PLAN

2022-2023

Presented to St. Helena Unified School Board October 2022

The St. Helena *Master Plan for English Learners* is tied to and based on:

- Federal law (Every Student Succeeding Act (ESSA))
- State laws and regulations
- Program policies
- Research-informed, proven instructional practices
- New English Learner RoadMap

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Introduction

What defines an English learner?

The current federal definition of English learner has legal and policy roots which merit a brief review. The educational rights of “national origin-minority children” are well-established in Title VI of the Civil Rights Act of 1964 (Public Law 88-352). Specifically, Section 601 declares

“No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” (42 USC Sec.2000d.)

In particular, these children’s right to equitable educational opportunities including, when deemed necessary, effective English language development services is supported by the Equal Educational Opportunities Act of 1974 (Public Law 93-380), which requires states to ensure an education agency “take[s] appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs” (20 USC Sec.1703(f)).

It is the Elementary and Secondary Education Act (ESEA) – first in its 1978 reauthorization, and further refined in 1994 (IASA) and 2001 (NCLB) – which provides an explicit definition of what constitutes a “Limited English Proficient” student.⁵ As defined in section 9101(25) of the law (italics and bold emphases have been added)

Beliefs:

- We believe that just as everyone learned a first language, everyone can learn a second (or more). This language can be acquired in informal situations and learned in formal classroom settings.
- We believe that the first priority of EL Services is to foster basic communication skills in English. Ultimately, the aim of the EL program is to help students function successfully in American society.
- We believe that ELL Services should help English Language Learners appreciate the value of all cultures in a global society.
- We believe that parental involvement and high-quality staff development are integral components of effective ELL services.

The new Every Student Succeeds Act (ESSA) in 2015 defines the term English learner (EL) as an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

- (i) the ability to meet the challenging state academic standards;
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Once the Federal Every Student Succeeds Act was implemented, States were required to create ESSA State plans to determine how Federal regulations were going to be met. In July 2018, the California ESSA State Plan was approved by the California School Board. California ESSA Plan was approved by the federal government on December 2, 2020. Below is the link to the ESSA State Plan as approved, which includes Title III-English Language Learners acquisition.

<https://www.cde.ca.gov/re/es/documents/essa122020.docx>

Goals of English Language Services:

EL Services, by nature, are essentially transitional. EL Services have four major goals for students overall:

- To attain English language proficiency;
- To have access to the CA. standards curriculum and grade level core classes;
- To use English in their academic achievement in all content areas;
- To use English to fully participate effectively in U.S. society.

NEW to California, in response to a voter-approved ballot initiative, the California Education for a Global Economy Initiative (Proposition 58), and other changes in state and federal policy related to English learners, the California Department of Education has issued the California English Learner Roadmap.

This resource includes guidance on how LEAs and schools should implement and strengthen comprehensive, evidence-based programs and services for all profiles of English learners that enable access to college- and career-ready learning, as well as opportunities to attain the State Seal of Biliteracy.

In July 12, 2017, The California State Board of Education (SBE) approved the new California English Learner (EL) RoadMap Policy.

The EL Roadmap Policy contains four principles to guide LEAs toward creating conditions that will allow English learners to thrive. The principles are as follows:

- **Assets-Oriented and Needs-Responsive Schools**
Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.
- **Intellectual Quality of Instruction and Meaningful Access**
English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
- **System conditions that Support Effectiveness**
Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.
- **Alignment and Articulation Within and Across systems**
English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

The EL Roadmap articulates the elements of each principle and correlates these elements to the state priorities addressed in the LCAP. See the EL Roadmap at the links below:

<https://www.cde.ca.gov/sp/el/rm/documents/caelroadmap.docx> in English
<https://www.cde.ca.gov/sp/el/rm/documents/roadmapspan.docx> in Spanish

Legal Background and State Requirements

There exists a substantial body of federal law and Supreme Court rulings that establish the rights of English language learners and which define the legal responsibilities of school districts serving these students.

Title VI of the Civil Rights Act of 1964

This prohibits discrimination on the basis of race, color, or national origin in programs receiving federal financial assistance. This law has been interpreted in the public-school context as requiring appropriate steps to ensure that equal educational opportunities are afforded to students who are limited in their English language proficiency.

Lau v. Nichols (1974)

Over the years, federal court decisions have recognized that school districts have a responsibility to take the steps necessary to provide equal education opportunities to English language learner students. In *Lau v. Nichols*, the U.S. Supreme Court ruled that a school district's failure to provide English language instruction to English language learners denied them the meaningful opportunity to participate in the district's educational program in violation of Title VI of the Civil Rights Act of 1964. The Court further noted that equality of opportunity is not simply providing English Language Learners (ELL) the same facilities, textbooks, teachers and curriculum which non-ELL students receive. If English is the language of instruction, then measures must be taken to ensure that English is taught to students who do not speak English or who are limited English proficient in order to provide equal access to educational opportunities.

Equal Educational Opportunities Act of 1974

This act mandates that no state shall deny equal education opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program." This requires educational service providers to take appropriate action to help these students overcome language barriers.

Castaneda v Pickard (1981)

The Supreme Court delineated a three-pronged standard for determining whether or not ESL students have equal and meaningful access to a school district's program. A program for ELL students is acceptable if:

- the district is pursuing a program informed by an educational theory recognized as sound by some experts in the field, or at least is deemed to be a legitimate experimental strategy;
- the programs and practices used by the district are reasonably calculated to implement such theories effectively; and
- the district will act if the program, after a legitimate trial, fails to produce results that indicate the language barriers confronting students are being overcome.

Plyler v. Doe (1982)

The Supreme Court stipulated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents.

- School officials may not require students to prove they are in the United States legally,
- Schools should avoid attempts to document students' status.
- The following school practices are prohibited:
 - Barring access to a student on the basis of undocumented status
 - Treating students disparately for residency determination purposes on the basis of their undocumented status
 - Making inquiries to a student or his/her parent which may reveal their status
 - Federal education programs may ask for information from parents and students to determine if students are eligible for various programs. In such cases, schools should ask for voluntary information from parents.

Executive Order 13166 (2000)

This presidential order required all federal agencies to "ensure that the programs and activities they normally provide in English are accessible to ELL persons and thus do not discriminate on the basis of national origin in violation of Title VI of the Civil Rights Act of 1964."

No Child Left Behind (NCLB) (2002)

NCLB and Accountability

The No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background.

NCLB put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement. This focus on accountability has been critical in ensuring a quality education for all children, yet also revealed challenges in the effective implementation of this goal.

Parents, educators, and elected officials across the country recognized that a strong, updated law was necessary to expand opportunity to all students; support schools, teachers, and principals; and to strengthen our education system and economy.

The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

Congress responded to that call.

Every Student Succeeds Act (ESSA) was enacted and reflects many of the priorities of this administration. President Obama signed Every Student Succeeds Act into law on December 10, 2015.

Every Student Succeeds Act (ESSA) (2015)

ESSA Highlights

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Philosophy

Language minority students have the same rights, privileges, and responsibilities as other students in the St. Helena School District. The purpose of English Learners' (EL) services is to help EL students overcome their linguistic, cultural, and academic difficulties and assure that they receive an **equal educational opportunity**. This will be achieved through active and regular **collaboration** between the mainstream classroom and the ELD teachers.

The California ELA/ELD Framework

California adopted in July 2014 an English Language Arts/ English language Development Framework which discusses the Common Core ELA and ELD standards and how to translate the standards into a coherent instructional program. For additional information on the newly adopted Framework go to <http://www.cde.ca.gov/cj/rl/cf/elaeldfrmwrksbeadopted.asp>

The adopted framework is a guide for professional development learning tool in SHUSD as we move forward in developing services and programs for our ELs.

Federal Accountability Measure

All districts are evaluated on multiple measures by the federal government and in California, the state uses the California Accountability Dashboard which took the place of the former Academic Program Improvement (API) ranking to determine progress achieved on several indicators.

English Learner Students in St. Helena (Outcome Data Over the Years)

The dashboard has 5 colors: Red, Orange are the lowest colors on the scale demonstrating limited or no growth on performance indicators and Green, Blue are colors of acceptable growth or performance on indicators. The color Yellow is in the middle of the 5 colors demonstrating that this sub-group is an area of concern and focus but not classified for review from the State of California for below level performance.











2016-17 EL Data

Students were in the Yellow on the 5x5 chart, indicating that we have maintained with minimal movement up or down the chart.

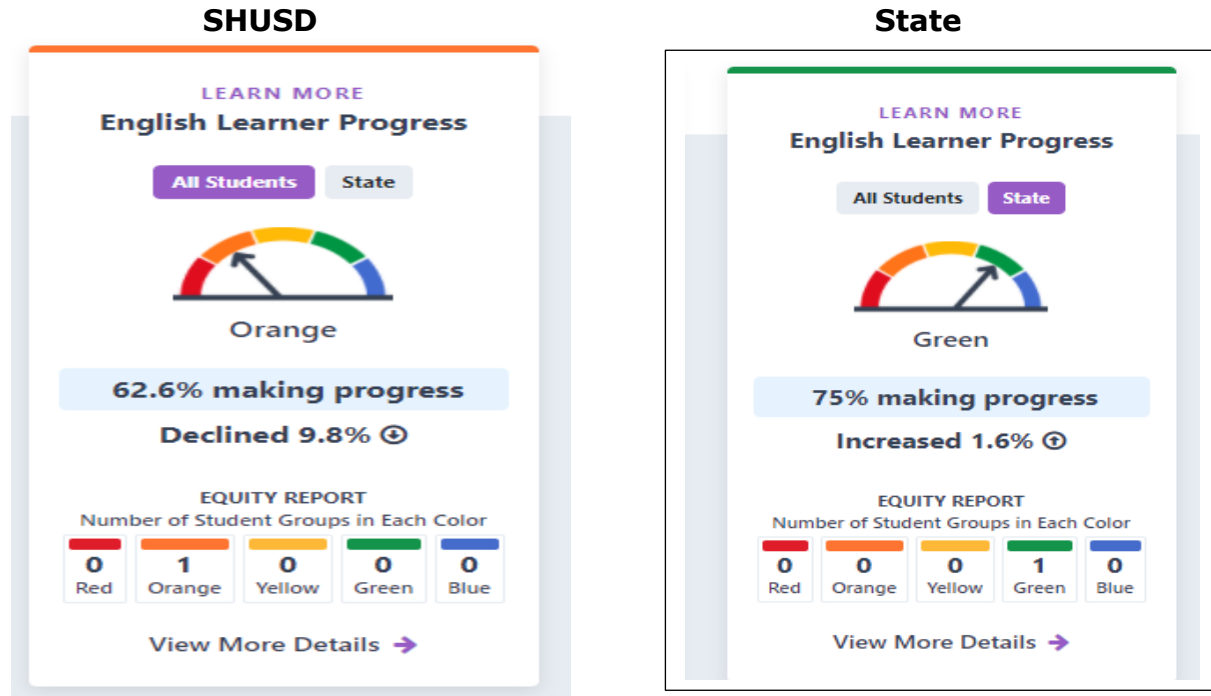
English Language Performance Overall Indicator (ELPI)

English Learner Progress (1-12)		Medium 69.7%	Maintained -1%
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Breaking the 5x5 chart down into further detail, it shows that English Learners have some focus areas of concern in 2016-2017

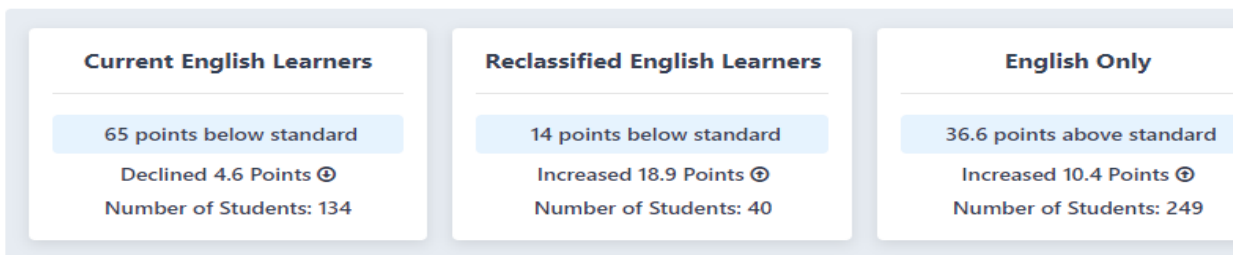
State Indicators	All Students	English Learners
Chronic Absenteeism 	N/A	N/A
Suspension Rate (K-12)		
English Learner Progress (1-12)		N/A
Graduation Rate (9-12)		
English Language Arts (3-8)		
Mathematics (3-8)		

2016-2017 Data Continued:



Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

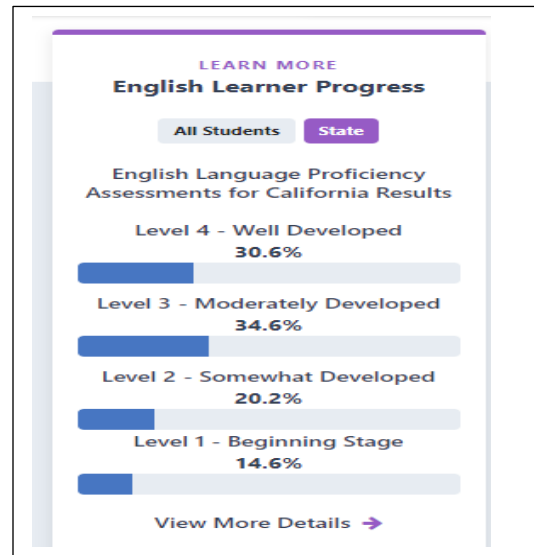
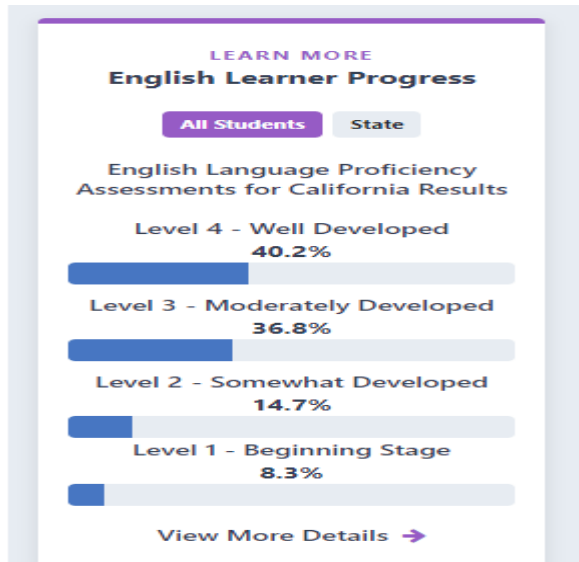


2017-18 EL Data

Selected District Level Data - 2866290--Saint Helena Unified
for the year 2017-18

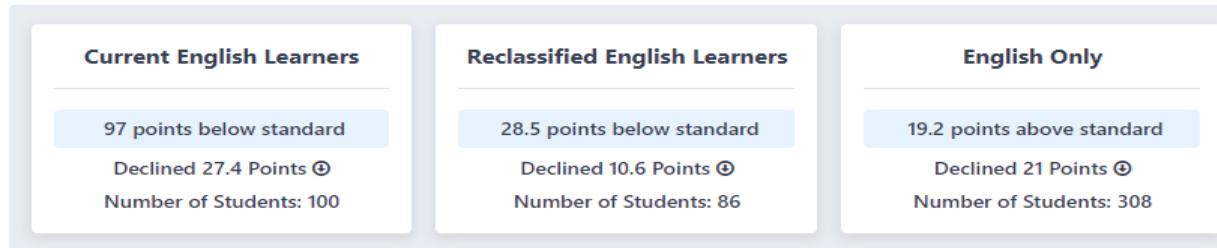
District	District Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Saint Helena Unified	2866290	1,192	218 (18.3 %)	311 (26.1 %)	34 (12.1 %)
County Total:		20,402	4,711 (23.1 %)	5,040 (24.7 %)	659 (13.3 %)
State Totals:		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

There was no performance color as the state was changing how they were reported for English Learner on the dashboard:



Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



2018-19 EL DATA

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Saint Helena Unified	713	85	219	249	1	1,267
Napa County	10,557	702	4,458	4,488	10	20,215
State	3,582,707	260,529	1,195,988	1,131,092	15,962	6,186,278

LEARN MORE
English Learner Progress

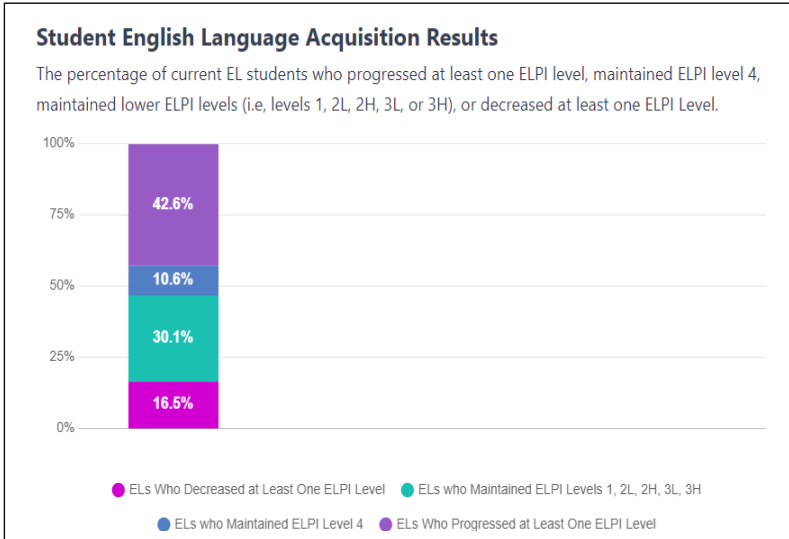
All Students
State

53.3% making progress towards English language proficiency

Number of EL Students: 169

Performance Level
Medium

[View More Details →](#)



Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
<p>97.2 points below standard</p> <p>Maintained -0.8 Points</p> <p>Number of Students: 101</p>	<p>28.8 points below standard</p> <p>Maintained 0 Points</p> <p>Number of Students: 73</p>	<p>28 points above standard</p> <p>Increased 9.1 Points Ⓞ</p> <p>Number of Students: 308</p>

2019-20 EL DATA

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

- English Learner Progress Indicator:** No reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC)

2020-21 and 2021-2022 EL DATA (State ELPI Outcome Data Not Available)

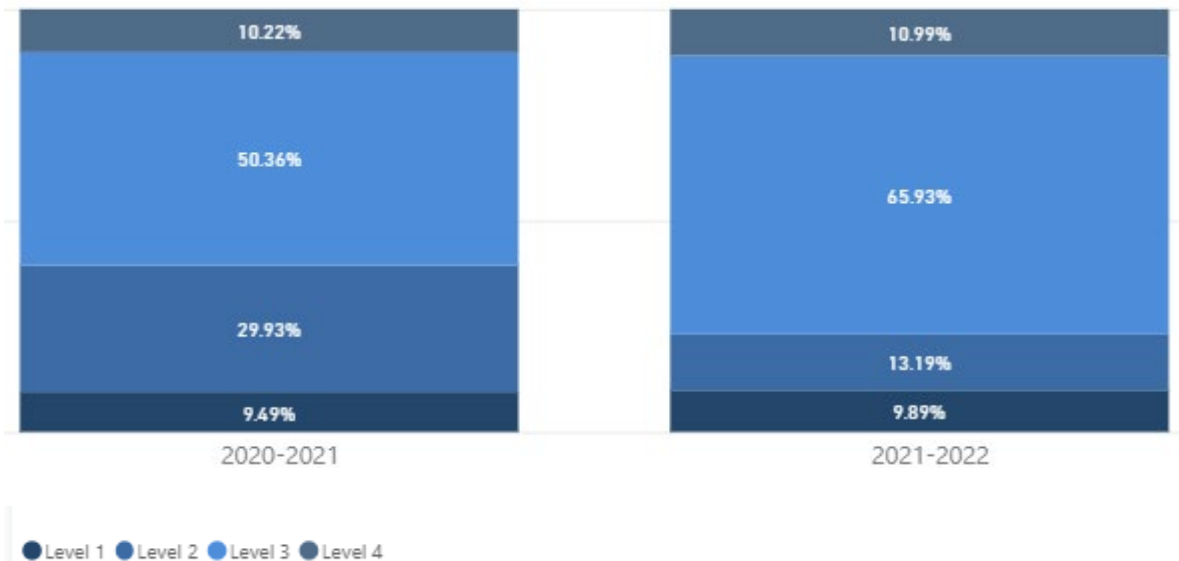
2020-2022 EL DATA

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Calistoga Joint Unified	172	24	324	304	45	869
Howell Mountain Elementary	48	2	30	7	1	88
Napa County Office of Education	41	2	29	32	0	104
Napa Valley Unified	9,269	644	3,892	3,375	60	17,240
Pope Valley Union Elementary	20	2	17	6	5	50
Saint Helena Unified	640	86	231	213	17	1,187

2021-2022 EL DATA

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Calistoga Joint Unified	169	26	324	313	0	832
Howell Mountain Elementary	53	2	33	8	5	101
Napa County Office of Education	37	2	30	15	0	84
Napa Valley Unified	9,089	634	3,962	3,099	9	16,793
Pope Valley Union Elementary	23	3	27	4	0	57
Saint Helena Unified	623	89	226	207	0	1,145

Percentage of Students who Scored at the 4 Levels (Level 1-Lowest English Proficiency to Level 4-Ready to be reclassified English Proficient if they meet the other three criteria besides scoring at level 4. (See reclassification criteria document)



I. Governance and Administration

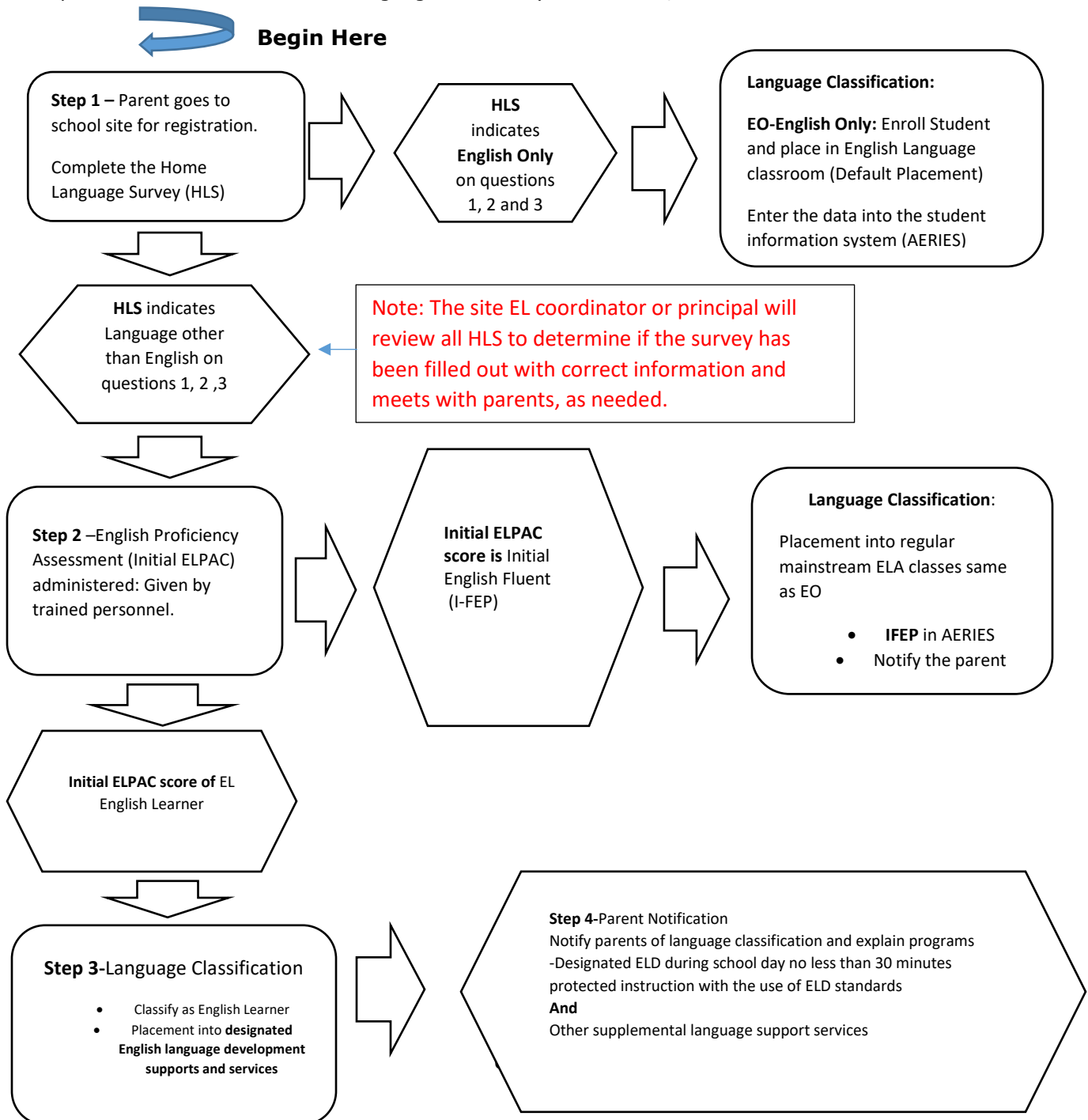
Policies, plans, and administration of federally funded programs meet statutory requirements.

II-EL 4: Identification, Assessment and Reporting of EL Students

VI-10 18: Parents and Guardians of English learners are informed of the placement of their children and are notified of an opportunity to apply for a parental exception waiver for their children.

This process changed to a three-tiered leveled placement (Emerging, Expanding, and Bridging) in order to match with the ELPAC assessment results in the 2017-18 School year

The flow chart will reflect the changes in the new ELA/ELD Framework for placement and services provided as written for Initial Language Proficiency Assessment, Identification and Placement Process



Home Language Survey (Appendix B)

California Education Code requires local educational agencies (LEAs) to make a primary home language determination for all students in Kindergarten through grade twelve (K-12) upon first enrollment in a California public school. If a student is identified as speaking a primary or home language other than English on the HLS, that student is eligible for EL services. The designated site personnel **upon enrollment will schedule a time within 30 days** to complete the Initial ELPAC assessment. If the student is a new enrollee or was not identified prior to the start of school this will be completed within two weeks.

New students are tested with the initial ELPAC throughout the year. Tests are **scored locally** and placed into an online reporting system to determine language level. Plans for appropriate placement and/or services and initial designation will be entered in AERIES. Official ELPAC scores will be recorded when an official parent letter is generated from the ELPAC online site based the scores entered. The designated school personnel will then provide parental notification on test results, program recommendations and all the placement options available for their child. Information is also given at the same time on when a student is ready to exit the English learner program. (*20 United States Code, Section 7012; California Education Code sections 52164.1 (b); and title 5 of California code of Regulation sections 11307 (a) and 11511.*)

The State Board of Education (SBE) approved the following guidelines for interpreting the Home Language Survey:

If a language other than English is indicated on:

- **any of the first 3 questions, student should be tested with the Initial ELPAC**
- **under the 4th question, student may be tested at the LEA's discretion**

Note: For AERIES data entry, the "home" language and "primary" language field are the same.

Initial Assessment (within 30 days)

Official California ELD Test (Initial ELPAC) results used for initial identification are scored and uploaded into the online scoring tool within the ELPAC website site. Students who are classified as intermediate or Novice English Proficient (LEP) will continue to be eligible to receive EL services.

Initially English fluent (IFEP)

Test results and notice of I-FEP status are sent home to parents within 30 days.

Initial ELPAC Overall Scale Score Ranges:

Level 1 Novice	150–369
Level 2 Intermediate	370–449
Level 3 Initially Fluent English Proficient (IFEP)	450–600

The Overall score consists of the student’s Oral Language score and Written Language score. The Oral Language score consists of the student’s scores from the Speaking and Listening domains. The Written Language score consists of the student’s scores from the Reading and Writing domains. The weighting of the Oral and Written Language scores is based on the student’s grade level.

In kindergarten, the weighting of the Initial ELPAC Overall score is 90 percent Oral Language and 10 percent Written Language. In first grade, the weighting of the Initial ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language. In grades two through twelve, the weighting of the Initial ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

Less than reasonably fluent in English

A student whose is identified as an English Learner has placement and instruction conducted through **Designated ELD**, which is time set aside in the regular school day to develop critical language skills for content learning in English and **Integrated ELD**, in which ELD standards are used in tandem with the content standards in all classrooms where ELs are enrolled to provide access to course curriculum. (*ELA/ELD Framework adopted July 2014 by CDE*)

Parent Exception Waiver

Parents receive a written and oral explanation to their right to request a waiver out of English Language Development (ELD) instruction from the school site or district. A waiver form can be obtained at any of the school sites. Parents/guardians **cannot** waive a child out of English Language status and that child will still be ELPAC tested per year until they become RFEP.

Transfer Students

When students transfer all relevant data regarding the student’s English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school. Students newly entering the program will have the relevant assessment, academic progress, and placement information entered in AERIES. When the site receives the student cumulative record from the former school program/school, the record will be reviewed by the site principal or designee to check for any relevant data pertaining to English Learner status and/or services provided in the former program

Summative ELPAC Annual Assessment

Students who were previously identified as LEP students in the previous academic year will continue EL services unless they were eligible to exit EL status. Students are tested annually with the Summative ELPAC between February and May of each school year. Official CDE results are generally received in late June and early July, and students are either continued as English Learners or reclassified to fluent status. Parents/guardians of students who were previously receiving services will receive notification **within 30 days** of test results. Parents of English learners also receive information on their right to request a waiver for alternative programs and other information required by Federal Title 3 regulation.

If an Individual Education Plan (IEP) team has determined that a student with severe disabilities is unable to take all parts or part of the ELPAC, the student will be given an **alternative assessment** (to be determined by the IEP team according to individual need), in accordance with California Department of Education regulations. The alternative assessment must be written and documented in the IEP. All ELPAC testing is now completed online except for the writing section at the primary school grades TK-2.

PROFICIENCY LEVELS AND DESCRIPTORS

State levels for ELPAC proficiency levels as of 2020 are shown below.

These general PLDs are structured so that for the summative assessment, a recommendation to consider an English learner for reclassification would be based on the threshold of level 4.

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.

Yellow English Learner Folder

School sites will create a yellow folder for every English learner during the initial testing process. The EL folder is placed in the student's cumulative folder at the school site. The purpose of the EL folder is to assist teachers, parents, and District administrators with program placement and development, student progress monitoring, and reclassification. The following items are placed in the yellow EL folder:

- Home Language Survey
- Official Initial and Summative ELPAC scores
- Copies of parent notification letters
- Placement program information English Language Development (ELD) progress reports
- Reclassification checklist and form, upon reclassification
- Parental Waiver(s) requests

II. Teaching and Learning

Participants receive core and Federal program services that meet their assessed needs.

VII-EL 12: English Language Development Instruction

VII-EL 13: Academic Instruction in the Core

VII-EL 20: Receives a Program of Instruction to Develop Proficiency in English as Rapidly and Effectively as possible

VII-EL 21: Academic Instruction for ELs is Designed and Implemented to ensure that ELs meet District Content and Performance Standards for their Grade in a Reasonable Amount of Time

English Language Development (ELD)

It is essential that ELs access well-articulated, standards-based core curriculum instruction. In-order to best understand appropriate strategies, materials, and techniques to help English Learners acquire English Language proficiency, our program uses the guidelines from the ELPAC Assessment and the State adopted ELA/ELD Framework Guidelines and CA. ELD standards. These descriptors note the characteristics and behaviors expected of ELs as they progress through the levels of fluency: Emerging, Expanding and Bridging learners. Teachers use these descriptors to guide lesson planning for their English Learners.

English Language Development (ELD) Standards address second language acquisition, required content area unique to ELs. These standards identify the linguistic competencies English Learners must develop to achieve the proficiency in English, which native speakers already possess when they enter school. CA ELD standards are not a substitute for standards in other content areas. Teachers use the CA ELD standards as the focal standards in ways that build into and from content

instruction in order to develop critical language ELs need for content learning in English. CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content through English. Proficiency in the CA CCSS ELA Standards is the expected outcome for all students.

The ELD component of all instructional program models is research-based and recognizes that the acquisition of a second language is a developmental process. It may take up to five or more years to develop academic English proficiency comparable to English Only (EO) peers.

Many assessments are used to track our students' progress through the English Language Development process. These assessments include, but are not limited to, the following:

1. Site Specific Assessments
2. District Measures for Academic Progress (MAP)
3. State CAASPP/CAA progress
4. Classroom performance
5. ELPAC outcomes
6. Teacher Recommendation
7. Successful completion of linguistically appropriate IEP goals and objectives

English Language Development (ELD) Standards

The CA.ELD Standards adopted by the State Board of Education on November, 2012 (AB 124 ELD Standards Revision) provide guidelines for language acquisition. There are many changes from the previous ELD Standards. The adopted ELD Standards are aligned with the California Common Core Content Standards. Instead of five proficiency levels there are three levels – Emerging, Expanding, and Bridging (the new assessment “ELPAC” that will take the place of the CELDT will break results into those three levels). General description of English learners' abilities are detailed at the “early stage” and “exit from” each level. The domains of listening, speaking, reading, and writing are no longer explicit. The ELD Standards are structured by grade level (not grade span) and include Grades 1, 2, 3, 4, 5, 6, 7, 8, 9-10, and 11-12.

Three Critical Principles further detail the goal and provide the foundation for the bulk of the new ELD framework. The Critical Principles include:

Part I – **Interacting in Meaningful Ways** (meaning making is at the heart of ELA/Literacy and ELD Instruction);

Part 2 – **Learning How English Works** (language development in areas of vocabulary, academic language, syntax, and test structure is crucial to learning); and

Part 3 – **Using Foundational Literacy Skills** (Acquisition of the foundational skills of literacy-print concepts, phonological awareness, phonics and word recognition and fluency-is crucial for literacy achievement).

SHUSD is working toward implementing the CA ELD Standards alongside implementing the CA Standards as intended by the California Department of Education. The transition will prepare for the implementation of the English Language Proficiency Assessment for California (ELPAC). At the same time Principals and teachers are learning and receiving professional development on the ELD Standards.

Accessing the Core Curriculum in Content Areas (The two (2) program models to follow per CDE are below:

It is essential that English Learners also access well-articulated, standards-based core curriculum instruction in a **Designated ELD** specific period during the regular day in which teachers use the CA ELD Standards to attend to ELs’ particular English language development needs. Designated ELD instruction should support ELs to develop the English language knowledge and abilities they need to be successful in content instruction.

In addition, **Integrated ELD** strategies will be provided by all teachers in all subjects that have EL’s in their classroom during content instruction. “All teachers with ELs in their classrooms will use grade-level CA CCSS for ELA/Literacy and other content standards as the focal standards for content instruction, AND they also use the CA ELD Standards in order to ensure ELs are fully supported to access rich content knowledge and develop academic English across disciplines.” (CA *ELA/ELD Framework, July 2014*)

Monitoring, assessing, checking for understanding, using multiple modalities of learning, scaffolding, reframing, and metacognition development consistently applied by administrators and teaching staff make sound practices in order to make content comprehensible to English Learners. GRR (Gradual Release of Responsibility) is the instructional model that we have adopted district-wide to meet all of our students at their entry point to access grade level content.

SHUSD schools use school-wide writing Assessments, which are scored using established rubrics. Proficiency on the rubric similarly provides a pathway to competency. Creating a system of careful review of the writing samples against EOs, R- FEPS, and I-FEPs will help identify the skills that ELs need in order to progress on the rubric and begin to meet the ELA standards in writing.

Intervention(s)

English learners who are identified as needing additional support are provided with appropriate intervention services via each site’s intervention program. Documentation is maintained on deficiencies and student progress toward meeting the interim formative/benchmarks contained in the programs. Interim benchmark assessments are provided for all ELA/ELD and math classes

The designated staff at each school at the start of school identifies EL students who are not making expected academic progress. The school staff convenes in order to prescribe appropriate interventions for these at-risk English Learners. To accomplish this task, the school staff review the student's data and analyzes the following:

1. Is the student placed in the correct academic setting?
2. How many years has the student been in a program for English Learners?
3. What supports have been provided to the EL student while in the district?

After gathering this data, the school staff provides appropriate interventions and class placement.

To assist our English Learners who may not complete all K-12 requirements in the traditional time frame, there are a number of alternative success routes. Students often need alternate paths within or beyond the secondary schooling experience to reach full English language proficiency, graduate from high school, and/or prepare for college and university options.

These pathways include, but are not limited to, the following:

- APEX Online credit recovery and/or remediation program
- Summer School Programs
- Afterschool Support
- Learning Center
- Math Support
- Reading Support Class
- Access time
- Migrant Ed support
- ELD class/**Newcomer class at HS**
- **Grad Credit Requirements (alternative requirements for some newcomers starting later in high school)**
- **5th year**
- **Case management/counseling support Newcomers by district social worker**

Students with IEPs are monitored at the same time as other EL students. IEP teams meet at least on an annual basis, however more frequently if student is not making progress on goals and objectives.

A major aspect of the Intervention Support plan is the provision for monitoring student progress.

- a. Use of the interim assessment system to monitor student progress.
- b. Implementation of the R-FEP Screening/Monitoring Form to track progress of reclassified students for 4 school years after reclassification;
- c. Monitoring of progress toward IEP goals and objectives if appropriate.

SHUSD is committed to addressing the achievement gap for all students, including English Learners. Thus, we have a cycle of support based on instruction, assessment, monitoring, and evaluation.

Six essential elements of this system include:

1. Program-adopted grade level standards;
2. Curriculum and instruction aligned with program standards;
3. Assessment and reporting;
4. Program and site level monitoring and intervention;
5. Ongoing evaluation of the program for English learners including classroom monitoring
6. Transition meetings from schools to schools as students leave one and enter another

SHUSD has an intervention system in place for EL students that includes the following key elements:

<p>1. Standards: <i>clearly articulated and implemented content standards</i> for English Language Development (ELD)</p> <p>2. Growth Measures: <i>clearly defined interim benchmarks</i> to measure expected growth toward meeting ELD and grade-level content standards.</p> <p>3. Assessments: a process to <i>objectively assess English Learners' progress in ELD and the rest of the program's core curriculum</i> using multiple measures.</p> <p>4. Additional Support: a variety of instructional interventions and resources such as credit recovery, in-school supports, summer school and after school tutoring, intervention specialists TK-5, district social worker.</p>

Special Education

For students in the Special Education Program who have moderate to severe cognitive delays the teaching, learning, and interventions will be included in the goals and objectives of the students' IEP. It is required that the IEP include linguistically appropriate goals and objectives for the students which lead to the proficiency of English language proficiency.

Linguistically appropriate goals, objectives, and programs means:

- 1) those activities which lead to the development of English language proficiency;
- 2) those instructional systems which lead to the language development of English language proficiency; and
- 3) those instructional systems which lead to the language development needs of English language learner. For individuals whose primary language is other than English, and who's potential for learning a second language, as determined by the IEP team, is severely limited, the IEP team may determine that instruction may be provided through an alternate program, including a program provided in the individual's primary language. The IEP team must periodically, but not less than annually, reconsider the individual's ability to receive instruction in the English language (EC Section 311(c); CR, Title 5, Section 3001 (s)).

Instructional Programs

ELD Program "Designated ELD"

The EL Program is sequential and focuses on pupils *acquiring English* as rapidly as possible in order to meet grade level standards in the content areas while they are learning English.

Strategies included to build academic competency while the student is *acquiring English*, include the use of instructional support and academic reinforcement. District specific strategies are included in the LCAP Plan under Goal 1 and Goal 2 and in site strategic plans.

Goal #1
By 2024, Increase academic growth for ALL students while closing the existing Achievement Gap.
Goal #2
By 2024, Evaluate policies and practices promoting social justice, equity and access related to Conditions of Learning

District adopted English Language Development (ELD) curriculum materials are used in looking at the CA ELD standards. SHUSD has newly adopted the TK-5 Benchmark Advance ELA/ELD Textbook series, 6-8 StudySync ELA/ELD Textbook Series and Collections 9-11 ELA/ELD textbook series with full implementation in 2018-19. Instruction is overwhelmingly in English, but not exclusively, teachers may use the student's primary language to motivate, clarify, direct, support, and explain. Within the ELD classes we also use Cengage EDGE and INSIDE online curriculum at the 6-12 grades and also English 3D at the middle school levels.

ELD standards are taught during designated ELD. Integrated ELD strategies are used every day while students increasingly participate in activities and use materials that help them access grade level core content standards.

Primary and support services and placement include:

English Language Development (ELD) called "**Designated ELD**"

- CA ELD standards-based instruction that teach ELs to understand, speak, read, and write English and acquire the linguistic competencies that native English speakers already possess and is "**protected time during the school day**" This does not necessarily mean that this needs to be a separate class but is designated protected time within a school day or class time.
- 30+ minutes of explicit daily ELD instruction (more than 45 is recommended) called "**Designated ELD**"
- ELD instruction provided by an appropriately authorized teacher (e.g. BCLAD, CLAD, SB 1969/395, AB2913 or equivalent)

Integrated ELD

- Provided to ELs throughout the school day and across all subjects by ALL teachers of ELs.
- 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.

Note: ELD continues until the EL student meets the district criteria for being *Reclassified Fluent English Proficient (R-FEP)*

St. Helena Unified also now utilizes the EL Roadmap to drive the directions of services and programs offered within the district. The four principles of the EL Roadmap are as follows:

Principle 1: Assets-Oriented and Needs Responsive Schools

Principle 2: Intellectual Quality of Instruction and Meaningful Access

Principle 3: Systems Conditions that Support Effectiveness

Principle 4: Alignment and Articulation within and Across Systems

What do these principles look like in our district?

Principle 1:

- Parent Education Series
- Parent conferences
- Family engagement activities
- Students are active participants in our schools (student council, student congress, student school board representative, student listening circles)
- Cultural awareness training for staff
- Opportunities for family and community involvement in our schools
- Supporting libraries to purchase books to build a second language and books that represent the student populations that we serve

Principle 2:

- Designated and Integrated ELD
- World Language instruction TK-12
- Teacher training on effective language strategies
- Curriculum for ELD and world languages
- Acknowledging the benefit of obtaining fluency in two or more languages and ultimately receiving the Seal of Biliteracy

Principle 3:

- Working towards a Multi-Tiered System of Support (MTSS)
- Building capacity of the district leaders with the English Learners B.E.L.I.E.F modules out of the Riverside County Office of Education
- Providing all special education specialists and teachers with how to support our students with dual diagnosis
- WestEd training on ELD strategies

Principle 4:

- Alignment in the LCAP with EL Roadmap
- Purpose statements and language objectives across all grades and content
- Professional Development focused on language strategies (GLAD/AVID/etc.)
- Creating common practices
- District ELD committee
- Transitions from school to school (student data and placement)

What other services are provided at the four-school sites?

Elementary District Settings (TK-5)

At the Primary School:

Designated ELD and Integrated ELD are delivered in the classroom. Teachers are fully informed of the English learner's assessment and progress data so that appropriate grouping can be achieved. The following is in place to meet their needs:

- TK-Kinder: all EL students receive designated ELD instruction every day for 30 minutes;
- 1st and 2nd: all EL students receive designated ELD instruction 4 days a week for 30 minutes. Teachers are using the ELA/ELD textbook component from the adopted Benchmark Advance program
- Imagine Learning is also provided for our EL's in level 1-3
- Reading books sent home
- Reading/Language Arts intervention teacher, math intervention teacher, core teachers, instructional assistants, specialists, tutors, and volunteers allow the instructional setting to be adapted to the needs of the English learners.

At the Elementary School:

Students that are English learners receive Designated ELD delivered 4 times per week for 30 minutes each day during the 90-minute ELA class period. Designated ELD

instruction happen within the classroom during core ELA time in the mornings through small leveled groups. Integrated ELD will be delivered in all other content areas every day.

Placement of English learners is critical for teachers to differentiate instruction and provide appropriate supplemental support. Read 180 is also provided for students scoring at a low Lexile level as an additional support. "Imagine Learning" online program is also provided for our level 1 newcomers. PAPER online tutoring is offered 24/7 for all students in grade 4 and 5 and can be accessed in either a student's native language or English.

Reading/Language Arts intervention teacher, math intervention teacher, core teachers, instructional assistants, specialists, tutors, and volunteers allow the instructional setting to be adapted to the needs of the English learners.

Computer based intervention programs, small group work, use of supplemental materials in the student's native language, lesson design, GRR strategies and leveled intervention programs (designed for acquiring language) are some of the strategies used to deliver **Integrated ELD** in a regular classroom. Support in the native language is provided as appropriate for the student's program designation.

Designated ELD is Core Instruction for English Learners and must be delivered so that the student does not miss content instruction in the core academic subjects. Extended day, summer, or community language programs can support the delivery of ELD, but cannot replace in-school delivery of Core Curriculum.

Secondary Settings (6-12)

English Learners enrolled at the secondary level are a diverse population. To facilitate proper program placement a variety of conditions must be considered.

These may include:

- Newly arrived in the United States (US) with adequate formal schooling
- Newly arrived in the United States (US) with limited or no formal schooling
- Long-term English Learners

Newly arrived students with adequate formal schooling often exhibit these kinds of characteristics:

- Recent arrival in US (5 years or less)
- Adequate schooling in native country though they may or may not be below grade level and lack records
- Traditional EL sequence fits their needs
- Academic achievement in terms of grades comparable to the rest of school
- Low performance on standardized tests when administered in English
- Traditionally referred to as immigrant students

These students are challenged to learn English quickly to be able to pass the California Assessment of Student Performance and Process (CAASPP) in 11th grade and meet high school graduation requirements.

English Learners with limited formal schooling may exhibit the following characteristics:

- Recent arrivals to US
- Little or no English proficiency
- Below grade level in Math
- Behind in credits and poor academic achievement
- Slow progress through ELD levels
- Poor performance on proficiency exams and standardized tests
- Difficult to diagnose learning disabilities

Not only do these students require an intensive designated ELD program but will need specialized content instruction to lay the groundwork for middle school and high school curriculum. Counselors will have to provide a long-term plan that makes use of all extended learning opportunities such as credit recovery or online classes through APEX during the school day; extended year/summer school; designated ELD class, contact and support offered by the district social worker for newcomers. An entry to the district needs assessment is currently being developed for all students new to the district that are designated as a limited English speaker to be administered by the district social worker within the first two weeks of enrollment.

Long-Term English Learners may exhibit the following characteristics:

- 6 or more years in the US
- Orally fluent in English
- Reading and writing proficiencies are well below grade level
- Limited or no literacy in primary language
- Discrepancy between perceived student achievement and academic grades (low)
- Some may have adequate grades and also low-test scores
- Most are not immigrants but native born in the US
- They fail to meet academic requirements of reclassification while demonstrating oral fluency

By middle or high school English Learners receive designated ELD in an ELD class and other online and in-school supports. Also, Student Study Teams (SST) are held to determine if there might be other reasons that a student is not making the language growth as expected for years within the EL program or district.

Instructional requirements include targeted ELD instruction in accelerated literacy development; counseling; grade level specific interventions; participation in project-based learning, real life learning applications, and implementation of career paths; and before/after school tutoring.

For more detailed information refer to *Reparable Harm - Fulfilling the Unkept Promise of Educational Opportunity for California's Long-Term English Learners* by Laurie Olsen, Ph.D. a Californians Together Research & Policy Publication. The report can be downloaded in pdf format from <http://www.californiantogether.org>.

At the Middle School students are provided the following services:

- Designated ELD instruction occurs for all EL's 6/7/8 graders within the master schedule for 240 minutes per week plus another period of ELA/ELD support for incoming 6th graders
- Read 180 program as needed for support
- Afterschool and during lunch academic support
- A two-week "Summer School" program as designated for 6-8 grade Els.
- Integrated ELD within all core classes daily through the GRR model and other best practices
- ACCESS period built into the schedule one day per week for students to receive in-school support in any class needed
- Math intervention support built within the school day
- English3D online program for newcomers to listen and speak "English"
- "INSIDE" ELD curriculum for newcomers
- Migrant Ed counseling and support
- Counseling as needed
- UpValley Family Center Claro/Clara support groups

At the High School students are provided the following services:

- Designated ELD classes 1-4
- Study skills (with a push in model)
- "EDGE" online curriculum program for newcomers as needed
- Directed Studies Class-APEX (with RtI, e.g., Literacy Advantage, Foundations I and Foundations II)
- Access period on Wednesdays for individualized teacher support
- Math/ELA tutoring (afterschool)
- Integrated ELD within all core classes daily through the GRR model and other best practices
- Noticing Program
- Migrant Ed counseling and support
- UpValley Family Center Claro/Clara support group
- Counseling as needed
- **New Newcomer class**

All four school sites will be incorporating the ELA/ELD framework into everyday lessons in all classes. All teachers in all subjects every day will follow the Gradual Release of Responsibility (GRR) Model by Doug Fisher and Nancy Frey, with the start of all lessons having a "Language Purpose" from GRR as an initial integrated ELD strategy and good practice. Teachers will also work to incorporate productive group work into their lessons to increase the level of student discourse within the classroom setting.

Transition EL meetings from school sites at the end of each year from 2nd to 3rd grade, 5th to 6th grade and 8th to 9th grade will start at the end of the 2021-2022 school year.

III. Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the LEA as required by law.

VI-EL 10: Student Placement

VI-EL 11: Parental Exception Waivers

Student Placement

SHUSD uses a number of program models to serve students who are English Learners. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. All descriptions of programs are disseminated in a language comprehensible to the parent (written translation) to ensure that parents can be active partners in placement decisions for their children.

Because students enter with varying levels of English language proficiency, it is imperative that each English Learner be placed in the instructional program that is the best fit for his/her needs. We are committed to placing the right student in the right program with the right instructional strategies and materials at the right time. We work closely with the parents/ guardians to explain the instructional options, report student progress, prescribe appropriate interventions if and when the student is not succeeding, and devise a plan for maximum success for each student.

As the English Learner student acquires increasing English proficiency, s/he progresses through the levels of instructional delivery until all instruction is delivered exclusively in English. In all programs, the principal goal is always the acquisition of academic English. Thus, every English Learner program in our district includes the provision for at least thirty (30) minutes daily of explicit and designated English Language Development (ELD) instruction.

Students in special education are placed in programs based on an IEP team decision. Should a student be special ed and an English learner, their IEP should include a language goal.

Upon initial enrollment, the Principal and ELD designated lead at the site make recommendations for English Learner program placement based on ELPAC results. Using this assessment information and program placement recommendations, the site principal and staff place the student in the most appropriate instructional setting. An IEP team determines placement based on the needs of an English Learner who is also a special education student. The site principal or designee

will meet with the parent(s)/legal guardians to clarify any questions as needed and/or to review any concerns parents may have regarding testing results or program placement recommendations.

State-adopted and/or standards-based materials will be used. Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental, materials.

The correct grouping of students is a critical feature of a successful program. **IEP goals must include linguistically appropriate goals based on ELD standards.**

Grouping for ELD

Students will be placed in small groups, when not impacted by other school or factors, based upon their English proficiency level for designated ELD Instruction.

Parent Exception Waiver: Parents receive a written and oral explanation of their right to request a waiver from the school site or district. A waiver form can be obtained at the school site. This is to opt out of ELD services or programs. However, their child will still remain designated as an EL student and be tested annually.

Parents and guardians are provided, upon enrollment and annually, fully written and, upon request, spoken descriptions of the Designated ELD program, Integrated ELD program, Alternative program(s), and all educational opportunities available to the ELs as well as the educational materials to be used in the different options. (5CCR 11309 (b) (1))

Parents and guardians are informed of any recommendation by the school principal

IV. Standards, Assessment, and Accountability

State and Federally funded programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the program.

IV-EL 6: Program Evaluation

IV-EL 7: Reclassification

Monitoring and coordination of the EL program is critical to the successful implementation of a high-quality instructional program designed for EL students. The implementation, monitoring and evaluation of the program will be the responsibility of the program principals. The programs for English learners will be monitored by the principals to ensure that each English learner is placed in an appropriate program of instruction and that his/her progress is being monitored and tracked. Regular monitoring includes the following: The principals will conduct

classroom observations. All documentation of observations and follow-up meetings will be maintained by the principal.

In addition, on an annual basis, the Director of Curriculum and Instruction will conduct an evaluation to ensure that the English learner program is being implemented according to State and Federal mandate[s]. Evaluation of student progress will be based on comparing English learner student achievement data with the student achievement data for English only students.

- A. Students will be expected to make one year of growth in their English Language Development (ELD) for each year of attendance. This growth will be based on a student's overall score of English language proficiency that assesses listening/speaking, reading, and writing on the ELPAC.
- B. Attendance data will be considered an important variable. It is evident that when students are not in school, they do not have ample opportunity to achieve the established standards and benchmarks for achievement. Therefore, attendance data maintained for each student in the overall analysis of student growth or lack of student growth.
- C. As much as possible, multi-year, multiple measures showing data for former EL students will be kept to track progress and to evaluate whether re-designated students are sustaining progress over time.
- D. Summary reports of the CAASPP focusing specifically on the gains by EL students according to the ELD standards and established benchmarks and ELPAC analysis.

By compiling and analyzing the data described above, the program administrators and teachers will be able to identify gaps in achievement of English learners. The data collected will also be used to track student progress, and work with teachers in action teams to improve student achievement.

Collaboration between Special and General Education

In order to meet the needs of ELs in the Special Education Program it is imperative that special education and general education staff members collaborate to provide a continuum of services that meet both the ELD and other academic needs of the student. By working together Individual Education Plans teams determine the appropriate program and services to be delivered to students in special education who are English Language Learners.

It is required that the IEP for an English Learner include linguistically appropriate goals and objectives that lead to the development of English language proficiency. For individuals whose primary language is other than English, and whose potential for learning a second language is severely limited, the IEP team may determine that instruction be provided through an alternate program, including a program

provided in the individual's primary language. The IEP should stipulate appropriate accommodations and/or modifications that may be needed to assist the student who is an English learner be successful in an educational setting.

RECLASSIFICATION

California districts reclassify students from EL to proficient in English using a process and criteria that include, but are not limited to:

- Assessment of English language proficiency (ELPAC) 5CCR 11202 (a)
- School growth measures in ELA data, where applicable
- Reading data, where applicable
- CAASPP data, where applicable
- Participation of the classroom teacher and other certificated staff with the direct responsibility for teaching or placement decisions of the pupil (5CCR 11303 (b))
- Parent opinion and consultation during the reclassification process (EC 313; 5CCR 11303 (c))

EL students are considered for reclassification to R-FEP after reviewing the following criteria and in accordance with the process outlined in the "Reclassification Recommendation" form found in the Master Plan for English Learners appendices.

Reclassification Criteria for Grades 3-12

English Language Proficiency

Using the ELPAC as the primary criterion, consider for reclassification English learners whose overall ELPAC proficiency level is level 4 per state guidance.

Academic Achievement in English

English learners scores on the CAASPP at level 2 (high range cut score or above) or higher in English Language Arts is part of the consideration at this time. Additional considerations to determine academic achievement readiness for reclassification **may include:**

- Report card (grades (3-12) "C" or above in English/Language Arts and English Language Development (ELD))
- MAP: Language Arts scores at 65% or higher
- SRI with Lexile within grade level bands
- DRA scores at grade level or higher
- CAASPP results on ELA

Teacher Evaluation

- Use multiple measures to assess English learner academic performance.
- Note that incurred deficits in motivation and academic success are unrelated to English language proficiency and do not preclude a student from reclassification.

Parent Opinions and Consultation

- Provide notice to parents/guardians of their rights and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with the parents/guardians.

Parents must understand which services their child will and will no longer receive as well as the monitoring of progress for R-FEP students.

Reclassification Considerations for Kindergarten to Grade 2

EL Students in Grades 1 and 2

School districts base decisions to reclassify English learners in Grades 1 and 2 on ELPAC results, teacher evaluation, parent consultation, and other locally available assessment results. Reclassifying a student at the primary school is not usually done unless we see that the student is truly performing at the same level of success as their English Only peers. SHUSD feels these are the critical years to provide as much support as possible to assist in academic skill building.

Reclassification Procedures

The district uses the following procedures to ensure an orderly process for the reclassification of EL students:

Recommendation for Reclassification

The recommendation may be initiated by any of the following:

- Parent/Student
- Classroom Teacher/Counselor
- Resource Teacher
- ELD Instructor
- Administrator

Reclassification Monitoring

Students who have been reclassified as R-FEP must be monitored by the site Principal/ELD Coordinator or Designee for four (4) years after the official reclassification date. The Director of Curriculum and Instruction sends the principal or designee a Follow Up Monitoring of Reclassified Student – Elementary/Secondary level form, whichever is appropriate, with each reclassification packet returned to the site. The assigned site personnel monitor each student, using this form as a tool to monitor academic progress, twice each school year, for four years after reclassification. Upon completion, the yellow copy of the Follow Up Monitoring Form is filed in the student's cumulative folder. The white copy of the form is given to the parents. If the student's grades fall below basic in grades K-5 or below "C" at grades 6-12 in any academic class, the school re-evaluates the student's progress and intervention measures are recommended. Follow-up support services will be provided for students who do not demonstrate satisfactory progress.

Reclassification Provision for Special Education Students

All students on an IEP must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess for appropriate language goals, modifications and accommodations. The Principal/EL Specialist at the school site will be included in the IEP team.

Students who have an IEP and are considered severe will be offered the replacement alternative language assessment for any or all parts of the ELPAC if the IEP team and parents decide that is the most appropriate assessment to give by using a questionnaire.

V. Involvement

The LEA provides parents of English learner's opportunities to be active participants in assisting their children to achieve academically.

I-EL 1. The LEA outreach to parents of English learners

I-EL 2: ELAC

I-EL 3: DELAC

English Learner Advisory Committee – ELAC

Schools with 21 or more English Learners will establish a functioning English Learner Advisory Committee (ELAC) on programs and services for English Learners. The Committee meets the following requirements:

1. Formation:

The committee has been formed. There has been an election in which all parents/guardians of English Learners have had an opportunity to vote and in which they elect the parent members of the committee;

2. Training:

Members have received training materials and training planned, in full consultation with committee members, to be appropriate to assist members in carrying out their legal responsibilities;

3. Advice:

The ELAC advises the principal and staff on topics relating to English Learners, including at the minimum:

- a. Development of a detailed Single Site Plan for Student Achievement
 - i. submitted to the Director of Curriculum and Instruction;
- b. Development of the school's needs assessment;
- c. Completion of the school and program's language census (R-30-LC Report);
- d. Efforts to make parents aware of the importance of regular school attendance.

4. District English Learners Advisory Committee-DELAC:

Parents/guardians at each school site have had the opportunity to elect one or two members to the District English Learners Advisory Committee (DELAC).

The principal, designee, or elected officers, as per school bylaws, coordinate and conduct ELAC meetings for the site.

Members of the ELAC serve two years and will be elected in the fall.

Legal Requirements ELAC Formation

The ELAC membership composition reflects the percentage of English Learners at the school.

Roles and Responsibilities

The program principal assists with the planning process for ELAC meetings, attends the ELAC meetings, and steps in for point-of-need leadership during the meetings until the Chairperson is comfortable with his/her role.

The principal arranges an agenda-planning session with the ELAC Chairperson prior to the scheduled ELAC meeting to ensure clear communication and that the four training areas are covered.

- Each ELAC conducts formal and advisory meetings, with agendas and minutes.
- Dates of ELAC meetings are determined and publicized in advance.
- Each ELAC covers four training areas during the course of the school year.
- Each ELAC secretary sends a copy in English (and Spanish where applicable) of all
- ELAC minutes to the DELAC Coordinator after each ELAC meeting.
- The Principal has provided By-Laws

Selection of the DELAC representatives:

At the first or second ELAC meeting in year one, the elected members elect one or two parents to represent them at the District English Learner Advisory Committee (DELAC). The representatives serve for two years. An election for a new DELAC representative is held at the first meeting in Year Two only if the school's representative from Year One is no longer available to serve on the DELAC.

V. Staffing

Staff members are recruited, trained, assigned, and assisted to ensure effectiveness of the program.

V-EL 8: Teacher assignments and Authorizations

V-EL 9: High Quality Professional Development

The SHUSD ensures that all teaching personnel whose assignment includes English Learner students shall hold appropriate certification to provide necessary instructional services to English Learners. To remedy any shortage of teachers serving English Learners (should one occur) and to comply with requirements, a concerted recruitment and staffing effort takes place in the program.

- Each year an analysis is conducted regarding the need for adequate numbers of qualified teachers to fully implement all elements of the English Learner Programs at the school: English Language Development, Content Instruction with Sheltered English, SDAIE strategies, and/or primary language support.
- Proposed staffing for each site is reviewed by the principals and vacancies are posted, as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations to implement instruction for English Learners. Working together, staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise.
- Job Announcements are posted on Ed-Join and advertised internally as appropriate.

The SHUSD monitors progress toward full certification of all teachers working with English Learners until all shortages of qualified teachers are remedied. An annual staffing report documents numbers of teachers who are fully certified and numbers in training, as results of hiring and staff training efforts each year.

VII. Funding

Allocation and use of funds meet statutory requirements for allowable expenditures. III-EL 5: Adequate general fund resources are used to provide EL students with learning opportunities in an appropriate program, including ELD and core curriculum.

The provision of such services is not contingent on the receipt of state or federal funds.

The SHUSD follows funding mandates as prescribed by the Educational Code, state regulation, and program policies/practices. Title III Funds are used to supplement the core educational program and do not supplant use of General Fund. The core educational program for EL students is funded by core program restricted funds. Expenditures are audited annually by the Business Office and by both internal and external auditors.

Funds are allocated according to the needs of the EL students in each program. The specific program funds provide equitable base facilities and materials to all. The program maintains a current list of program-adopted ELD materials and core texts schools are to use with English Learners. The list is regularly reviewed and updated by program administrators. Recommended new materials are piloted prior to program adoption, and maximum opportunities for collaboration and discussion are provided via sub committees, focus groups, and trainings.

The CA Department of Education administers funding for categorical programs through the Consolidated Application.

Title I, provides funds for supplemental services to those students in the SHPS programs.

Title III authorizes funding for supplementary programs and services for English Learners. Required activities include the provision of instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows English learner students to meet grade level and graduation requirements.

Programs also provide staff development opportunities to school staff assigned to EL student populations. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related EL student program activities.

Title II funding is to support academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.

The standards of quality contained in the Federal Program Monitoring process are the guides for the school's improvement efforts and include all curriculum areas

and, as well, non-curricular areas such as learning environment, staff development, school-wide effectiveness, instructional practices, special needs, etc.

Programs for students in the SHUSD Special Education Program are funded through allocation of SELPA-wide revenues based on an approved budget.

APPENDICES

Home Language Survey

HOME LANGUAGE SURVEY ENGLISH VERSION

Name of Student: _____ Date of Birth: _____
Last First

School: _____ Age: _____ Grade Level: _____

Home Teacher: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

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

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? _____

(parents, guardians, grandparents, or any other adults)

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

Signature of Parent or Guardian

Date

Form HLS, Revised October 2005
California Department of Education

Student and Parent Survey:

Special Education Services: Yes No RSP Special Day Speech/Language Other _____

Is the student Hispanic or Latino? Yes No

The previous part of the question is about ethnicity, not race. No matter what you selected, please continue to answer the following by marking one or more of the following to indicate what you consider the student's race to be. (please circle one or more of the following as they apply)

- | | |
|--|------------------------------|
| 1) American Indian or Alaska Native | 4) Black or African American |
| 2) Asian | 5) White |
| 3) Native Hawaiian or Pacific Islander | |

What is the highest education level completed by parent?

- | | |
|-------------------------------|-----------------------------------|
| 1. Not a high school graduate | 4. College Graduate |
| 2. High School Graduate | 5. Grad School/Post Grad Training |
| 3. Some College | 6. Declined to state or unknown |

DISTRITO ESCOLAR DE ST. HELENA – PROGRAMA DE APRENDIZAJE DEL INGLÉS

Reclasificación de los Estudiantes del Idioma Inglés

A los padres de: _____

Grado: _____ Fecha: _____

ELPAC Total	ELPAC Escuchar	ELPAC Hablar	ELPAC Lectura	ELPAC Escritura	CAA	CAASPP	MAP BENCHMARK Ingles

(elementos que se aplican para la reclassification estan marcados arribes)

Criterios alternativos considerados para reclasificar este estudiante:

Alternativo Lenguaje Proficiency Test (ALPS) _____

Su hijo ha sido recomendado para la reclasificación de un dominio limitado del Inglés (LEP) a dominio de Inglés (RFEP).

Su hijo/a se le asignará a una clase de Inglés convencionales.

Fecha lista para reclasificación: _____

Recomendación del maestro : _____
Firma Fecha

POR FAVOR MARQUE UNA, FIRME Y REGRESE UNA COPIA A LA ESCUELA

- No estoy de acuerdo con la recomendación del programa donde mi niño/a fue colocado y pido un alternativo.
- He leído lo de arriba y quiero tener una conferencia para discutir sobre el programa de mi niño/a y los resultados del examen.
- Yo apruebo la reclasificación a estudiante con domino en el idioma del Inglés (R-FEP).

Firma de Padres

Fecha

**ST. HELENA UNIFIED SCHOOL DISTRICT – ENGLISH LANGUAGE
LEARNER PROGRAM**

Reclassification of English Language Learners

To the Parents of: _____

Grade: _____

Date: _____

ELPAC Overall	ELPAC Listening	ELPAC Speaking	ELPAC Reading	ELPAC Writing	CAA	CAASPP	MAP BENCHMARK Ingles

(Items that apply for reclassification are marked above)

Alternative criteria considered to reclassify this student:

Alternative language Assessment

(ALPS) _____

Your child has been recommended for reclassification from Limited English Proficient (LEP) to Fluent English Proficient (R-FEP).

Your student will continue in a mainstream English instructional program.

Reclassification date: _____

Teacher recommendation: _____

Signature

Date

PLEASE CHECK ONE, SIGN AND RETURN ONE COPY TO THE SCHOOL

- I disagree with the recommended program placement and request an alternative.
- I have read the above and would like to schedule a conference to discuss my child's program and test results.
- I approve of my child's reclassification to Fluent English Proficient (R-FEP).

Parent Signature

Date

Reclassification Criteria

St. Helena Reclassification Criteria

2022-2023

Reclassification: Reclassification is the process whereby a student is reclassified from English learner (EL) status to fluent English proficient (RFEP) status. Local educational agencies (LEAs) determine when the student has met the four criteria listed in *Education Code (EC) [Section 313 \(f\)](#)*.

Four criteria are needed for reclassification:

1: ELPAC Score of Overall Level 4

LEAs shall use ELPAC Overall Performance Level (PL) 4 as the statewide standardized ELP criterion.

- *All students with an ELPAC Overall PL 4 are eligible to be considered for reclassification, in conjunction with other locally determined required reclassification criteria.*
- *Some dually-identified English learners may need specific considerations on this criterion once all necessary and specific supports, based on a student's unique needs and the special education services, have been exhausted.*

2. Teacher Recommendation: Will be required to use the new teacher observation protocol starting in 2023 (LTEL/SPED must have an IEP team decision for reclassification)

3. Parent Agreement

4. Local Criteria as shown below

- *Demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English, EC Section 313(f)(4).*
- *The LEA establishes the empirical range of performance in basic skills when setting the criteria for reclassification and considers the overall achievement goals set for all students.*

SHHS Local Criteria:

ELA MAP Reading scores as follows:

9th grade: 2021 Winter MAP 222 or higher/Fall 2022-23: 224 or higher/Winter 2022-23: 228 or higher/Spring 2022-23: 230 or higher

10th grade: Fall MAP 230 or higher/Winter: 232 or higher/Spring: 234 or higher

11th grade: Fall 2022-23: 234 or higher/ Winter ICA score of 3 or higher

OR:

Semester 1 or Semester 2: Final Exam in ELA for 9th graders going to 10th at 70% or better,
Semester 1 or Semester 2: Final Exam in ELA for 10th going into 11th at 70% or better and;

OR:

CAASPP score of nearly met (above 2552 score) or higher on ELA portion going into 12th

RLS Local Criteria:

MAP Spring 2021 Reading scores are in the mid to high range of the yellow band

(LTEL/SPED: MAP score in Yellow Range)

6th Grade: Fall MAP 210 or higher

Winter: MAP 213 or higher

7th Grade: Fall MAP 214 or higher

Winter: MAP 217 or higher

8th Grade: Fall MAP 218 or higher

Winter: MAP 220 or higher

OR

CAASPP score of nearly met or higher per grade level

6th Grade: 2500 or higher

7th Grade: 2525 or higher

8th Grade: 2535 or higher

SHES Local Criteria:

MAP overall reading scores are in the mid to high range of the yellow band in grades 4th or 5th

OR

SRI Proficient or Above at Fall/Winter or Spring in 2022-2023 (3rd Grade 520+, 4th Grade 740+, 5th Grade 830+)

OR

Incoming 3rd grade for 2022/2023: MAP Reading of +185 or higher

OR

CAASPP scores of nearly met or higher per grade level

3rd Grade: 2410 or higher

4th Grade: 2450 or higher

5th Grade: 2480 or higher

SHPS Local Criteria:

2nd grade: MAP Reading within Yellow Band for 2nd Grade Level at spring growth measure and Writing Sample is Proficient or Above (MAP 185 or higher)

1st grade: DIBELS (WWR) at Core or higher and Grade Level Writing sample at Proficient or Above

Kindergarten: DIBELS (WWR) at Core or Higher

Special Note: State and federal laws require LEAs to monitor students who have exited EL status for a period of four years after they have RFEP status (20 U.S.C. Section 6841(a)(4)(5); Title 5 *California Code of Regulations (5CCR)* Section 11304). After students have exited an EL program through the locally-approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that:

- The students have not been prematurely exited;
- Any academic deficit they incurred as a result of learning English has been remedied; and
- The students are meaningfully participating in the standard instructional program comparable to their English-only peers.

Table 3.5. MAP Growth Cut Scores—ELA/Reading

CA SBAC ELA								
Grade	Level 1		Level 2		Level 3		Level 4	
3	2114–2366		2367–2431		2432–2489		2490–2623	
4	2131–2415		2416–2472		2473–2532		2533–2663	
5	2201–2441		2442–2501		2502–2581		2582–2701	
6	2210–2456		2457–2530		2531–2617		2618–2724	
7	2258–2478		2479–2551		2552–2648		2649–2745	
8	2288–2486		2487–2566		2567–2667		2668–2769	
11	2299–2492		2493–2582		2583–2681		2682–2795	
MAP Growth Reading*								
Grade	Level 1		Level 2		Level 3		Level 4	
	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
Fall								
2	100–159	1–20	160–174	21–56	175–186	57–82	187–350	83–99
3	100–175	1–25	176–188	26–55	189–198	56–76	199–350	77–99
4	100–187	1–29	188–197	30–52	198–206	53–72	207–350	73–99
5	100–193	1–25	194–203	26–48	204–215	49–75	216–350	76–99
6	100–196	1–20	197–210	21–51	211–224	52–81	225–350	82–99
7	100–199	1–18	200–212	19–46	213–227	47–79	228–350	80–99
8	100–203	1–20	204–217	21–49	218–232	50–80	233–350	81–99
11	100–210	1–23	211–222	24–48	223–234	49–73	235–350	74–99
Winter								
2	100–169	1–22	170–183	23–56	184–194	57–81	195–350	82–99
3	100–183	1–26	184–195	27–54	196–204	55–74	205–350	75–99
4	100–193	1–29	194–203	30–53	204–211	54–71	212–350	72–99
5	100–199	1–27	200–208	28–49	209–219	50–74	220–350	75–99
6	100–201	1–22	202–213	23–49	214–226	50–79	227–350	80–99
7	100–203	1–20	204–215	21–46	216–229	47–78	230–350	79–99
8	100–206	1–20	207–220	21–50	221–233	51–78	234–350	79–99
11	100–211	1–23	212–223	24–48	224–235	49–73	236–350	74–99
Spring								
2	100–174	1–24	175–187	25–55	188–198	56–80	199–350	81–99
3	100–187	1–28	188–198	29–54	199–207	55–74	208–350	75–99
4	100–196	1–31	197–205	32–52	206–213	53–70	214–350	71–99
5	100–201	1–28	202–210	29–49	211–220	50–72	221–350	73–99
6	100–203	1–23	204–215	24–51	216–227	52–77	228–350	78–99
7	100–205	1–22	206–216	23–46	217–230	47–77	231–350	78–99
8	100–208	1–22	209–221	23–50	222–234	51–78	235–350	79–99
11	100–212	1–25	213–224	26–50	225–236	51–74	237–350	75–99

ELD Programming (Parental Waiver)

SHUSD AR 6174 Instruction

At the beginning of each school year, parents/guardians shall be informed of the placement of their child in a structured English Immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code [310](#); 5 CCR [11309](#))

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code [440](#); 20 USC [7012](#))

A parent/guardian may, by personally visiting the school, request that the district waive the requirements pertaining to the placement of his/her child in a structured English Immersion class (Education Code [310-311](#))

ST. HELENA PARENTAL EXCEPTION WAIVER

EDUCATION CODE [311](#)

Student's Name: _____ Grade: _____

School: _____ Date of Birth: _____

Student's Primary Language: _____

I request a waiver of the placement of my child in the school's structured/sheltered English immersion program for the following reason:

My child possesses good English language skills. (Education Code [311\(a\)](#))

My child is 10 years of age or older and I believe that an alternate course of study is better suited to my child's rapid acquisition of English. (Education Code [311\(b\)](#))

I believe that my child has special needs and that an alternate course of study is better suited to his/her educational development. (Education Code [311\(c\)](#))

I understand that the objective for my child is to be taught English as rapidly and effectively as possible. I have been provided a full written description of the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I have personally visited the school to apply for this waiver.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

For School Use Only:

For waivers pursuant to Education Code [311\(a\)](#), student's English standardized test scores: (Scores must be at or above the state average for the child's grade level or above the 5th grade average)

Waiver Granted/Denied: Date: _____

Signature: _____ Title: _____

Exhibit ST. HELENA UNIFIED SCHOOL DISTRICT

St. Helena Unified School District
EL(RFEP) Monitoring of Student Progress
 (Required for 4 years after R-FEP designation)

DIRECTIONS: The student progress of all ELs is monitored annually to evaluate students' language growth and academic performance. (CPM 12.1) Please review information on this form to determine if the student is making adequate progress. Complete all sections, sign, and place original in yellow folder. Keep a copy for your records and send a copy to the parent.

Name: _____ **Grade:** _____ **Date:** _____

II. English Language Proficiency –ELPAC upon reclassification	IV. Report Card Most recent reporting period: _____ Please write in the grade received in each area listed:
--	--

III. Academic Information-California Common Core Standards Test ELA	ELA If HS: Final Exam or CAASPP score: ELA:
---	---

V. Recommendation by School Site Staff

A review of this report indicates that this student's academic progress ...

Check One

is satisfactory.
 is NOT satisfactory. (See attached plan)

Student is not meeting growth expectations in the following areas:

CAASPP assessment
 District content and performance standards
 English Grades

VI. Area(s) of Need and Planned Interventions:

VII. Parent Notification:

Please mark the items that apply and return this entire form to your child's school.

I have reviewed my child's academic progress indicated above.

I would like a conference to discuss this information.

Parent/Guardian Signature Date

(Required if Student Progress is Unsatisfactory)

Principal/Designee Signature Date

St. Helena Unified School District
ANNUAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements

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

Date: _____ Grade: _____ Primary language: _____

Dear Parent(s) or Guardian(s): Each year, we are required by law to notify you of your child’s proficiency level in English. We must also provide you with the school’s recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 USC 7012 and 6312[g][1][A]; California Education Code, Section 48985; and Title 5 of the California Code of Regulations, Section 11309[a][b][1])

Your child’s current English proficiency level is _____, according to their 2020-2021 English Language Proficiency Assessment for California (ELPAC) results.

Based on these results, your child has been identified as a(n):

- Initially fluent English proficient (IFEP)** and assigned to a regular academic program and will not need to participate in an English language instructional support program. The school will monitor the student’s academic progress for the next two years
- English learner (EL) with *less than reasonable fluency in English*** and assigned to the Structured English Immersion Program with English Language Development (ELD) support.
- English learner (EL) with *reasonable fluency in English*** and assigned to the Structured English Immersion Program with English Language Development (ELD) support.

Check if applicable:

- Individualized Education Program (IEP) on file**

A description of how your child’s recommended program placement will meet the objectives of the IEP is attached.

Academic Achievement Results

Area tested	Level of Achievement
ELPAC Results for 2021-2022	

Program Placement Options for English Learners

The chart below shows all program placement options. (A more detailed description follows.) To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child’s primary language, you must apply for a “Parental Exception Waiver.”

English Language Proficiency Levels		Program Placement
Bridging-Level 4	Reasonable fluency***	English Language Mainstream *** or an Alternative Program with an approved Parental Exception Waiver
Expanding-Level 3		
Expanding-Level 2	Less than reasonable fluency***	Structured English Immersion*** or an Alternative Program with an approved Parental Exception Waiver
Emerging-Level 1		
		Other Instructional Setting based on IEP

ANNUAL PARENT NOTIFICATION LETTER **Federal Title III and State Requirements**

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

- **English Language Development (ELD) class** placement at the secondary level for grades 6-12. Students will be placed in an additional English Language class to assist in building their foundational language skills due to having less than reasonable fluency in English and scoring between level 1 to level 3 on the annual ELPAC test.
- **Structured English Immersion (SEI):** 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 students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.
- **Heritage Language Program:** A language acquisition program for English learners that provides instruction to students utilizing English and a student’s native language for literacy and academic instruction. These enable non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

Parents/Guardians may choose a language acquisition program that best suits their child. 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.

(EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact **Mary Allen, Director of Curriculum and Instruction** to ask about the process.

Parents of English learners have a **right to decline or opt their children out** of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria <i>(Education Code, Section 313[d])</i>	District Criteria
English Language Proficiency Assessment (ELPAC)	Level 4
Site Specific Data (CAASPP data)	High Nearly Met or MAP Mid-High Average Range
Parental Opinion and Consultation	Parent opinion and consultation is encouraged
Teacher Evaluation	Teacher recommendation is required for reclassification

**Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])**

The expected rate of graduation for students in this program is 94.2 percent. Local educational agency (LEA) graduation rates are displayed on the Graduate Data report, which is available on the California Department of Education DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Please telephone the school if you would like to schedule a parent conference to discuss your child's options for program placement.

St. Helena Unified School District

English Language Learner Profile

To be completed when the Home Language Survey is marked with a language other than English

Student Name: _____ Date: _____

*Before initial testing, did EL Site Coordinator or Principal speak with parent(s) Yes __ No __
Date _____

English Language Proficiency

Administered Initial ELPAC within 30 days of enrollment and Summative ELPAC annually until reclassification (5 CCR. 11511)

ELPAC Date MO./YR.	Classification	Overall Proficiency Level	Parent Letter Sent
	__ LEP, __ IFEP	Novice EL __ Intermediate EL __ On Initial ELPAC	
SY 2019-2020	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	ELPAC was not administered due to COVID Closure
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	
	__ LEP, __ RFEP	Level 1 __, Level 2 __, Level 3 __ Level 4 __	

If LEP, please tag in AERIES (SIS) one of the following below under “Language-Program” and also under “Programs” go to “Special Programs” an add a LIP record of either 303 newcomer or 305 sheltered ELD:

- Structured English Immersion ____ (Students in a classroom with other English Learners (ELD) predominately taught in English)
- Alternative Course of Study ____
- English Language Mainstream ____ (Students with reasonable fluency/Designated ELD-Integrated ELD)
- Other Instructional Setting ____

